



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

Irish

**Assessment Unit AS 2
(Sections B and C)**

assessing

Reading and Use of Language

[SIR22]

THURSDAY 23 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

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|----------|--|--|--|
| 1 | <p>(a) 19 [1]</p> <p>(b) go bhfuil Éire ar an tríd tír/is mó a n-itear bia ollphróiseáilte inti [2] gur bia próiseáilte é leathchuid de na bianna/a bhíonn sa ghnáthchiseán siopadóireachta [2] [4]</p> <p>(c) (impleachtaí dár) sláinte [1]
(impleachtaí don) timpeallacht [1] [2]</p> <p>(d) faoi bhrú [1]</p> <p>(e) caitheann muid níos lú ama ná riamh ar bhia a réiteach [1]
is lú arís an aird a thugann muid ar an bhia féin [1] [2]</p> <p>(f) Is tíortha iad seo ina gcleachtar an chócaireacht mar is ceart/sa bhaile [2]</p> <p>(g) Any three from:
caitheann siad am le béilí a réiteach [1]
caitheann siad am á n-ithe le chéile [1]
ag caint [1] agus ag cardáil [1], ag magadh [1] agus ag moladh [1],
ag gáire [1] agus ag tabhairt amach [1] [3]</p> <p>(h) mar ealaín [1]</p> <p>(i) Any two from:
ceannaigh táirgí úra [1]
bí ag margáil le lucht margaidh [1]
caith am agus cúram béile a réiteach tú féin uair amháin sa tseachtain [1] [2]</p> <p>(j) cuir cuireadh ar do chairde nó ar do ghaolta [1]
(agus) roinn (go fial luach do shaothair) leo [1] [2]</p> | | |
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AO2

20

2 Translation into Target Language

The translation is divided into six sections. Each section is marked out of 10.

The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AO2

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Section B

40

**AVAILABLE
MARKS**

Section	Suggested Translation	Translation Passage	Credit	Do Not Credit
1	Voluntary Work Week was in December. People who work for the community without pay were celebrated. Many of them are young people.	Bhí Seachtain na hOibre Deonaí ann i Mí na Nollag. Rinneadh ceiliúradh ar na daoine a oibríonn gan phá ar son an phobail. Is daoine óga iad cuid mhaith acu.		
2	The spotlight was placed for a week on those people who help others quietly (and) free of charge.	Cuireadh an spotsholas ar feadh seachtaine ar na daoine sin a bhíonn ag cuidiú le daoine eile go ciúin, saor in aisce.		
3	They work for both young and old, providing services or attending to people who have particular/ own/specified/personal difficulties.	Oibríonn siad ar son daoine idir óg agus aosta, ag cur seirbhísí ar fáil nó ag freastal ar dhaoine a bhfuil deacrachtaí ar leith acu.		
4	They often fill gaps in health and public/ community services. There isn't an area in the country where there isn't a group of workers of this kind.	Líonann siad bearnaí go minic i seirbhísí sláinte agus pobail. Níl ceantar ar bith sa tír nach bhfuil grúpa oibrithe den tsórt seo ann.		
5	Among the workers are many children who visit their relatives and neighbours daily.	I measc na n-oibrithe, tá cuid mhór páistí a thugann cuairt go laethúil ar a gcuid gaolta agus ar a gcuid comharsan.		
6	Too often, these wonderful helpers don't get the praise/credit they should. Aren't they good!	Ní thugtar moladh mar is ceart do na cuiditheoirí iontacha seo go rómhínic. Nach maith iad!		
Suitable alternative responses will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) Bhí an ghaoth **millteanach** aréir. [1]
- (b) Rinneadh **damáiste** go leor do dhíon an tí. [1]
- (c) Tá sclátaí ina luí ar an talamh anois **in aice le** mo charr. [1]
- (d) Tá **mórán/a lán/cuid mhór** oibre le déanamh le gach rud a chur ina cheart arís. [1]
- (e) Beidh sé iontach **daor** an teach a dheisiú. [1]
- 2 (a) Níor mhiste llom an ríomhaire úr sin a **cheannach**. [1]
- (b) Moltar do chuairoteoirí gan an t-uisce a **ól** as na sconnaí. [1]
- (c) Ba mhaith leis na daltaí airgead a **bhailiú** le hóc as a dturas thar sáile. [1]
- (d) Tá sé de nós aige fuinneoga an tí a **ghlanadh** go rialta. [1]
- (e) B'fhéarr gan barraíocht a **ithe** roimh dhul isteach ag snámh san fharraige. [1]
- 3 (a) Beidh Sorcha cúig bhomaite mall mar tá sí ag labhairt lena múinteoir foirme faoina **hobair** chúrsa. [1]
- (b) Tá **m'uncail** ina chónaí san Astráil le fada an lá. [1]
- (c) Bhí muid ar an Ómaigh arú aréir agus thug muid cuairt ar **ár gcairde** i dTír Eoghain. [1]
- (d) D'fhág Brian a **athair** ag stáisiún na dtraenach go luath ar maidin. [1]
- (e) Cuir **do chóta** ar an chrúca taobh thiar den doras, le do thoil. [1]
- 4 (a) Tá aithne **agam** ar an bhainisteoir nua mar bhí sé i gceannas ar fhoireann na scoile tráth. [1]
- (b) Bhí mé amuigh le hEoin aréir agus dúirt mé **leis** go raibh dul chun cinn á dhéanamh ag an fhoireann ó ceapadh é. [1]
- (c) Tá an t-ádh dearg **orthu** mar tá trealamh traenála úrnua acu sa chlubtheach. [1]
- (d) Níl barúil **aici** cad é a dhéanfaidh sí má ghortaítear na himreoirí is fearr. [1]
- (e) Molaim **duit** bheith ag an pháirc go luath le háit mhaith a fháil. [1]

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- 5 (a) Beidh mé [1] ansin **or** ann [1] i gceann uair an chloig [1]. [3]
- (b) Chaith mé [1] an samhradh [1] cois farraige **or** cois na farraige **or** in aice leis an fharraige/cois fharraige [1]. [3]
- (c) Tá eolas agam **or** tá mé eolach [1] ar iarthar [1] an chontae [1]. [3]
- (d) Creidim **or** sílim **or** measaim **or** ceapaim **or** tá mé den bharúil **or** tá mé den tuairim [1] gur cluiche [1] iontach é [1] **or** go bhfuil sé ina chluiche [1] iontach **or** ar dóigh **or** ar fheabhas [1]. [3]
- (e) Éistim **or** bíim ag éisteacht [1] le ceol [1] an lá ar fad/uile **or** ó mhaidin go hoíche **or** ó dhubh go dubh [1]. [3]

AO3

15

Section C

35

Total

75

**AVAILABLE
MARKS**