



*Rewarding Learning*

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

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**Irish**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SIR31]**

**TUESDAY 7 JUNE, AFTERNOON**

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**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.

## AS 3 Extended Writing

### Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition. Material relates very well to the task.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. Material relates well to the task.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

### Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the film/text studied and is able to focus appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the film/text studied and is able to focus appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the film/text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

### Target Assessment Objective AO3

<b>Band</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks</b>
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to AS level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear well-structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [35]**

**Marks for AO4 [20]**

**Marks for AO3 [20]**

**Total marks [75]**

## Extended Writing: Indicative Content

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

### 1 O'Hara: *Yu Ming Is Ainm Dom*

- (a) **Scríobh aiste ar an léargas a fhaighimid ar shaol Yu Ming sa ghearrscannán *Yu Ming Is Ainm Dom*.**

**Pléigh i do fhreagra:**

#### **saol Yu Ming sa tSín**

saol leadránach aige  
déanann sé cinneadh a shaol a athrú  
an sult a bhaineann sé as an teanga a fhoghlaim  
eolas aige ar scannáin – féith an ghrinn ann  
dath glas leis an leadrán a léiriú  
ceol malltríallach – tosaíonn ceol gasta i ndiaidh dó cinneadh a ghlacadh a shaol a athrú

#### **saol Yu Ming nuair a thagann sé go hÉirinn ag an tús**

bíonn sé ar bís in Aerfort Bhaile Átha Cliath  
sásta ag an tús  
an Ghaeilge thart air  
cailleann sé misneach – an brú óige/teach tábhairne  
deacrachtaí aige le cumarsáid/le bia/le hobair a fháil  
déanann sé leithscéal nach bhfuil a chuid Gaeilge maith go leor

#### **an dóigh a dtagann athrú ar shaol Yu Ming i rith an ghearrscannáin**

tagann athrú ar a shaol i ndiaidh dó bualadh le Padaí sa teach tábhairne  
nuair a mhíníonn Padaí dó faoin Ghaeilge, tagann áthas air  
an Ghaeltacht – ceol/áthas

nó

- (b) **Scríobh aiste ar théama na Gaeilge sa ghearrscannán *Yu Ming Is Ainm Dom*.**  
**Pléigh i do fhreagra:**

#### **an dearcadh atá ag Yu Ming ar an Ghaeilge**

teanga oifigiúil na tíre  
deis foghlama  
mar eochair ar an doras a ligfidh isteach chuig saol nua é  
tugann an Ghaeilge seans dó éalú óna shaol leadránach sa tSín

#### **an dearcadh atá ag daoine in Éirinn ar an Ghaeilge**

an brú óige – aineolas ar an Ghaeilge agus ar an domhan go ginearálta  
na fir sa teach tábhairne – ní thuigeann siad an Ghaeilge fiú – míréalaíoch mar léiriú?  
Padaí  
an Ghaeltacht – turasóirí

#### **do bharúil féin ar an dóigh a léirítear an Ghaeilge sa scannán**

míréalaíoch?  
lucht déanta an scannáin ag iarraidh magadh a dhéanamh faoi stádas oifigiúil na teanga  
greann ag baint le dearcadh na ndaoine i leith na Gaeilge  
an Ghaeilge ar na comharthaí – béalghrá don teanga?

## 2 Mercier: *Lipservice*

- (a) Cad é an léargas a fhaighimid ar an scrúdaitheoir sa scannán *Lipservice*?  
Pléigh i do fhreagra:

**an dearcadh atá ag daoine ar an scrúdaitheoir sula dtosaíonn an scrúdú béil**  
eagla orthu roimh an scrúdú béil  
múinteoirí agus páistí faoi strus  
neirbhíseach faoi íomhá na scoile “An bhfuil sé tagtha fós?”  
tá teannas le sonrú sa scoil  
“Ar a laghad, ní Ciarraíoch é” (imní faoi chanúint)

**an dóigh a bpléann an scrúdaitheoir leis na scoláirí**  
labhraíonn sé go borb leis na scoláirí  
léirítear é mar dhuine iontach tiarnúil – an dóigh a gcuireann sé ceisteanna borba  
mífhoighneacha  
cruthaíonn sé íomhá iontach mórchúiseach  
bíonn sé mífhoighneach le Darren ag an tús – “Ní thig leat teacht agus imeacht ...”  
trua aige do Darren sa deireadh “Are you OK?”  
tagann forbairt ar an charachtar ag an deireadh – “D’éirigh leo go léir.”

