



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2024**

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**Irish**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SIR31]**

**FRIDAY 31 MAY, 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.

## 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) **Cad é mar a léirítear téama an choimhthíos sa scannán *Yu Ming Is Ainm Dom*?  
Pléigh i do fhreagra:**

#### **an dóigh a léirítear an choimhthíos sa tSín**

cuma uaigneach ar Yu Ming agus é ag obair sa tsiopa  
baintear úsáid as dath glas leis an choimhthíos a threisiú  
ní mhothaíonn Yu Ming go nglactar leis ina chuid oibre  
seat gairid ar a aghaidh leis an ghruaim a shoiléiriú  
níl aithne cheart ag daoine ar Yu Ming  
áit ollmhór atá sa tSín  
ní labhraíonn daoine lena chéile/ní bheannaíonn daoine do Yu Ming agus é ar na sráideanna

#### **an dóigh a léirítear an choimhthíos in Éirinn**

ag an aerfort i mBaile Átha Cliath, tá Yu Ming leis féin  
daoine thart an t-am ar fad ach ní thugann siad Yu Ming faoi deara  
dath gorm ar achan rud  
mothaíonn Yu Ming coimhthíoch nuair a fhaigheann sé an bia sa bhialann  
é ag siúl na sráideanna – daoine thart ar Yu Ming ach gan duine ar bith ag caint leis  
ceol brónach malltriallach/dath gorm  
suíonn Yu Ming in aice le Patrick Kavanagh – coimhthíoch eile  
teanga choimhthíoch  
an dóigh a gcaitear le Yu Ming sa bhrú óige  
an dóigh a gcaitear le Yu Ming sa bheár

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

teicnící leis an choimhthíos a léiriú  
carachtair a léiríonn coimhthíos  
suíomhanna  
an teanga

nó

- (b) **Scríobh aiste ar an dóigh a léirítear Yu Ming mar charachtar 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

#### **saol Yu Ming in Éirinn**

bíonn sé ar bís in Aerfort Bhaile Átha Cliath  
fonn air a shaol a athrú  
ní thuigtear Yu Ming nuair a labhraíonn sé Gaeilge

cailleann sé misneach  
deacrachtaí aige le cumarsáid/le bia/le hobair a fháil  
éiríonn go geal leis sa Ghaeltacht

**do bharúil féin ar an dóigh a léirítear carachtar Yu Ming sa scannán**

Síneach ag foghlaim Gaeilge – teachtaireacht?  
carachtar iontach tiomanta agus dearfach  
réalachas ag baint leis an léiriú?

## 2 Mercier: *Lipservice*

### (a) Cad é mar a léirítear saol na scoile sa scannán *Lipservice*?

Pléigh i do fhreagra:

#### an dóigh a léirítear na múinteoirí

eagla ar na múinteoirí roimh an scrúdaitheoir  
iontach foirmeálta leis na scoláirí  
oibríonn siad go crua le Darren – iontach buartha faoi  
ag iarraidh íomhá dhearfach den scoil a thaispeáint don chuairoteoir  
faoi strus taobh thiar den íomhá a chruthaíonn siad  
tuisceanach

#### an dóigh a léirítear na scoláirí

cruthaítear pictiúr greannmhar – an leithreas mar shuíomh  
an chuid is mó de na scoláirí ar nós cuma liom  
cuid acu faoi strus – go háirithe agus iad ag imeacht ón scrúdú béil  
éide scoile iontach míshlachtmhar  
fadhbanna sóisialta thart timpeall na scoile (iníon ag cailín amháin/drugaí srl.)  
léirítear iad ar dhóigh ghreannmhar ach bíonn brón taobh thiar den íomhá sin  
ní bhíonn mórán suime acu sa léann

#### do bharúil féin ar an dóigh a léirítear saol na scoile sa scannán

úsáidtear greann leis na fadhbanna a léiriú – toitíní sa leithreas  
iontach éifeachtach an dóigh a léirítear saol Darren i gcomparáid le saol na scoláirí eile  
– trua ag múinteoirí do na scoláirí  
réalachas ag baint leis an léiriú?

nó

### (b) Cad é an léargas a fhaighimid ar an charachtar Darren Murphy sa scannán *Lipservice*?

Pléigh i do fhreagra:

#### na deacrachtaí a bhíonn ag Darren

“ní thuigeann éinne“  
ag glacadh drugaí  
na tuismitheoirí ag scaradh  
brú intinne  
cuma ghifleogach air agus é ag siúl na sráideanna

#### an dóigh a bpléann daoine eile sa scannán le Darren

tuisceanach  
múinteoir amuigh á lorg  
cuireann siad scairt ar an athair  
déanann siad a ndícheall é a fháil isteach sa scoil  
cuireann siad fios ar na Gardaí  
ceistíonn siad scoláirí eile  
an dóigh a bpléann an scrúdaitheoir le Darren

#### do bharúil féin ar an dóigh a léirítear carachtar Darren

an dóigh a léirítear saol Darren i gcomparáid le saol na scoláirí eile  
cuma bhocht air  
trua ag múinteoirí dó  
Darren mar “laoch” sa deireadh. Gaeilge níos fearr aige ná mar atá ag na daoine eile  
meas ag na scoláirí eile air cé go bhfuil a bhealach cailte aige. Dóigh iontach éifeachtach  
le trua a mhealladh ón lucht féachana

