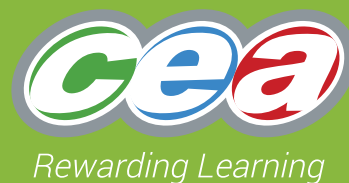
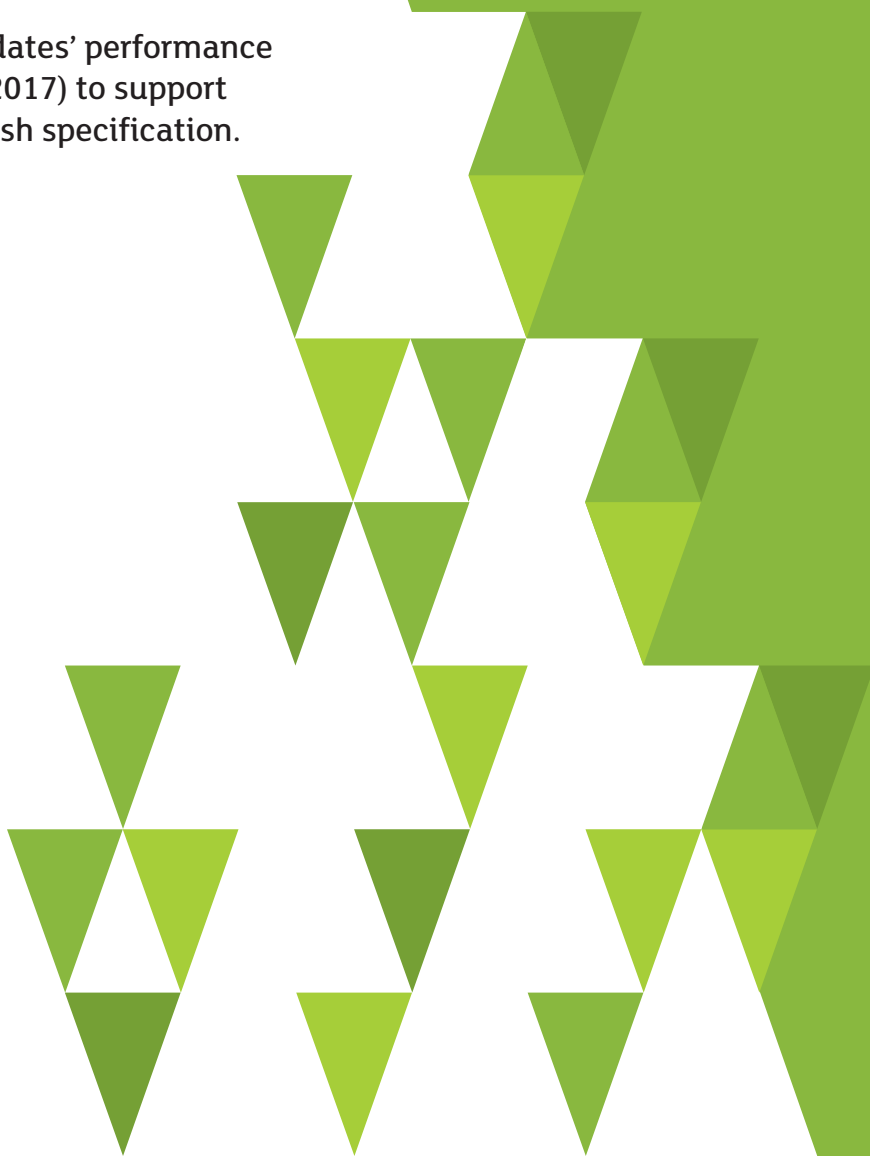


GCE



CCEA GCE AS Exemplifying Examination Performance Irish

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EXEMPLIFYING EXAMINATION PERFORMANCE

GCE Irish

Introduction

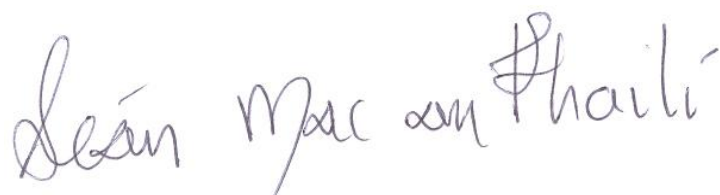
These materials illustrate aspects of performance from the 2017 summer AS examination series of CCEA's revised GCE Specification in 2016.

Students' grade A responses are reproduced verbatim and are accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes



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GCE: AS Irish

SIR21 Listening

Grade: A Exemplar

Section A: Listening

Q1 Éist leis an mhír nuachta agus freagair, as Gaeilge, na ceisteanna a leanas.

Q1a Cad é mar a mhothaíonn an príomhoide agus na múinteoirí anois agus cead tugtha dóibh scoil úr a thógáil? [1]

Student's response

Tá luachar mór orthu

[0] marks out of [1] awarded for question part.

Q1b Cén fáth ar chuir an Roinn Oideahais agus Eolaíochta an obair thógála ar ceal dhá mhí ó shin? [2]

Student's response

Bhí easpa airgead ann le scoileanna nuaa thógáil

[2] marks out of [2] awarded for question part.

Q1c Cad é a d'eagraigh údarás na scoile nuair a chuala siad go raibh an obair thógála ar ceal? [1]

Student's response

D'eagraigh údarás na scoile feachtais in éadan cinneadh na roinne

[1] mark out of [1] awarded for question part.

