



Rewarding Learning

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

Irish

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

assessing

Reading and Use of Language

[SIR22]

WEDNESDAY 22 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.

Section B: Reading

AVAILABLE
MARKS

- | | |
|----------|---|
| 1 | <p>(a) deich [1] milliún [1] [2]</p> <p>(b) ní thuigeann siad [1] cé chomh luachmhar [1]
(is atá tionscal na turasóireachta)
or
ní fheiceann siad [1] a luach [1] [2]</p> <p>(c) gníomhaíochtaí amuigh faoin aer
radhairc tíre iontacha
daoine cairdiúla
imeachtaí cultúrtha (Any three) [3]</p> <p>(d) (lucht) lóistín
siopaí
bialanna
(comhlachtaí) iompair
(dreamanna a chuireann) siamsaíocht (ar fáil) (Any two) [2]</p> <p>(e) forbairt [1] cur chun cinn [1]
or
(déanann siad) cinnte de [1] (go mbíonn) na seirbhísí ar ardchaighdeán [1]
or
poiblíocht [1] a dhéanamh [1] [2]</p> <p>(f) lóistín [1] bia [1] [2]</p> <p>(g) 5% [1]</p> <p>(h) tiománaithe
freastalaithe
treoraithe
ceoltóirí
píolótaí (Any two) [2]</p> <p>(i) obair [1] shéasúrach (atá ann) [1]
or
ní bhíonn obair [1] sa gheimhreadh [1]
or
ní thig leat [1] a bheith ag brath ar an obair [1]
or
bíonn an obair [1] gann [1] [2]</p> <p>(j) milleann siad [1] an radharc tíre [1] [2]</p> |
|----------|---|

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]

Section	Irish	Suggested Translation	Credit	Do Not Credit
1	Eagraítear féilte ‘Bród’ i mbailte móra agus i gcathracha na tíre seo gach bliain le ceiliúradh a dhéanamh ar an phobal aerach.	‘Pride’ festivals are organised in towns and cities of this country every year to celebrate the gay community.		
2	Tagann na mílte daoine amach ar na sráideanna, bíonn bratacha ildaite leo agus bíonn atmaisféar carnabhail le mothú ag na féilte.	Thousands of people come out on the streets, they have multicoloured flags with them and there is a carnival atmosphere to be felt at the festivals.		
3	Bhí ar dhaoine ó cheantair thuaithe, go dtí ar na mallaibh, taisteal amach as a gceantair féin le ‘Bród’ a cheiliúradh in áiteanna ar nós Dhoire agus Bhéal Feirste.	People from rural areas, until recently, had to travel out of their own areas to celebrate ‘Pride’ in places such as Derry and Belfast.		
4	Bunaíodh ‘Bród na Gaeltachta’ sa bhliain 2022 le himeachtaí a chur ar siúl don phobal áitiúil agus do Ghaeilgeoirí aeracha.	‘Gaeltacht Pride’ was formed in 2022 to put on activities for the local community and for gay Irish speakers.		
5	Bhí ‘Bród na Gaeltachta’ eisceachtúil mar gur féile ealaíon a bhí ann agus gur eagraíodh ceardlanna, siúlóidí, imeachtaí ceoil agus teanga mar chuid den fhéile.	‘Gaeltacht Pride’ was exceptional in that it was an arts festival and that workshops, walks, music and language events were organised as part of the festival.		
6	Ócáid stairiúil a bhí ann i nDún na nGall nuair a tháinig na sluaite amach le tacaíocht a thabhairt, do phobal aerach na Gaeltachta, agus le meas a léiriú orthu.	It was an historic occasion in Donegal when the crowds came out to give support to, and to show respect for, the gay community of the Gaeltacht.		
Suitable alternative responses will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

1 Write a synonym *in Irish* in place of the word/phrases in italics. Write full sentences *in Irish*.

- (a) Tá *spéis/dúil* mhór aici sa pheil. [1]
- (b) Tá na praghsanna *ag méadú/ag dul i méid*. [1]
- (c) Bhí an scrúdú iontach *doiligh*. [1]
- (d) Tá *bunús/tromlach* na ndaltaí ag dul ar an turas. [1]
- (e) Is *girseach* iontach í. [1]

Marks for AO3 [5]

5

2 Rewrite the following sentences in the tense or mood indicated in brackets. Write full sentences *in Irish*.

- (a) D'imir mé an cluiche peile. (Past Tense) [1]
- (b) Ceannóidh m'athair carr nua dom. (Future Tense) [1]
- (c) An bhfaigheann tú airgead ó do thuismitheoirí? (Present Tense) [1]
- (d) Déanfaidh mé obair bhaile ag an deireadh seachtaine. (Future Tense) [1]
- (e) Ní fhágfainn an teach ar chor ar bith. (Conditional Mood) [1]

Marks for AO3 [5]

5

3 Rewrite the following sentences, changing the verb in brackets from the command to the correct form of the verbal noun. Write full sentences *in Irish*.

- (a) Bhí orm an leabhar a léamh. [1]
- (b) Ní raibh an t-am aici an obair a chríochnú. [1]
- (c) B'éigean dóibh an cluiche a imirt. [1]
- (d) Ba mhaith liom dul go dtí an phictiúrlann leis an scannán a fheiceáil. [1]
- (e) Tá sé ar intinn agam an scoil a fhágáil ag deireadh na bliana. [1]

Marks for AO3 [5]

5

4 Rewrite the following sentences *in Irish* changing the preposition and the pronoun in brackets into the correct form of the prepositional pronoun. Write full sentences *in Irish*.

- (a) Bhí éad **air** nuair a fuair a chara torthaí maithe. [1]
- (b) Is léir nach bhfuil aon mheas ag na páistí **uirthi**. [1]
- (c) Is maith **leo** staidéar a dhéanamh ar an stair. [1]
- (d) Bhí díomá ar Mháire nuair a chuala sí a cairde ag caint **fúithi**. [1]
- (e) Níor ligeadh **dúinn** dul amach chuig an dioscó. [1]

Marks for AO3 [5]

5

5 Translate the following sentences *into Irish*.

- (a) Ní maith leis [1] obair scoile [1] a dhéanamh [1]. [3]
- (b) An bhfuil tú i do chónaí [1] sa [1] cheantar [1]? [3]
- (c) Sílim go bhfuil [1] deartháir [1] aige [1]. [3]
- (d) Is dlíodóir [1] í [1] a mháthair [1]. [3]
- (e) Chuaigh siad [1] ar saoire [1] arú inné [1] [3]

Marks for AO3 [15]

15

Section C [35]

35

Total marks [75]

75