



Rewarding Learning

ADVANCED
General Certificate of Education
2018

Irish

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AI222]

THURSDAY 31 MAY, AFTERNOON

MARK
SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

AVAILABLE
MARKS

1

Ceartha tithíochta

Nuair a théann mic léinn chun na **(a) hollscoile** den chéad uair, titeann cuid mhór **(b) freagrachtaí** orthu. Bíonn orthu teach a **(c) fháil** ar cíós, mar shampla, agus bíonn orthu déileáil le tiarna talaimh, rud nach raibh le déanamh acu go dtí sin. Caithfidh siad an dlí a thuiscint ó thaobh ceartha **(d) tithíochta** de. Is é ceann de na rudaí a chuireann iontas ar dhaoine ná go mbíonn an mac léinn freagrach as sábháilteacht na **(e) gcuariteoirí** a thagann chun tí. Ar an taobh eile den scéal, is é an tiarna talaimh atá freagrach as **(f) cóiriú** an tí agus as sábháilteacht gáis agus **(g) leictreachais**.

Tá ceartha ar leith ag an mhac léinn fosta. Má tá an tiarna talaimh ag iarraidh **(h) teacht** chun tí, caithfidh sé nó sí **(i) rabhadh** a thabhairt i scríbhinn ceithre huairé fichead roimh an chuairt - ach amháin i gcás éigeandála.

Na mic léinn bhochta – bheadh céim sa **(j) dlí** de dhíth orthu dá mbeadh siad leis na rialacha casta tithíochta a thuiscint!

AO2

10

| | Tús na habairte | Críoch na habairte |
|-----|--|--------------------|
| (a) | Nuair a smaoiníonn daoine ar chumhacht núicléach | v |
| (b) | Bíonn daoine ag caint go fóill | x |
| (c) | Thug na tubaistí a tharla | vi |
| (d) | Tá cuid mhór daoine den bharúil go raibh | i |
| (e) | Síleann daoine go raibh drochthionchar ag dramhaíl núicléach | iii |
| (f) | Le déanaí, tugadh ceadúnas le | xi |
| (g) | Tiocfaidh cuid mhór den airgead | iv |
| (h) | Tá <i>An Taisce</i> míshásta | ii |
| (i) | Deir <i>An Taisce</i> go bhfuil an stáisiún úr ag <i>Hinkley C</i> | viii |
| (j) | Ar an taobh dearfach den scéal | ix |

AO2

10

- 3 (a) shíl siad [1]
go raibh deireadh an domhain ann [1] [2]
- (b) go raibh baint ag an tine [1] le hailse/Down's Syndrome [1]
agus le truailliú farraige [1] [3]
- (c) go bhfuil an stáisiún chomh cóngarach do Bhaile Átha Cliath [1]
is atá sé do chathracha i Sasana [1] [2]
- (d) Any **three** from:
fostaíocht ar fáil agus an stáisiún á thógáil
postanna sa stáisiún féin
leictreachas saor
foinse cumhachta a dtig bheith ag brath air
(3 x [1]) [3]

AO2

10

4 Translation into Target Language

Notes to Examiners

- 1 This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
- 2 To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question **[20]** as been tripled to a working total of **60** marks. The translation should be assessed by applying the description of performance grid, set out below, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with section slash.

Insert the total at the end of the translation. Divide by 3 to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.

$\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.

- 3 Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
- 4 Credit should be given for other valid responses not set out in "Suggested Translation".

| Band | A03 Description of Performance | Marks |
|------|--|-------|
| 5 | The presentation of original information in the target language is very good. Grammar, structures and accuracy are of a very high order. | 9–10 |
| 4 | Faithful rendering, evidence of some minor errors. Lexis and structures used confidently. | 7–8 |
| 3 | Satisfactory attempt overall and more than half of the information has been accurately conveyed. | 5–6 |
| 2 | Limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed. Some use of English evident. | 3–4 |
| 1 | Little or no attempt to comply with the demands of the task. Gaps are evident with over-dependence on use of English. | 0–2 |

| AVAILABLE MARKS | |
|-----------------|----|
| A03 | 20 |
| Section B | 50 |
| | |

4 Translation Grid for the Mark Scheme

The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3 to give a mark out of 20.

| Section | English | Suggested translation | Credit | Do Not Credit |
|---------|---|--|--------|---------------|
| 1 | If you walk into any school on this island, you will surely hear a foreign language being spoken. | Má shiúlann tú isteach i scoil ar bith ar an oileán seo, is cinnte go gcluinfidh tú teanga iasachta á labhairt. | | |
| 2 | If you go to a St Patrick's Day parade in any town in Ireland, you will see people from distant countries celebrating our patron saint's big day. | Má théann tú chuig mórshiúl Lá Fhéile Pádraig i mbaile mór ar bith in Éirinn, feicfidh tú daoine ó thíortha i bhfad ar shiúl agus iad ag ceiliúradh lá mór ár naomhphátrúin. | | |
| 3 | In the world of literature and on social media, we read about immigrants who play Gaelic games, for example, or who learn our native language. | I saol na litríochta agus ar na meáin shóisialta, léimid faoi inimirigh a imríonn cluichí Gaelacha, mar shampla, nó a fhoghlaimíonn ár dteanga dhúchais. | | |
| 4 | Of course, we welcome these people and the diversity. Diversity helps society in general. | Ar ndóigh, cuirimid fáilte roimh na daoine seo agus roimh an éagsúlacht. Cuidíonn an éagsúlacht leis an tsochaí go ginearálta. | | |
| 5 | It is thought, however, that the people in charge of television in this country need to look at their policies. | Meastar/síltear, áfach, go gcaithfidh na daoine atá i gceannas ar an teilifís sa tír seo amharc ar a gcuid polasaithe. | | |
| 6 | Even though Ireland is a multicultural place nowadays, we still haven't seen a foreigner presenting a news programme. This needs to change soon. | Cé gur áit ilchultúrtha í Éire sa lá atá inniu ann, ní fhaca muid go fóill coimhthíoch ag cur clár nuachta i láthair. Caithfidh athrú teacht air seo gan mhoill. | | |

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

| Bands | AO2 Performance Descriptors Understanding | Marks AO2 | AO3 Performance Descriptors Target Language | Marks AO3 |
|----------|---|--------------|--|-------------|
| 5 | Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the text. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. It is supported by pertinent references. Good degree of personal engagement and analysis. | 33–40 | Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used. | 9–10 |
| 4 | Candidate shows a good understanding of the requirements of the question and good knowledge of the text. The question is addressed appropriately and coherently and is supported by appropriate references. Evidence of personal engagement and analysis. | 25–32 | Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings. | 7–8 |
| 3 | Candidate shows some understanding of the requirements of the question and some knowledge of the text. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail. | 17–24 | Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms. | 5–6 |
| 2 | Candidate shows limited understanding of the requirements of the question and limited knowledge of the text. The response is unstructured and inconsistent. Information given is generally vague. | 9–16 | Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the literary text. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words. | 3–4 |
| 1 | Candidate shows little or no understanding of the requirements of the question and little or no knowledge of the text. Little or no relevant information given. | 0–8 | Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common. | 0–2 |

| | AVAILABLE MARKS |
|------------------|-----------------|
| AO2 | 40 |
| AO3 | 10 |
| Section C | 50 |
| Total | 100 |