



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2011**

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**Irish**

**Assessment Unit AS 2**

**Sections B and C**

*assessing*

**Reading and Extended Writing**

**[AI122]**

**THURSDAY 9 JUNE, MORNING**

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**MARK  
SCHEME**

## Section B: Reading

AVAILABLE  
MARKS

- 1 (a) (i) gradam [1]  
(ii) costasach [1]  
(iii) suimiúil [1]  
(iv) a leithéid [1]  
(v) tuarastal/ioncam/airgead [1]

**Marks for AO2: [5]**

- (b) (i) tá sí mórtasach/bródúil [1]  
(ii) tá sé dírithe ar dhaoine [1]  
ar mhaith leo feabhas a chur ar a gcuid Gaeilge/labhairt  
as Gaeilge [1] [2]  
(iii) bualadh le daoine eile/cluichí a imirt/ceist a chur/cuidiú a fháil  
(any two) [2]  
(iv) bhí níos mó ná cúig mhíle duine [1]  
cláraithe [1] [2]  
(v) tugann sí comhairle (faoin ríomhaireacht) [1]  
(vi) níl ann ach caitheamh aimsire a chosnaíonn airgead/úsáideann  
sí a cuid airgid féin/bíonn sí ag obair go crua le hóc as  
(any two) [2]  
(vii) níl go leor ama aici [1]  
(viii) thug siad/airgead (ag an tús) [2]  
(ix) thug sí post/do bheirt [2]

**Marks for AO2 (a): [5]**

**Marks for AO2 (b): [15]**

**Marks for AO3 (b): [10]**

**Total marks for (a) and (b): [30]**

30

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

<b>Bands</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	<b>7–8</b>
<b>3</b>	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	<b>5–6</b>
<b>2</b>	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	<b>3–4</b>
<b>1</b>	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	<b>0–2</b>

**Targeted Assessment Objective AO2: [20]**

**Targeted Assessment Objective AO3: [10]**

**Total marks for (a) and (b): [30]**

## 2 Suggested Translation

It is difficult to travel anywhere in modern Ireland without seeing people out running, no matter how cold and wet the day.

From one end of the country to the other, they are clocking up long miles for the sake of their health or fitness.

Indeed, it has been clear for the last few years that the people of Ireland understand that we must do our utmost to remain in the best of health.

The roads of the country were packed with runners in March last year when crowds of Irish speakers undertook *Rith 2010*.

The occasion involved giving the Irish-language community the opportunity to show support for the language during *Irish Language Week*.

Not only did the event succeed in drawing attention to Irish speakers but it helped them healthwise as well!

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	<b>7–8</b>
<b>3</b>	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	<b>1–2</b>

**Total marks for AO2: [20]**

## Section C: Extended Writing

### AS2 Question 1 Extended Writing: Target Assessment Objectives AO2 and AO3

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	<b>17–20</b>	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.	<b>25–30</b>
<b>4</b>	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	<b>13–16</b>	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.	<b>19–24</b>
<b>3</b>	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks details.	<b>9–12</b>	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.	<b>13–18</b>
<b>2</b>	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	<b>5–8</b>	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	<b>7–12</b>
<b>1</b>	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	<b>0–4</b>	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.	<b>0–6</b>

**Marks for AO2: [20]**

**Marks for AO3: [30]**

**Total marks for Extended Writing: [50]**