Q1d Chomh maith leis na seomraí ranga, ainmnigh dhá áis eile a bheas ar fáil sa scoil úr. [2]

Student's response

Bialann a agus seomraí ríomhaireachta

[2] marks out of [2] awarded for question part.

Q1e Cén bhliain ar bunaíodh an scoil? [1]

Student's response

1996 / naoi déag nocha a sé

[1] mark out of [1] awarded for question part.

Q1f Ainmnigh tír amháin a bhfuil nasc ag an scoil léi. [1]

Student's response

An Astráil

[1] mark out of [1] awarded for question part.

Q1g Cad é mar a chuir an príomhoide síos ar an fhoirgneamh ina bhfuil an scoil faoi láthair? [2]

Student's response

Dúirt sé go bhfuil an fhoirgneamh ag titim as a chéile agus tá sé buartha faoi sláinte agus sábháilteacht na bpaistí ionti

[2] marks out of [2] awarded for question part.

Examiner's comments

In Q1 the candidates have to answer in Irish. The candidate in this case scored 9/10. In Question 1 (a) the candidate has written 'luachar' when the correct form is 'lúcháir'. As the word given by the candidate is like the Irish word 'luach' the mark cannot be given as it was felt by the examiners it was too far from the word required. In 1(b) the candidate has written 'easpa airgead'. It is clear in this instance that the candidate has understood the question and has given the correct answer although s/he has not used the genitive case. Again candidates are reminded that **AO1** is being tested here and the two marks have been awarded 'easpa [1], airgead [1]' even though the correct form should be 'easpa [1] airgid [1]'. In Part (c) the candidate has given the plural form of 'feachtas'. It is clear that the candidate understands the questions and the mark has been awarded. It is clear that the candidate understood the question. Parts (d), (e), (f) and (g), have gained full marks. See mark scheme. The candidate has a very high understanding of spoken Irish in this case.

[9] marks out of [10] awarded for AO1.

Q2 Listen to the report and answer the following questions *in English*.

Q2a Where do the three teenagers in the novel live? [1]

Student's response

The teenagers live in Dublin

[1] mark out of [1] awarded for question part.

Q2b What background does the main character, Ruán, have? [2]

Student's response

He's from a middle class background

[2] marks out of [2] awarded for question part.

Q2c What job does Ruán's father have? [2]

Student's response

Ruan's father is a university lecturer

[2] marks out of [2] awarded for question part.

Q2d What is Ruán interested in at school? [1]

Student's response

He likes languages

[1] mark out of [1] awarded for question part.

Q2e What are we told about Emma's parents? [1]

Student's response

Her parents are divorced

[1] mark out of [1] awarded for question part.

Q2f What is Ruán's opinion of Emma? [1]

Student's response

He thinks Emma is good looking

[1] mark out of [1] awarded for question part.

Q2g Why did Ruán's parents organise a big party? [2]

Student's response

They were celebrating their twentieth wedding anniversary

[2] marks out of [2] awarded for question part.

Q2h How did Ruán feel when Emma and her mother were not invited to the party? [1]

Student's response

He wasn't happy about it, he was shocked and disgusted

[1] mark out of [1] awarded for question part.

Q2i In which country are Ruán's parents when they have the accident? [1]

Student's response

His parents were in Turkey when they had the accident.

[1] mark out of [1] awarded to question part.

Q2j Colm has **two** part-time jobs. Name the **two** places where he works. [2]

Student's response

He works in a bakery and an off-license

[2] marks out of [2] awarded to question part.

Q2k How is Colm's father described? [1]

Student's response

His father is described as an alcoholic and he bullies Colm and his mother

[1] mark out of [1] awarded for question part.

Examiner's comments

In Q2 the candidates have to answer in English. In this case, the candidate has gained 15/15. In this example, the candidate has misspelt the word 'licence' in (j) although it is clear from the answer given the Irish word from the recording has been understood and that AO1 is being examined here. The candidate was awarded the mark.

[15] marks out of [15] awarded for AO1.

[24] Total marks out of [25] awarded for Section A.

GCE: AS Irish

SIR22 Reading and Use of Language

Grade: A Exemplar

Section B: Reading

Q1 Léigh an t-alt Sos “*neamhshóisialta*” ón saol ar líne agus freagair, as *Gaeilge*, na ceisteanna a leanas. (See insert.)

Q1a Cad é a rinne an t-údar ar an chéad lá den bhliain? [2]

Student's response

Ar an chéad lá de mhí Eanáir, ghlac an t-údar Facebook, Twitter agus Snapchat as a guthán phóca

[2] marks out of [2] awarded for question part.

Q1b Cad é mar a chaith an t-údar a cuid ama ar líne roimhe seo? Luaigh **dhá** shampla. [2]

Student's response

Roimhe, bhí an t-údar ag caint ná ag argóint ar an idirlíon

[2] marks out of [2] awarded for question part.

Q1c Cad é mar a mhothaigh údar an ailt faoina cuid leantóirí ar Twitter? [2]

Student's response

San alt seo, deir an t-údar go raibh a leantóirí Twitter mar chairde s'aici.

[2] marks out of [2] awarded for question part.