**an dóigh a mbaintear úsáid as teicnící leis an scrúdaitheoir a léiriú sa scannán**  
fuaimeanna agus dathanna  
ceol mearbhallach nuair a thagann an scrúdaitheoir chun na scoile  
seatanna gar-amhairc ar aghaidheanna leis an bhrú a léiriú  
baintear úsáid as ceol le brú scoile a léiriú  
suíomhanna – seomra an scrúdaithe – an dorchadas sa teach tábhairne

nó

- (b) Scríobh aiste ar théama na heagla sa scannán *Lipservice*.  
Pléigh i do fhreagra:

**an eagla a bhíonn ar mhúinteoirí sa scannán**  
na múinteoirí ar bís – teas/tae  
brú ar na múinteoirí sa tseomra foirne – iad uilig ag caint ag aon am amháin  
eagla ar na múinteoirí nach n-éireoidh leis na scoláirí  
eagla orthu nach dtiocfaidh Darren – an scoláire is fearr atá acu

**an eagla a bhíonn ar na daltaí sa scannán**  
ag ullmhú sa leithreas – neirbhíseach  
greann agus teannas  
ag caitheamh toitíní leis an eagla a laghdú  
ag teacht amach as an scrúdú – brú agus imní le feiceáil

**do bharúil féin ar théama na heagla**  
tuiscint ag an iarrthóir ar an dóigh a mbaintear úsáid as teicnící le téama na heagla a léiriú  
an bhaint idir eagla agus greann  
réalaíoch mar scrúdú béil?

### 3 O'Reilly: *Clare Sa Spéir*

- (a) **Scríobh aiste ar an dóigh a léirítear an carachtar Clare sa scannán *Clare Sa Spéir*. Pléigh i do fhreagra:**

#### **Clare mar dhuine agus mar bhall den teaghlach**

ról traidisiúnta ag Clare  
is léir go ndéanann Clare gach rud sa teach  
bíonn sí faoi bhrú  
easpa cumarsáide idir í féin agus baill eile an teaghlaigh  
is duine fadfhulangach í  
foighneach  
meas aici ar éacht an fhir a sháraigh an churiarracht  
cróga fadradharcach  
is léir go ndéanann sí réamhphleanáil sula dtéann sí suas an crann  
deir a fear céile go bhfuil sí “craiceáilte”  
is léir go bhfuil meas ag na comharsana uirthi

#### **an dearcadh atá ag daoine eile ar Clare**

deir a fear céile go bhfuil sí “craiceáilte”  
is léir go bhfuil meas ag na comharsana uirthi  
bíonn na páistí ag brath uirthi  
easpa measa á léiriú acu uilig  
grá ag na páistí agus ag a fear céile uirthi  
na daoine sa teach tábhairne  
na comharsana

#### **an fhorbairt a thagann ar charachtar Clare i rith an scannáin**

curiarracht dá cuid féin bainte amach aici  
glacann sí seasamh agus tuilleann sí meas dá réir  
stádas úr sa teaghlach aici anois  
méadaíonn a féinmheas  
meas acu uilig ar Clare/ar a crógacht  
cuidíonn an ceol clasaiceach leis an fhorbairt a chur trasna chuig an lucht féachana  
tá codarsnacht idir tús an scannáin (anord agus mí-eagar) agus Clare ag éisteacht le ceol  
glacann sí leis an nuacht nach bhfuil an churiarracht sáraithe aici – “Ba chuma le Mam faoi” – is duine séimh réchúiseach í  
lucht déanta an scannáin ag iarraidh go mbeadh comhbhá ag an lucht féachana léi

nó

- (b) **Cad é an léargas a fhaighimid ar ról sa teaghlach sa scannán *Clare Sa Spéir*? Pléigh i do fhreagra:**

#### **an ról a imríonn na tuismitheoirí sa teaghlach**

ról Clare ag tús an scannáin – déanann sise achan rud sa teach  
ról Eoin – ag dul amach ag obair  
cén teachtaireacht a bhí lucht déanta an scannáin a thabhairt?

