



*Rewarding Learning*

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

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**Irish**

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

*assessing*

**Reading and Use of Language**

**[SIR22]**

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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: AS 2 Sections B & C**

### **Section B question 1:**

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.

### **Section B question 2:**

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

The quality of written communication is assessed in this task.

Candidates should pay particular attention to verb forms, e.g. tense, singular/plural forms and passive voice.

The same lexical mistake will not be penalised twice.

Consequential errors should not be penalised.

### **Section C question 5:**

In the translation exercise each part is marked out of 3. Marks are totalled out of 15.

3 marks are awarded for an accurate translation, possibly with one minor error in more complex language.

2 marks are awarded for a translation with more than one minor error.

1 mark is awarded for a translation which contains major errors but limited communication is achieved.

Verb formation is an example of a major error and use of accents is an example of a minor error.

## Section B: Reading

AVAILABLE  
MARKS

- 1 (a) Any **two** from:  
Saol na scoile [1]  
An saol sa bhaile [1]  
Saol na hoibre [1] [2]
- (b) Sult a bhaint [1] as rud ar bith [1] [2]
- (c) Daoine fásta [1] [1]
- (d) Cairde [1] Scoil [1] Tuismitheoirí [1] [3]
- (e) Any **three** from:  
(Bheith) cliste [1] suimiúil [1]  
Cuid mhór cairde a bheith acu [1] sláintiúil [1] [3]
- (f) Tacaíocht [1] Uaireanta (Am) [1] [2]
- (g) Comhairleoirí [1] [1]
- (h) (Bheith) maith [1] ag éisteacht [1] [2]
- (i) Aclaíocht (fhisiciúil) [1] comhrá [1] [2]
- (j) (Ár) (g)cairde [1] Muid (féin) [1] [2]

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.

<b>Band</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	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]
<b>4</b>	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]
<b>3</b>	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]
<b>2</b>	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]
<b>1</b>	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]
<b>0</b>	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [20]**

**Total marks for AO2 [40]**

Section	Translation Passage	Suggested Translation	Credit	Do Not Credit
1	Tá áthas ar mhúinteoirí teangacha leis an dea-scéala a fógraíodh le déanaí go bhfuil ag éirí go hiontach maith le háis foghlama teanga darb ainm <i>Duolingo</i> .	Language teachers are happy with the good news which was announced recently that a language learning resource called <i>Duolingo</i> is doing very well.		
2	Tig le húsáideoirí <i>Duolingo</i> ceangal le cúrsaí ar líne agus teanga ar bith a fhoghlaim. Tá trí chéad teanga ar fad ar fáil, an Ghaeilge ar cheann acu.	Users of <i>Duolingo</i> can connect with online courses and learn any language. There are three hundred languages available altogether, Irish being one of them.		
3	Foghlaimíonn an duine a dhéanann cúrsa <i>Duolingo</i> foclóir agus fuaimeanna trí cheachtanna idirghníomhacha a thriail agus a oiread ama a chaitheamh ar an fhoghlaim agus atá de dhíth.	Anyone doing a <i>Duolingo</i> course learns vocabulary and sounds by trying out interactive lessons and spending as much time learning as is needed.		
4	Cuidíonn an obair idirghníomhach ar scáileán go mór le foghlaimeoirí atá ar lorg stíl nua-aoiseach foghlama go háirithe le scoláirí atá tugtha don teicneolaíocht.	The interactive work on screen greatly helps learners who are looking for a modern learning style especially those who are keen on technology.		
5	Tá na ceachtanna taitneamhach, bríomhar, dar le Lola, úsáideoir óg amháin as Baile Átha Cliath: “Is maith liom na ceachtanna mar bainim sult astu agus ní mhothaím faoi bhrú ar bith.”	According to Lola, one user from Dublin, the lessons are enjoyable and lively: “I like the lessons because I enjoy them and I don’t feel under any pressure.”		
6	Chomh maith le bheith suimiúil, tá na ceachtanna daite agus tarraingíonn siad súile an foghlaimeora.	As well as being interesting, the lessons are colourful and attract the eyes of the learner.		
Suitable alternative responses will be credited.				

## Section C: Use of Language

AVAILABLE  
MARKS

- 1 (a) Bhain **taisme** dom arú inné. [1]  
(b) Gortaíodh mé go **dona**. [1]  
(c) B'éigean dom cuairt a thabhairt ar an **ospidéal**. [1]  
(d) Bhí an seomra feithimh **plódaithe** le daoine. [1]  
(e) Bhí orm teacht ar ais an lá **dar gcionn**. [1]

Marks for AO3 [5]

- 2 (a) **Taispeánann** an fiseán seo duit an bealach is fearr leis an roth a athrú. [1]  
(b) **Imríonn** an fhoireann shinsearach ag an pháirc mhór úrnua anois. [1]  
(c) **Foghlaimíonn** na héin bheaga seo an dóigh le heitilt óna dtuismitheoirí. [1]  
(d) **Éisteann** an chuid is mó den lucht éisteachta leis an chláir anois ar líne. [1]  
(e) **Ordaíonn** na custaiméirí an bia roimh ré má bhíonn deifir orthu. [1]

Marks for AO3 [5]

- 3 (a) Ó thosaigh mé a imirt don fhoireann áitiúil anuraidh is léir go bhfuil muinín ag an bhainisteoir **asam**. [1]  
(b) Bhí cluiche den chéad scoth **agam** Dé Domhnaigh. [1]  
(c) Labhair an bainisteoir **liom** ag leathama [1]  
(d) Mhínigh sí **dom** go raibh laigí le sonrú sna céilí comhraic. [1]  
(e) Chuir na tosaithe an liathróid isteach **chugam** agus d'aimsigh mé trí chúl agus cúig chúilín ar fad. [1]

Marks for AO3 [5]

- 4 (a) Tá ardú le sonrú ar an méid ama a thugann RTÉ do pheil na **mban**. [1]
- (b) Tá Eoghan sa chistin ag ullmhú na **bprátaí** don dinnéar. [1]
- (c) Tá an saol millteanach costasach do mhic léinn, go háirithe praghas ard na **leabhar**. [1]
- (d) Bhí teicneoir na scoile istigh go luath ag deisiú na **ríomhairí** in am don rang. [1]
- (e) Beidh scaifte ag tógáil na **mboscaí** ag deireadh na hoíche. [1]

**Marks for AO3 [5]**

- 5 (a) Tá sí chóir a bheith réidh don cheolchoirm. [3]
- (b) Tá sí ag cleachtadh de lá is d'óiche le seachtain anuas. [3]
- (c) Tá aithne aici ar an amhránaí eile. [3]
- (d) Tá siad ag tógáil airgid ar son Trócaire i mbliana. [3]
- (e) Bhí sí ar an teilifís faoi dhó an tseachtain seo caite. [3]

Band	AO3 Performance Descriptors	Marks
3	Accurate translation, possibly with one minor error in more complex language.	[3]
2	Translation with minor errors.	[2]
1	Translation with major errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO3 [15]**

**Total marks [35]**

AVAILABLE  
MARKS

35