### 3 O'Reilly: *Clare Sa Spéir*

- (a) **Scríobh aiste a léireoidh an tuiscint atá agat ar shaol na bhfear sa scannán *Clare Sa Spéir*.**

**Pléigh i do fhreagra:**

**saol Eoin sula dtéann Clare suas an crann**

ag léamh an pháipéir  
ní bhíonn cumarsáid idir é féin agus an chuid eile den teaghlach  
ní ghlacann sé freagracht as rud ar bith a bhaineann leis na páistí  
“sa phub gach oíche”

**saol Eoin i ndiaidh do Clare imeacht as an teach**

bíonn sé feargach ag an tús  
cluintear é ag scairteadh ar na páistí  
caighdeán an bhia go holc  
strus agus teannas

**do bharúil féin ar an dóigh a léirítear saol na bhfear sa scannán**

léirítear é mar dhuine falsa cé gur duine cineálta é  
léirítear an chodarsnacht idir saol Eoin agus saol Clare  
faigheann sé faoiseamh sa teach tábhairne  
fiú agus Eoin i mbun an tí, faigheann siad sceallóga gach oíche don dinnéar. Bearna idir  
an dóigh a mbíonn Clare ag tabhairt aire don teach agus do na páistí agus an dóigh a  
mbíonn Eoin ag tabhairt aire don teach  
glacann sé éacht mar seo le go dtuigfidh sé go bhfuil barraíocht le déanamh ag Clare  
dearcadh tuisceanach ag lucht déanta an scannáin ar Eoin ag an am chéanna

nó

- (b) **Cad é mar a léirítear meas agus easpa measa sa scannán *Clare Sa Spéir*?**

**Pléigh i do fhreagra:**

**an dóigh a léirítear meas sa teaghlach**

páistí agus tuismitheoirí  
Eoin agus Clare  
páistí agus páistí  
na comharsana

**an dóigh a léirítear easpa measa sa teaghlach**

Eoin agus Clare  
na fir sa teach tábhairne  
na páistí  
easpa measa ar na róil a imríonn daoine

**an dóigh a dtagann forbairt ar shaol an teaghlaigh nuair a léirítear meas**

forbairt ar shaol an teaghlaigh  
suaimhneas  
tugann siad aithint dá chéile  
comhthuiscint/cothrom na Féinne

#### 4 Peigí Rose: *Anne*

- (a) **Scríobh aiste ar an bhrú a chuirtear ar an ghrá sa scéal *Anne*, le Peigí Rose. Pléigh i do fhreagra:**

**brú ar an ghrá ón tsochaí**

an creideamh – “... cailín nach bhfuil creideamh ar bith aici.”  
tuairim na ndaoine ag an am sin  
an tsochaí i nDún na nGall  
an tsochaí i mBaile Átha Cliath  
“Anseo i mBaile Átha Cliath tá mé breá sásta.”  
“Ach sa bhaile, tá sé gan dóigh. Ag inse bréaga.”

**brú ar an ghrá ó charachtair eile**

tuismitheoirí  
an sagart  
tuairimí mháthair Mhícheáil – “Tá tú ag gabháil le hAlbanach.”

**brú ar an ghrá ón taobh istigh**

tuigeann siad nach gcuirfear fáilte rompu  
caithfidh siad an cairdeas a cheilt ag an tús i nDún na Gall  
cuireann tuairim na ndaoine eagla ar Mhícheál agus ar Anne  
“Agus dá dtabharfadh a mháthair fáilte roimh an scéal – rud nár dhócha, dar leis – nó muna mbeadh a fearg rómhór thabharfadh siad beirt cuairt uirthi sula n-imeodh siad go Baile Átha Cliath.”

nó

- (b) **Scríobh aiste ar an dóigh a léirítear máthair Mhícheáil sa scéal *Anne*, le Peigí Rose. Pléigh i do fhreagra:**

**an dóigh a gcaitheann máthair Mhícheáil le Mícheál agus le Anne**

ní ghlacann sí leis an chaidreamh  
caithfidh siad an caidreamh a cheilt ag an tús  
Caitliceach atá i máthair Mhícheáil agus tá samhnas uirthi go bhfuil Mícheál “ag gabháil amach le cailín nach bhfuil creideamh ar bith aici”  
doicheallach/feargach

**an dearcadh a bhíonn ag máthair Mhícheáil ar an chairdeas idir Mícheál agus Anne**

níl sí sásta an caidreamh a aithint  
cuireann sí ina n-éadan  
“cailín nach bhfuil creideamh ar bith aici”  
ag an Nollaig, tugann Anne cuairt ar an mháthair. Brónach – gan réiteach in ann dóibh

**an tionchar a bhíonn ag an chreideamh ar dhearcadh mháthair Mhícheáil**

faoi smacht iomlán ag an chreideamh  
ní thig leo dul amach nuair a bhíonn siad sa bhaile – sochaí ag an am  
tá an mháthair faoi smacht ag an chreideamh ach, chomh maith leis sin, tá sí daingean docht ina cuid smaointe  
an difear idir an mháthair agus an sagart – Críostaíocht