Q1d De réir údar an ailt, luaigh **trí** shampla den chaidreamh a d'éirigh idir í féin agus a leantóirí. [3]

Student's response

Go minic chuir siad teachtaireachtaí chuig a chéile agus phléigh siad ábhair spéisiúla chomh maith. Fiú bhuail sí le cúpla acu agus tá cairde nó dó nua aici mar gheall ar anois.

[3] marks out of [3] awarded for question part.

Q1e Cá fhad atá sé ó d'éirigh údar an ailt as bheith ag amharc ar na meáin shóisialta? [1]

Student's response

Is coicís í anois ó d'éirigh sí as bheith ag amharc ar na meáin shóisialta

[1] mark out of [1] awarded for question part.

Q1f Luaigh buntáiste **amháin** i saol údar an ailt ó d'éirigh sí as na hardáin shóisialta. [2]

Student's response

Tá níos mó ama ag an t-údar anois mar gheall ar nach bhfuil sí ar na hardáin shóisialta níos mó

[2] marks out of [2] awarded for question part.

Q1g Cad é an difear idir nuacht a fháil ó na meáin shóisialta agus an nuacht a lorg ón nuachtán? [2]

Student's response

Ní chaithfidh tú tuairimí daoine eile a léamh agus tú ag lorg nuacht ón nuachtáin

[2] marks out of [2] awarded for question part.

Q1h Cad chuige a bhfuil tábhacht leis na meáin shóisialta go fóill, dar leis an údar? [2]

Student's response

Síleann an t-údar go bhfuil tábhacht leis na meáin shóisialta go fóill mar tóganna siad ceisteanna sóisialta mar shampla ciníochas agus an reifrinn ar chomhionannas pósta in Éirinn.

[2] marks out of [2] awarded for question part.

Q1i Cad é mar a chuidíonn na daoine a úsáideann an Ghaeilge ar na meáin chumarsáide leis an teanga, de réir an údair? [2]

Student's response

Bíonn na Gaeilgeoirí ar na meain shóisialta ag teisiú an teanga agus ag cur go mór le húsáid na Gaeilge mar ghnáth-theanga chumarsáide, chomhaimseartha

[2] marks out of [2] awarded for question part.

Q1j Cad é mar atá a fhios againn nach mbeidh údar an ailt páirteach sa chaint ar Twitter go fóill? [2]

Student's response

Mar thaitníonn an sos ón idirlíon léi agus ta sé ag caitheamh solais an athuair ar an saol taobh amuigh den idirlíon

[1] mark out of [2] awarded for question part.

Examiner's comments

In Q1 the candidate has gained 19/20 marks. Parts (a) to (i) of the question have gained all available marks (see mark scheme). However in (j) the candidate has been awarded [1] of the possible [2] marks. (This should have been awarded 2 marks) This is a very capable candidate and s/he has responded excellently and accurately to the questions asked (see mark scheme).

[19] marks out of [20] awarded for AO2.

Q2 Aistrigh go Béarla. Ná haistrigh an teideal. [20]

Cúrsaí coicíse

Tá nós úr i bhfeidhm sna coláistí samhraidh Gaeltachta ar fud na hÉireann. Go minic anois bíonn gearrchúrsaí ar fáil.

Nuair a bhí ár dtuismitheoirí óg agus iad ag dul chun na Gaeltachta, mhair na cúrsaí a rinne siad trí seachtaine nó mí.

Na laethanta seo, is léir gur maith leis na scoláirí deich lá nó coicís a chaitheamh sa Ghaeltacht.

Deirtear go síleann cuid mhaith daoine óga go bhfuil cúrsa trí seachtaine rófhada dóibh bheith as baile.

Don duine óg a imríonn cluichí Gaelacha, ar ndóigh, is séasúr iontach tábhachtach den bhliain é an samhradh.

Is deacair dóibh imeacht ar feadh trí seachtaine sa chás sin, agus is deacra arís é ag na daoine sin a bhfuil post páirtaimseartha acu.

Student's response

There's a new idea in place in the Gaeltacht summer Colleges throughout Ireland. It's often now that short courses are available.

When our parents were young and going to the Gaeltacht, the courses that they did lasted three weeks or a month.

These days, it's clear that the students like to spend ten days or two weeks in the Gaeltacht.

It's said that a lot of young people think a three week course is too long for them to be away from home.

For the young person who plays Gaelic games, however, the summer is a very important season of the year.

In that case, it's difficult for them to leave for three weeks and it's harder again for those people who have part-time jobs.

Examiner's comments

In Q2 the candidates have to translate from the target language to English. Each section is marked out of 10x6 giving a possible 60 marks which is divided by 3 and rounded to give a mark out of 20. In this case the candidate has completed four of the six paragraphs flawlessly and has gained 4x10 marks. It is a highly accurate and highly competent translation. In paragraph one the candidate did not understand the work 'nós' and consequently was given 9/10 for that section which still falls into band 5. In paragraph five the candidate has translated 'ar ndóigh' as 'however' and has been awarded 9/10, which still falls into the top band. Overall this is an excellent translation where the candidate has scored 58/60 or 19/20.

[19] marks out of [20] awarded for AO2.

[38] Total marks out of [40] awarded for Section B.

Section C: Use of Language

Answer all **five** questions.

Q1 Write a synonym *in Irish* in place of the word/phrase in italics.
Write full sentences *in Irish*.

Q1a Tá deartháir agam *chomh maith*. [1]

Student's response

Tá deartháir agam fosta

[1] mark out of [1] awarded for question part.