#### **an ról a imríonn na páistí sa teaghlach**

léirítear gnáththeaghlach ag tús an scannáin seo  
déantar gach rud do na páistí sa teach seo

athraíonn na ról nuair a imíonn Clare  
ní bhíonn an iníon is sine sásta go dtiteann cuid de na dualgais uirthi  
síleann na páistí gur chóir d'Eoin gach rud a dhéanamh nuair a imíonn  
Clare

**an dóigh a n-athraíonn na ról i rith an scannáin**

Eoin mar athair agus mar mháthair  
titeann sé ar an chailín is sine obair an tí a dhéanamh – tuairim an  
iarrthóra air sin  
ag an deireadh, feicimid gach duine ag déanamh a sciar féin den obair  
dúshlán tugtha

AVAILABLE  
MARKS

#### 4 Peigí Rose: Anne

- (a) **Scríobh aiste ar an dóigh a dtagann cúrsaí creidimh idir Mícheál agus Anne sa scéal *Anne le Peigí Rose*.**

**Pléigh i do fhreagra:**

**teaghlach Anne agus an creideamh**

is Protastúnach í Anne – “We must be loyal to our traditions.”  
cruthaíonn creideamh teannas sa teach  
caithfidh siad an caidreamh a choinneáil faoi cheilt  
is daoine traidisiúnta iad  
glacann siad leis an phósadh go drogallach

**teaghlach Mhícheáil agus an creideamh**

“ag dul amach le cailín nach bhfuil creideamh ar bith aici” a deir máthair Mhícheáil  
b’fhearr le máthair Mhícheáil nach bpósfaí an bheirt  
tá deartháir ag Mícheál atá ina shagart  
cuireann an mháthair brú ar an lánúin  
ní ghlacann an mháthair leis an phósadh

**an dóigh a réitíonn Mícheál agus Anne na fadhbanna a bhaineann leis an chreideamh**

ligeann siad orthu nach bhfuil ceangal ar bith eatarthu sa bhaile  
bíonn saoirse acu i mBaile Átha Cliath  
socraíonn siad ar fhanacht i mBaile Átha Cliath  
póstar iad sa chathair sa dóigh is nach mbeidh náire ar na tuismitheoirí sa bhaile

nó

- (b) **Cad é an léargas a fhaighimid ar an charachtar Anne sa scéal *Anne le Peigí Rose*?**

**Pléigh i do fhreagra:**

**an grá idir Anne agus Mícheál**

cur síos ar Anne  
tuairim Mhícheáil ar Anne  
neirbhíseach, faiteach, cairdiúil

**an dóigh a mothaíonn Anne faoin ghrá idir í féin agus Mícheál**

léirítear an grá mar ghrá nádúrtha a fhásann idir an bheirt acu de réir a chéile  
tagann forbairt ar an ghrá – cé go mbíonn constaicí ann  
cruthaítear atmaisféar iontach dearfach leis an ghreann  
bíonn amhras ann corruair – páistí a thógáil mar Phrotastúnaigh  
réiteach sa deireadh  
tagann sí ar cuirt chuig máthair Mhícheáil ag an Nollaig – cróga

**do bharúil féin ar an dóigh a bpléann Anne le fadhbanna an tsaoil**

glacann sí leis na fadhbanna agus déanann sí iarracht iad a shárú  
is duine cróga réchúiseach í atá sásta réiteach a lorg  
tuiscint ag an iarrthóir go dtagann forbairt ar an charachtar i rith an úrscéil  
dearcadh phobal an lae inniu ar an dóigh a bpléann Anne le fadhbanna an tsaoil