



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**

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**Irish**

**Assessment Unit A2 2**  
**(Section B)**

*assessing*

Reading

**[AIR22]**

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**Assessment**

**MARK**  
**SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

### ***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, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers 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. Teachers 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.

### ***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.

### ***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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

**Extra Guidance for Teachers Summer 2021:  
A2 2 Section B**

**Question 2**

Candidates are not usually required to reword their answer. If they do so, they run the risk of self-penalising if the meaning is not clear. The correct answer transcribed from the text will be awarded full marks. However, rewording may become necessary depending on how the question is framed. Whole sentences are not always required; a phrase or a word may be an acceptable answer.

As understanding and communication are the key elements in this task, minor errors in spelling or grammar may be overlooked, provided the word is recognisable and the overall meaning is clear. Candidates are awarded marks even though their response differs from the wording in the mark scheme, provided there is no ambiguity in their answer.

If candidates add in extra information, they will not lose marks unless this compromises the rest of their response.

Bracketed words are not essential.

No marks are awarded for answers in English.

**Question 3**

In Section B question 3 candidates are assessed according to the AO2 criterion by summarising information from a passage in the Target Language, selecting and reporting key points within tolerance of the word limit. In marking this question, teachers are advised to follow the General Marking Instructions and adhere closely to the Performance Descriptors provided.

The key points section in the mark scheme highlights points that the candidates may include but other information may be acceptable.

**Question 4**

In question 4 candidates must demonstrate the quality of their written communication.

They need to ensure that their text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

Verb formation and tenses are examples of major errors while gender and case are examples of minor errors.

**Section B: Reading**

- |          |                       |     |
|----------|-----------------------|-----|
| <b>1</b> | <b>(a)</b> láthair    | [1] |
|          | <b>(b)</b> shóisialta | [1] |
|          | <b>(c)</b> bhonn      | [1] |
|          | <b>(d)</b> rabhadh    | [1] |
|          | <b>(e)</b> mhí        | [1] |
|          | <b>(f)</b> éisteachta | [1] |
|          | <b>(g)</b> iad        | [1] |
|          | <b>(h)</b> ionad      | [1] |
|          | <b>(i)</b> cineál     | [1] |
|          | <b>(j)</b> abhaile    | [1] |

**Marks for AO2 [10]**

**10**

**AVAILABLE  
MARKS**

- 2 (a) Fanann siad as radharc [1] Déantar neamhaird orthu [1] [2]
- (b) Go bhfuil [1] daoine bochta (bochtanas) (ann) [1] [2]
- (c) Le bia a chur [1] ar an tábla [1] dá bpáistí [1] [3]
- (d) riachtanach [1] laethúil [1] arán [1] prátaí [1] glasraí [1]  
(Any **two** of the above) [2]
- (e) Trí lá [1] [1]
- (f) 21 [1]
- (g) (go bhfuil) an bochtanas [1] forleathan [1] sa taobh ó thuaidh [1]  
den tír [1] [4]

Marks for AO2 [15]

AVAILABLE  
MARKS

15

### 3 Summary

#### Candidates should mention the following key points:

- The issue of careers for students in final year in school
- Ireland's economy growing – what this means for jobs
- Fierce competition for jobs and what needs to be done to get one of the jobs on offer
- The value of work experience
- Voluntary work and what it tells an employer

#### Suggested Summary

In final year in secondary school, career is foremost. While some have known what they want to be since childhood, others need guidance.

Ireland's economy has regained strength and companies are now providing opportunities that weren't there previously.

There is fierce competition for jobs. Having the proper skills and qualifications will help – especially a third level qualification.

As well as improving skills, work experience will help you discover your talents and find out if you like the career.

Many young people do voluntary work. Employers like it because it shows commitment and that you're happy to go the extra mile.

(100 words)

#### QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	The candidate displays a very high level of understanding of the stimulus and the task. The key points have been selected and covered within tolerance of the word limit. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[13]–[15]
4	The candidate has understood the stimulus and the task well. Most of the key points have been conveyed but there may be a tendency to exceed the word limit. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[10]–[12]
3	The candidate shows some understanding of the stimulus but there is an uneven response to the demands of the task. At least half of the relevant information is given but coverage of the key points may be unbalanced. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[7]–[9]
2	The candidate has made some attempt to deal with the demands of the task but less than half of the relevant information is given. The response is inconsistent. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[4]–[6]
1	The candidate demonstrates limited understanding of the stimulus or the task. Little relevant information is given. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[3]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [15]

#### 4 Translation

The translation is divided into seven sections. Each section is marked out of five. The marks are then totalled to give a final mark out of 35.

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	A young student at a primary school in Belfast achieved fame recently when he appeared on a television news programme.	Bhain dalta óg ar bhunscoil i mBéal Feirste clú amach dó féin ar na mallaibh nuair a bhí sé le feiceáil ar chlár nuachta teilifíse.		
2	He was asked about his outlook on learning and people were interested in his answer, because he spoke very positively about learning languages.	Cuireadh ceist air faoina dhearcadh ar an fhoghlaim agus chuir daoine suim ina fhreagra, mar labhair sé go han-dearfach faoi na teangacha a fhoghlaim.		
3	He speaks several languages. His name is Mohammed and he is an immigrant who translates for the other pupils in his class.	Tá roinnt teangacha aige. Mohammed atá air agus is inimirceach é a aistríonn do na daltaí eile ina rang.		
4	Many people were impressed with Mohammed because he was very helpful and mature and they thought that his local accent was brilliant.	Chuaigh Mohammed i bhfeidhm ar chuid mhór daoine mar bhí sé iontach garach agus aibí agus shíl siad go raibh a bhlas áitiúil ar fheabhas.		
5	There are more than a thousand pupils at primary schools in the six counties who do not speak Irish or English at home.	Tá thar mhíle dalta bunscoile sna Sé Chontae nach labhraíonn Gaeilge nó Béarla sa bhaile.		
6	Mohammed said that he would like to learn Spanish and he delighted the Irish language community by saying that he also wanted to learn Irish.	Dúirt Mohammed gur mhaith leis Spáinnis a fhoghlaim agus chuir sé lúcháir ar phobal na Gaeilge nuair a dúirt sé gur mhaith leis an Ghaeilge a fhoghlaim fosta.		
7	It is clear that he feels at home in his community, as he also plays hurling and Gaelic football.	Is léir go mothaíonn sé sa bhaile sa phobal, mar imríonn sé iománaíocht agus peil Ghaelach fosta.		
Suitable alternative responses will be credited.				

<b>Band</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
5	The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order.	[5]
4	A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently.	[4]
3	Good attempt overall and more than half of the information has been accurately conveyed.	[3]
2	Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed.	[2]
1	Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO3 [35]**

**Total marks [75]**