Q1b Is maith léi bheith ag *rince* [1]

Student's response

Is maith léi bheith ag damhsa

[1] mark out of [1] awarded for question part.

Q1c Tá *gluaisteán* den scoth aige. [1]

Student's response

Tá carr den scoth aige

[1] mark out of [1] awarded for question part.

Q1d Tá an t-ábhar scoile sin iontach *doiligh* ar fad.[1]

Student's response

Tá an t-ábhar scoile sin iontach deacair ar fad

[1] mark out of [1] awarded for question part.

Q1e Níor chuala mé an *guth* ar dtús. [1]

Student's response

Níor chuala mé an chaint ar dtús

[0] marks out of [1] awarded for question part.

Examiner's comments

In Q1 the candidates have to use synonyms in place of the words in italics. The candidate has gained full marks for the parts of the question (a) to (d). However part (e) of the question has not been answered accurately. Although the candidate has made a good effort the word being tested was 'guth' and the synonym required was 'glór'. The candidate was thus awarded 4/5 for this section which is still a very high mark.

[4] marks out of [5] awarded for AO3.

Q2 Rewrite the following sentences in the tense or mood indicated in brackets. Write full sentences *in Irish*.

Q2a Cuirfidh mé mo lón i mo mhála scoile. (Past Tense) [1]

Student's response

Chuir mé mo lón i mo mhála scoile.

[1] mark out of [1] awarded for question part.

Q2b D'ith mé ceapaire do mo lón. (Future Tense) [1]

Student's response

Isfidh mé ceapaire do mo lón.

[0] marks out of [1] awarded for question part.

Q2c Ar tháinig an bus in am? (Present Tense) [1]

Student's response

Tagann an bus in am

[0] marks out of [1] awarded for question part.

Q2d Chonaic mé cara liom ag an gheata. (Future Tense) [1]

Student's response

Feicfidh mé cara liom ag an gheata

[1] mark out of [1] awarded for question part.

Q2e Níor cheannaigh mé rud ar bith san ollmhargadh. (Conditional Mood) [1]

Student's response

Cheannaíodh mé rud ar bith san ollmhargadh

[0] marks out of [1] awarded for question part.

Examiner's comments

In Q2 the candidates are required to rewrite the sentences in the tense or mood indicated. In Part (a) the candidate has clearly understood the question and has accurately given the past tense of the verb required. In Part (b) the candidate has a good idea of the sound of the future tense, but has not spelt it accurately. As AO3 is being tested the word 'íosfaidh' is required. In Part (c) the candidate has accurately given the present tense but has not written it in the question form and thus has not been awarded the mark. Part (d) has been answered correctly and in Part (e) the candidate has not given the conditional tense. The candidate has been very strong in all sections to now but in this case has scored 2/5.

[2] marks out of [5] awarded for AO3.

Q3 Rewrite the following sentences *in Irish* and change the words underlined into the plural form. Write full sentences *in Irish*.

Q3a Beidh an scoil druidte Dé Luain. [1]

Student's response

Beidh na scoileanna druidte Dé Luain.

[1] mark out of [1] awarded for question part.

Q3b Oscail an fhuinneog agus an doras, le do thoil. [2]

Student's response

Oscail na fuinneoga agus na dorais le do thoil

[1] mark out of [2] awarded for question part.

Q3c Chaith an fear bliain ag foghlaim na feadóige. [2]

Student's response

Chaith na fir blianta ag foghlaim na feadóige.

[2] marks out of [2] awarded for question part.

Examiner's comments

In Q3 the candidates are required to give the plural forms of the words underlined. In this question, the candidate has gained 4/5. S/he has answered Parts (a) and (c) accurately. However, in part (b) the candidate has gained [1] of the possible [2] marks. The plural of the word 'doras' in Irish has an irregular form which is 'doirse'. The candidate's attempt however shows that s/he has a very high understanding of the target language.

[4] marks out of [5] awarded for AO3.

Q4 Fill in the gaps in the following sentences with the correct form of the verb *in Irish*. The order form of the verb is in brackets.

Q4a (Faigh) _____ mé an pacáiste sin uait inné. [1]

Student's response

Fuair

[1] mark out of [1] awarded for question part.

Q4b Ní (Imir) _____ siad inár n-éadan i mbliana. [1]

Student's response

Imreoidh

[1] mark out of [1] awarded for question part.

Q4c Ná (Abair) _____ focal leis go dtí go bhfuil tú cinnte. [1]

Student's response

rá

[0] marks out of [1] awarded for question part.

Q4d Ba bhreá liom an clár nua sin a (Feic) _____ ach níl an t-am agam. [1]

Student's response

fheiceáil

[1] mark out of [1] awarded for question part.

Q4e Chuala siad go (Bí) _____ an gasúr sin as láthair go minic. [1]

Student's response

raibh

[1] mark out of [1] awarded for question part.

Examiner's comments

In Q4 the candidates have to give the correct form of the verb. The candidate has again shown that s/he has a very high command of the language and has scored 4/5. Part (c) however, has not been answered correctly. The negative command form is what is required.

[4] marks out of [5] awarded for AO3.

Q5 Translate the following sentences *into Irish*.

Q5a I like to play tennis. [3]

Student's response

Is maith liom leadóga a imirt

[2] marks out of [3] awarded for question part.

