



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

Irish

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

assessing

Reading and Use of Language

[SIR22]

TUESDAY 24 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Irish**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section B: Reading

- | | |
|--|-----|
| 1 (a) scríbhneoirí/stiúrthóirí/léiritheoirí (any two) | [2] |
| (b) (léiríonn sé) cruathaitheacht [1] agus úire [1] or caighdeán [1] ard [1] | [2] |
| (c) níos mó ná [1] seacht gcéad milliún euro [1] | [2] |
| (d) chóir a bheith [1] 12,000 [1] | [2] |
| (e) (seacht n)-ainmniúchán/ainmniúcháin [1] do Ghradaim Academy/Oscar [1] | [2] |
| (f) dúshraith (láidir) [1] a leagan síos [1] do dhaoine [1] a tháinig ina ndiaidh [1] or meas [1] a chruthú [1] sa saol idirnáisiúnta [1] don tionscal abhus anseo [1] | [4] |
| (g) (bhain siad) clú agus cáil (amach) [1] ar ardán idirnáisiúnta [1] | [2] |
| (h) 32% [1] saor ó cháin [1] | [2] |
| (i) timpeallacht [1] seanfhoirgnimh [1] | [2] |

Marks for AO2 [20]

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] |

Marks for AO2 [20]

Total marks for AO2 [40]

An Ghaeilge agus Cumann Lúthchleas Gael

| Section | Suggested Translation | Irish | Credit | Do Not Credit |
|--|---|---|--------|---------------|
| 1 | The GAA strategy for the Irish language was published in the year 2019. The aim of the strategy is that the association would be central to the Irish (language) community. | Foilsíodh Straitéis Chumann Lúthchleas Gael don Ghaeilge sa bhliain dhá mhíle agus a naoi déag. Is é aidhm na straitéise ná go mbeadh an Cumann istigh i gceartlár mhórphobal na Gaeilge. | | |
| 2 | There is an Irish language officer in every county in Ireland and their objective is to awaken the interest of people in the spoken language and in cultural activities. | Tá oifigeach Gaeilge i ngach contae in Éirinn agus é de chuspóir acu suim daoine a mhúscailt sa teanga labhartha agus in imeachtaí cultúrtha. | | |
| 3 | Various communication platforms and social media are used bilingually to promote the use of Irish in the local club. | Baintear úsáid as na hardáin éagsúla chumarsáide agus as na meáin shóisialta go dátheangach chun úsáid na Gaeilge a chur chun cinn sa chlub áitiúil. | | |
| 4 | There are Irish signs and bilingual signs up in the same clubs which draw the attention of the community to the Irish language. | Bíonn comharthaí Gaeilge agus comharthaí dátheangacha in airde sna clubanna céanna a tharraingíonn aird an phobail ar theanga na Gaeilge. | | |
| 5 | A lot of young people who attend summer colleges take advantage of the Gaeltacht scholarship scheme which is available in the club. | Baineann cuid mhór daoine óga a fhreastalaíonn ar choláistí samhraidh leas as an scéim scoláireachta Gaeltachta atá ar fáil sa chlub. | | |
| 6 | It is certain that the link between Gaelic games and the Irish language is going from strength to strength. | Is cinnte go bhfuil an nasc idir na cluichí Gaelacha agus an Ghaeilge ag dul ó neart go neart. | | |
| Suitable alternative responses will be credited. | | | | |

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) Fuair mé tacsáí aréir **isteach** go lár na cathrach. [1]
- (b) Is fada ó bhí oíche **amuigh** agam le mo chuid cairde. [1]
- (c) Bhí a lán daoine **istigh** sa bhialann inar ith muid. [1]
- (d) Chuir sé **isteach** go mór orm go raibh an áit plódaithe. [1]
- (e) Nuair a tháinig na custaiméirí **amach** ar an tsráid bhí sé deacair tacsáí a fháil. [1]

Marks for AO3 [5]

- 2 (a) Dúirt mé **leis an** tiománaí tacsáí mé a thabhairt go ceantar na hollscoile. [1]
- (b) Thug mé airgead **don** tiománaí le híoc as an turas. [1]
- (c) Chonaic mé seanchara liom ina sheasamh **ag an** mheaisín bainc. [1]
- (d) Bhí sé ag éirí buartha **faoin** chárta s'aige. [1]
- (e) Dúirt sé liom go raibh an cárta greamaithe **sa** mheaisín bainc. [1]

Marks for AO3 [5]

- 3 (a) **Thairg** mé fiche punt dó go bhfaigheadh sé a chárta ar ais. [1]
- (b) **Dúirt** sé liom go raibh cúpla punt fágtha aige go fóill agus go mbeadh sé ceart go leor. [1]
- (c) **Shiúil** muid giota den bhóthar le chéile mar tá sé ina chónaí cóngarach dom. [1]
- (d) **D'fhág** mé slán leis nuair a **tháinig** muid chomh fada lena gheata féin. [2]

Marks for AO3 [5]

- 4 (a) Fuair mé eochair **an dorais** i mo phóca. [1]
- (b) Chuaigh mé isteach agus shuigh mé síos ar an tolg os comhair **an teilifiseáin**. [1]
- (c) D’amharc mé ar an nuacht agus ar réamhfhaisnéis **na haimsire**. [1]
- (d) D’ullmhaigh mé cupán tae agus chuartaigh mé bosca **na mbrioscaí** sa chófra. [1]
- (e) Chaith mé deireadh **na hoíche** ag srannfach ar an tolg agus scannán ar dóigh ar siúl sa chúlra. [1]

Marks for AO3 [5]

- 5 (a) Chuir mé [1] ticéid [1] in áirithe [1] [3]
- (b) Thug mé [1] bronntanas [1] do mo dheirfiúr [1] [3]
- (c) Tá aithne agam [1] air [1] ón bhunscoil [1] [3]
- (d) Is ceantar [1], ciúin [1], suaimhneach/síochánta é [1] [3]
- (e) Bhain mé sult [1] as an [1] cheolchoirm/choirm cheoil [1] [3]
or
 Thaitin [1] an choirm cheoil [1] liom [1] [3]

Marks for AO3 [15]

Section C [35]

Total [75]

**AVAILABLE
MARKS**

75