Q5b Ask her for a cup of tea. [3]

Student's response

Cuir ceist uirthi do chupán tae

[2] marks out of [3] awarded for question part.

Q5c He says that he has a new phone. [3]

Student's response

Deir sé go bhfuil fón nua aige

[3] marks out of [3] awarded for question part.

Q5d He is a wonderful musician. [3]

Student's response

Is ceoltóir ar dóigh é

[3] marks out of [3] awarded for question part.

Q5e I met him the day before yesterday. [3]

Student's response

Bhuail mé leis an lá roimhe inné

[2] marks out of [3] awarded for question part.

Examiner's comments

In Q5, the candidates' skills are being tested to accurately translate the sentences given. Each part of the question has a possible [3] marks. Where a highly accurate version is given the candidate is awarded [3] marks. This has happened in this case in Parts (c) and (d). As AO3 is being examined here the candidate's translation has to be of a very high order. In Part (a) the candidate has been awarded [2] out of the possible [3] marks. 'Is maith liom [1] and 'a imirt [1]. The word 'leadóga', has not been awarded a mark. In Part (b) the candidate has gained two marks out of the possible three and similarly in part (e).

[12] marks out of [15] awarded for AO3.

[26] Total marks out of [35] awarded for Section C.

GCE: AS Irish

SIR31 Extended Writing

Grade: A Exemplar

Freagair as *Gaeilge* ceist amháin as na roghanna thíos.

Q1 O'Hara: *Yu Ming Is Ainm Dom*

Q1(a) Cad é mar a chuirtear téama an choimhthís i láthair sa scannán *Yu Ming Is Ainm Dom*?

Pléigh i do fhreagra:

- an dóigh a léirítear Yu Ming ina thír féin
- an dóigh a léirítear Yu Ming nuair a thagann sé go hÉirinn ag an tús
- an dearcadh a bhíonn ag na carachtair eile ar Yu Ming

(Question not selected by Examiner)

nó

Q1b Cad é an léiriú a thugtar dúinn ar mhuintir na hÉireann sa scannán *Yu Ming Is Ainm Dom*?

Pléigh i do fhreagra:

- an dóigh a gcaitheann muintir na hÉireann le Yu Ming nuair a thagann sé chun na tíre ar dtús
- an fháilte a chuirtear roimh Yu Ming sa Ghaeltacht
- do bharúil féin ar an dóigh a léirítear muintir na hÉireann sa scannán

Student's response

In san gearrscannán Yu Ming Is Ainm Dom feiceann muid imirceach a d'fhoghlaim Gaeilge sa tSín darb ainm Yu Ming agus é ag eirí saol nua a thoiseacht in Éirinn.

Nuair a bhfaigheann Yu Ming as an eitleán i mBaile Átha Cliath tá sé ann-tógtha faoi a shaol nua in Éirinn, ach athraíonn seo chomh luath is a labhaireann sé le duine. Déanann sé iarracht cumarsáid a dhéanamh le duine in óstán agus ní thigeann an fear oiread is focal amháin a ndeireann sé. Tá an fear iontach deas leis agus déanann sé iarracht cuidiú le Yu Ming. Níl clú dá laghad aige go bhfuil Yu Ming ag labhairt Gaeilge agus cuireann sé ceist ar chara s'aige aistriúchan a dhéanamh ar Sínis Yu Ming. Ní chuidíonn seo ach an oiread mar gheall go bhfuil an fear as Mongolia.

An chéad duine eile a bhuaileann Yu Ming leis ná fear darb ainm Seán. Arís síleann Seán go bhfuil Yu Ming ag labhairt Síneach ach go fóill déanann sé iarracht cumarsáid a dhéanamh fríd deoch a cheannach ach ní thuigeann Yu Ming focal a deir seisean ach in oiread.

Cé go raibh na dhá fir seo cairdiúil leis, ba é an duine deireanach a mbuaileann sé leis, Paddy, an duine is cairdiúil. Is é Paddy an chéad duine a thosaíonn comhrá ceart le Yu Ming. Deireann sé "Suigh síos a mhac agus ceannóidh mé deoch duit." Ba é seo an chéad úr a mhothaigh Yu Ming fáilte in Éirinn agus bhí gliondar ar a chroí nuair a chuala sé Paddy ag labhairt Gaeilge leis. Labhair Paddy leis agus dhúirt sé leis gurb é Béarla príomhtheanga na hÉireann agus ní labhraítear an Ghaeilge ach i gcúpla ceantar in Éirinn. Bhí neart meas ag Paddy do Yu Ming toisc gur fhoghlaim sé an Ghaeilge agus labhair Paddy leis an dóigh céanna is a labhairfidh sé le Éireannach ar bith eile.

Ina dhiaidh do Yu Ming comhairle Paddy a fháil téann sé chun na Gaeltachta chun a shaol nua a thoiseacht arís. Feiceann muid go bhfaigheann Yu Ming post go hiontach gasta i gcomparáid le Baile Átha Cliath nuair nár thig duine ar bith focal a ndúirt sé seachas Paddy. Go cinnte, bhí fáilte níos mó ag Yu Ming sa Ghaeltacht agus feiceann muid é ag réitigh go maith leis na custaiméirí i gConamara.

Cé go raibh muintir na hÉireann iontach cairdiúil le Yu Ming, mothaím go ndearna siad neamhaird ar an Ghaeilge. Tugann an gearrscannán an bharúil dom nach bhfuil fáilte agat i mBaile Átha Cliath muna bhfuil Béarla agat agus mar phríomhchathair na hÉireann ní aontaím leis seo. Tá neart Gaeilge ann i mBaile Átha Cliath agus sa fíor shaol athnóidh fear mar Seán go raibh Yu Ming ag labhairt Gaeilge, chan Síneach. Go fóill shílím gur gearrscannán ar dóigh é ach ní aontaím leis an dóigh ina léirítear muintir na hÉirinn mar Shasanaigh.

481 focal

Examiner's comments

Introduction

The essay has a short, simple introduction that summarises the plot of the film. This is effective in that it leads the examiner into the subject of the essay without undue hesitation. The phrase “in Éirinn” draws the examiner’s attention to the fact that the answer is focussed on the key terms of the question: “Cad é an léiriú a thugtar dúinn ar mhuintir na hÉireann...”

Main Body of the Essay

AO2 Understanding

The candidate covers the bullet points adequately, giving equal weighting to all three. The first bullet point is addressed in “déanann sé iarracht cuidiú le Yu Ming” and “déanann sé iarracht cumarsáid a dhéanamh leis fríd deoch a cheannach dó.” These phrases and others, show that the essay is clearly focussed on the key terms: “an dóigh a gcaitheann muintir na hÉireann le Yu Ming.”

There is a good level of analytical thinking in the essay as evidenced by “Cé go raibh na dhá fir seo cairdiúil leis, ba é an duine deireanach a mbuaileann sé leis, Paddy, an duine is cairdiúil.” The candidate shows an understanding of what the filmmakers were trying to achieve in the way they portray the different people he meets in Ireland. “Ba é seo an chéad úr a mhothaigh Yu Ming fáilte in Éirinn agus bhí gliondar ar a chroí.” Instead of just giving a narrative account of events in the film, the candidate has drawn inferences and this helps to demonstrate some of the higher level thinking skills that mark an AS candidate out from a GCSE candidate: “Bhí neart meas ag Paddy do Yu Ming toisc gur fhoghlaim sé an Ghaeilge.”

With regard to the second bullet point, “an fháilte a chuirtear roimh Yu Ming sa Ghaeltacht”, the candidate has dealt very well with the requirements of the question. Again, inferences are drawn: it is understood that he was welcomed better in the Gaeltacht than in Dublin because he managed to get a job fairly quickly. He is also portrayed in the film as looking happier and dealing well with customers. “Is fear iomlán difriúil é Yu Ming sa Ghaeltacht i gcomparáid le Yu Ming i mBaile Átha Cliath.”

The third bullet point is addressed appropriately and coherently and the candidate demonstrates a maturity when discussing his/her opinion of how Irish people are portrayed in the film: "...mothaím go ndearna siad neamhaird ar an Ghaeilge." Sentence openings like "Cé go raibh..." and "Tugann an gearrscannán an bharúil dom..." show that the candidate can demonstrate an analytical approach in dealing with this open-ended type of bullet point. A bullet point that asks for the candidate's opinion will always differentiate by outcome in that the more able candidates will use it to demonstrate their flair while the less able candidates will still be able to access some of the marks.

This essay demonstrates that the candidate was obviously used to being engaged in debate about what purpose the film serves, what message it is trying to portray and to what type of audience. There is a critical and analytical approach in the fact that while the candidate acknowledges that no-one in Ireland is likely to confuse Irish with Chinese, there is an awareness of the fact that the filmmakers wanted to convey a serious message about the language. The final sentence: "Go fóill shílim gur gearrscannán ar dóigh é ach ní aontaím..." shows the candidate's ability to put forward a cogent argument that remains focussed on the key terms of the bullet points.

Marks awarded for AO2 35/35

AO4 Knowledge

The essay "demonstrates an excellent knowledge of the film and is able to focus appropriately on key aspects of the question." Key events in the film are referred to in order to demonstrate understanding and insight:

"Tá an fear iontach deas leis..."

"Déanann sé iarracht cumarsáid a dhéanamh fríd deoch a cheannach..."

Implicit meaning is drawn in "Ba é seo an chéad úr a mhothaigh Yu Ming fáilte in Éirinn." and "Feiceann muid go bhfaigheann Yu Ming post go hiontach gasta i gcomparáid le Baile Átha Cliath."

The candidate displays clear insight into the the filmmakers intentions and belongs in Band 5

Marks awarded for AO4 17/20

AO3 Use of Language

The use of the target language in this essay is very fluent and there is evidence of the candidate's ability to use more complex idiom and structures. The level of communication achieved is of a high order.

There are examples of "complex structures appropriate to AS level" and, while the spelling of these may not always be accurate, this is reflected in the mark awarded:

"...ba é an duine deireanach a mbuaileann sé leis, Paddy, an duine is cairdiúil."

"Ba é seo an chéad úr..."

"...toisc gur fhoghlaim sé an Ghaeilge..."

"...mothaím go ndearna siad neamhaird ar an Ghaeilge."

"Tugann an gearrscannán an bharúil dom nach bhfuil fáilte agat i mBaile Átha Cliath muna bhfuil Béarla agat agus mar phríomhchathair na hÉireann ní aontaím leis seo."

Syntax is employed in a way that is natural, fluent and appropriate to this level. The essay reads very well and was deemed to be firmly in Band 4.

Marks awarded for AO3 15/20

Q2 Mercier: *Lipservice*

Q2a Cad é an léargas a fhaighimid ar an scrúdú béil sa scannán *Lipservice*?

Pléigh i do fhreagra:

- an dearcadh a bhíonn ag daoine ar an scrúdaitheoir
- an dearcadh a bhíonn ag na scoláirí ar an scrúdú béil
- do bharúil féin ar an dóigh a léirítear an scrúdú béil

(Question not selected by Examiner)

Nó

Q2b Cad é an léargas a fhaighimid ar an charachtar Darren Murphy sa scannán *Lipservice*?

Pléigh i do fhreagra:

- na deacrachtaí a bhíonn ag Darren
- an dóigh a bpléann na múinteoirí sa scoil le Darren
- do bharúil féin ar an dóigh a léirítear carachtar Darren

(Question not selected by Examiner)

Q3 O'Reilly: *Chlare Sa Spéir*

Q3a Tá saol na bhfear faoi scrúdú sa scannán *Clare Sa Spéir*. Scríobh aiste a léiríonn an tuiscint atá agat ar shaol na bhfear sa scannán.

Pléigh i do fhreagra:

- saol Eoin sula dtéann Clare suas an crann
- saol Eoin i ndiaidh do Chlare imeacht as an teach
- do bharúil féin ar an dóigh a léirítear saol na bhfear sa scannán

(Question not selected by Examiner)

nó

Q3b Tá téama an ghrá ar cheann de na téamaí is tábhachtaí sa scannán *Clare Sa Spéir*. An aontaíonn tú leis an ráiteas sin?

Pléigh i do fhreagra:

- an grá idir Eoin agus Clare
- grá teaghlaigh
- an dóigh a bhforbraítear an téama i rith an scannáin

Student's response

Tá a fhios ag an saol mór agus a mháhtair gur téama lárnach é an ghrá le linn an scannáin Clare sa Spéir. Caithfidh mé a rá go n-aontaím go huile is go hiomlán leis an ráiteas seo.

Is léir don dall ón chéad radharc go bhfuil easpa grá idir Clare agus a fear céile, Eoin. Feictear Clare agus Eoin ag an tábla bricfeasta agus ní léiríonn Eoin suim ar bith inti. Chomh maith leis sin, fiú agus é ag imeacht chun na hoibre, ní thugann sé póg nó barróg di, rud a chuireann brón orm. Fágtar Clare sa teach léi féin agus cuid mhór le dhéanamh aici, caithfidh sí an cócaireacht agus an glantóireacht uilig a dhéanamh. Is cinnte nach ndéanann Eoin tada sa teach chun cuidiú lena bhean chéile agus mar sin de déanann sé talamh slán di.

Is ionann Eoin agus bunús na fir in Éirinn sna seanlaethanta. D'fhan an mháthair sa teach agus bhí sí i mbun an obair tí uilig. Ar an lámh eile, chuaigh an fear amach ag obair chun airgead a shaothrú. Ina theannta sin, feictear Clare in ísle brí ach ní aithníonn Eoin seo de bhrí go ndéanann sé neamhaird di agus éiríonn sí níos measa go dtí go phléascann sí.

Ar a bharr seo, déanann na páistí talamh slán di fosta. Feiceann siad Eoin ag déanamh neamhaird di ó dhubh go dubh agus mar thoradh air seo, déanann siad an rud chéanna. Mar a deir an seanfhocal, "An rud a chionn an leanbh, níonn an leanbh." Ní thigeann na páistí go bhfuil ról tábhachtach luachmhar ag Clare sa teaghlach agus táispéanann siad easpa grá agus easpa measa di. Is léir go ndéanann Clare bocht gach rud sa teach agus mar gheall air seo éilíonn na páistí agus Eoin níos mó agus níos mó uathi go dtí go mbriseann siad ar a néaróga. Mar thoradh, téann sí amach sa ghairdín agus thuas sa spéir i dteachín crainn. Is cinnte go bhfaigheann sí faoiseamh agus saoirse ó bhrú an tsaoil agus í thuas sa speir. Seo an chéad uair a fheiceann muid Clare le aoibh an gháire uirthi agus caithfidh mé a admháil go gcuireann seo áthas ar mo chroí.

Sa deireadh thiar thall, tagann claochlú iomlán ar an scéal. Chomh maith leis sin, tagann athrú intinne agus athrú peirspictíochta ar Eoin agus tuigeann sé anois nach ndéanann sé go leor chun cuidiú a thabhairt dá bhean chéile. Léiríonn O'Reilly go bhfuil grá aige di nuair a théann sé amach agus cuireann sé "Coronation Street" ar

an teilifís di. Tugann na páistí cuidiú do mar aithníonn siad anois go bhfuil a mháthair de dhíth acu sa teach de bhrí go ndéanann sí gach rud dóibh. Athraíonn an easpa chumarsáide agus easpa meas go grá agus feictear go bhfuil an teaghlach uilig aontaithe anois. Úsáideann O'Reilly ceol áthasach ag deireadh an scannáin chun seo a aibhsiú, rud iontach cliste i mo bharúil féin. Ina dhiadh dom an scannán a fheiceáil, caithfidh mé a rá gur mhothaigh mé ciontach de bhrí nach ndéanaim mórán chun cuidiú leis an obair tí i mo theach féin. As seo amach, áfach, is cinnte go ndéanfaidh mé mo sheacht ndícheall chun cuidiú a thabhairt do mo mháthair agus thógfaidh mé mo mhéar níos mó.

Leis an dlaoi mhullaigh a chur ar an aiste seo, léirítear téama an ghrá ó thús deireadh an scannán Clare sa Spéir.

566 focal

Examiner's comments

Introduction

The essay begins with a good, sound introduction that refers to the key terms of the question (AO2) "...gur téama larnach é téama an ghrá le linn an scannáin..." The introduction is short and relevant and the candidate uses structures that are appropriately complex and accurate. (AO3) The candidate also expresses an opinion on the statement used in the main question: "Caithfidh mé a rá go n-aontaím go huile is go hiomlán leis an ráiteas seo." (AO2)

Main Body of the Essay

AO2: – Understanding

The candidate covers all three bullet points adequately, demonstrating "Excellent understanding of the requirements of the question."

In response to the first bullet point: "an grá idir Eoin agus Clare", the candidate cites "easpa grá" with examples of lack of communication and lack of affection: "Ní thugan sé póg nó barróg di..."

"Fághtar Clare sa teach léi féin..." and "...is cinnte nach ndéanann Eoin tada sa teach..." show an understanding of how Eoin could outwardly demonstrate love for his wife, but doesn't. The candidate shows a maturity of understanding of the issues relating to the key terms of the question when (s)he states: "Ar an láimh eile, chuaigh an fear amach ag obair chun airgead a shaothrú."

In response to the second bullet point "gra teaghlaigh", the children's attitude towards their mother is blamed on the father's lack of good example: "easpa grá agus easpa measa...". The answer strays slightly from the focus of the second

bullet point and gives a narrative account of how Clare leaves the family as a result of their lack of respect for her.

In addressing the third bullet point: “an dóigh a bhforbraítear an téama i rith an scannain”, the candidate displays a maturity of understanding of how the character of Eoin is developed by the filmmakers: “Léiríonn O’Reilly go bhfuil grá aige di nuair a théann sé amach...” The candidate is aware of the filmmakers’ intentions and how visual cues can aid the development of character. An understanding of how the children’s love for their mother develops is present in: “...aithníonn siad anois go bhfuil a mháthair de dhíth acu...” and “Athraíonn an easpa cumarsáide agus easpa meas go grá...” There is also an understanding of how aspects of the film, other than the narrative, highlight the theme: “Úsáideann O’Reilly ceol áthasach...”

The answer could have been enhanced by a better focus on the theme and on the second bullet point but the answer is firmly in Band 5.

[30] marks out of [35] awarded for AO2

AO4 – Knowledge

The essay “demonstrates an excellent knowledge of the film studied and is able to focus appropriately on key aspects of the question.” Key aspects of the film are referred to and, in places, the filmmakers’ intentions are understood: “Feictear Clare in ísle brí...” Implicit meaning has been understood by the candidate: “...tagann athrú intinne agus athrú peirspictíochta ar Eoin agus tuigeann sé anois...”

“Athraíonn an easpa chumarsáide agus easpa meas go grá agus feictear go bhfuil an teaghlach uilig aontaithe anois.” The candidate clearly understands how development has been demonstrated by the filmmakers. Together with the reference to “ceol áthasach”, these implicit meanings show a level of “detailed insight” that is in keeping with the higher end of Band 5

[19] marks out of [20] awarded for AO4

AO3 – Use of Language

Throughout the essay the candidate displays “Excellent command of language with frequent examples of accurate and complex structures appropriate to AS level.”

“...gur téama lárnach é téama an ghrá le linn an scannáin...”

“Feictear Clare agus Eoin ag an tábla...”

“...chun na hoibre...”

“Ina theannta sin...”

“...easpa measa...”

Teachers and students should take comfort from the fact that the descriptor “examples of accurate and complex structures appropriate to AS level” is highlighted

to examiners at standardising meetings which take place prior to the marking of each year's scripts. Examiners are reminded that a candidate sitting Irish at AS is only one year further on than GCSE and is not expected to produce Irish that is of a very high level.

Good examples of idiomatic expressions are woven into the fabric of the essay:

“Ta a fhios ag an saol mór agus a mháthair...”

“Is léir don dall...”

“...ó dhubh go dubh...”

These examples are used appropriately and aid the fluency of the language throughout the essay. Structures and language used in this sample essay are of a very high standard for AS level and the candidate was awarded marks at the high end of Band 5.

[18] marks out of [20] awarded for AO4

Q4 Peigí Rose: *Anne*

Q4a Scríobh aiste ar an dóigh a léirítear máthair Mhíchíl san úrscéal *Anne*, le Peigí Rose.

Pléigh i do fhreagra:

- an dóigh a gcaitheann máthair Mhíchíl le Mícheál agus le hAnne
- an dearcadh a bhíonn ag máthair Mhíchíl ar an chairdeas idir Mícheál agus Anne
- an tionchar a bhíonn ag an chreideamh ar dhearcadh mháthair Mhíchíl

(Question not selected by Examiner)

nó

Q4b Cad é an tuiscint atá agat ar théama an ghrá san úrscéal *Anne*?
Pléigh i do fhreagra:

- an grá idir Mícheál agus Anne
- grá teaghlaigh san úrscéal
- na rudaí a chuireann isteach ar an ghrá san úrscéal

(Question not selected by Examiner)

