



Rewarding Learning

**ADVANCED
General Certificate of Education
2013**

Irish

Assessment Unit A2 2

Sections B and C

assessing

Reading and Extended Writing

[AI222]

THURSDAY 16 MAY, MORNING

**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

Question 1

Fadhb an bhruscair i nGaith Dobhair

Tá fadhb mhór le bruscar atá á dhumpáil (a) go mídhleathach i gceantar portaigh cóngarach (b) do Ghaoth Dobhair i gContae Dhún na nGall, ar na mallaibh. Is áit álainn (c) tuaithe í agus tá eagla ar mhuintir na háite go bhfuil an áit á scrios ag an chleachtas nua samhnasach seo.

Chroch Comhairle Contae Dhún na nGall fógra tamall ó shin, ag (d) impí ar an phobal gan a gcuid bruscair a fhágáil ann ach, ar an drochuair, níor (e) tugadh aird ar an fhógra agus tá daoine go fóill ag leanúint ar aghaidh ag caitheamh a gcuid bruscair ar an láthair (f) dhramhaíola mhídhleathach seo.

Tá gach cineál bruscair á dhumpáil ar thaobh an bhóthair ann, rudaí ar nós doirtil cistine, cathaoireacha agus (g) seanríomhairí fiú! Tuairiscíodh ar na mallaibh gur caitheadh seanchlúidíní linbh ann fosta agus tá imní ar lucht na seirbhísí sláinte go bhfuil an láthair iontach contúirteach ó thaobh (h) galar tógálach de.

Tuigtear go ndéanann oighinn mhicreathonnach agus earraí leictreacha eile (i) dochar ollmhór don timpeallacht mura ndéantar iad a (j) athchúrsáil ar an bhealach cheart. Tá Comhairle Contae Dhún na nGall ag iarraidh ar dhaoine dul i dteagmháil leo má bhíonn ceist ar bith acu faoin athchúrsáil nó faoin dóigh leis an timpeallacht a chaomhnú.

Marks for AO2 [10]

Question 2

Tús na habairte	Críoch na habairte
(i) Ba ghnách le Lisa Nic an Bhreithimh	(k)
(ii) Is minic a shíleann daoine áirithe go bhfuil dídeanaithe	(c)
(iii) Síleann Lisa nár chóir dúinn breithiúnas	(a)
(iv) De ghnáth, bíonn fáthanna éagsúla ann le daoine a bheith	(g)
(v) Tá cuid de na daoine gan dídean anois mar	(h)
(vi) Síltear go mbíonn trí scór duine ina luí faoin	(i)
(vii) Ní bhíonn cearta sibhialta	(e)
(viii) Tá Lisa den bharúil gur	(f)
(ix) Tugann na daoine gan dídean	(j)
(x) Ba mhaith le Lisa nach mbeadh	(b)

Marks for AO2 [10]

- 3 (a) nach bhfuil gach rud [1] ar eolas againn [1] [2]
- (b) mí-úsáid páistí/homaignéasacht/cúrsaí airgid/nach raibh fáilte rompu sa bhaile
(Any two) [2]
- (c) daoine a chónaíonn in aice leat/
áit phríobháideach/phearsanta/shábháilte
sábháilteacht in am an ghátair/áit ag do pháistí le súgradh/troscán
(Any two) [2]
- (d) Cosnaíonn siad a chéile
Tacaíonn siad dá chéile
Bíonn siad ag cuidiú/cabhrú lena chéile
(Any two) [2]
- (e) Níos mó a fhoghlaim faoi na daoine gan dídean/
Tuiscint a bheith againn orthu/
Dearcadh a athrú
(Any two) [2]

Marks for AO2 [10]

30

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]** has 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	AO3 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

Marks for AO3 [20]

Question 4**Suggested Translation**

Glactar leis, ar na saolta seo, gur tír Eorpach í Éire. Sa Tuaisceart agus sa Deisceart táimid inár mbaill den Aontas Eorpach le blianta fada anuas.

Ní hamhlaidh a bhí an scéal í gcónaí, áfach. Go dtí 1973, bhí muid scoite amach ón Eoraip don chuid is mó agus níor ghlac muid páirt i gcúrsaí na hEorpa.

An tráth úd, shocraigh muintir na hÉireann go mbainfeadh Éire an-tairbhe as bheith ag comhoibriú lenár gcomharsana ar an Mhór-roinn.

Sna blianta deireanacha seo, tá maoiniú fadtéarmach curtha ar fáil ag an Aontas Eorpach d'fheirmeoirí, do thógáil na mbóithre agus do thionscnaimh na síochána.

Cé nár aontaigh muid i gcónaí leis na húdaráis sa Bhruiséil, síleann mórchuid na ndaoine gur chuidigh an Eoraip go mór linn.

Is léir go bhfuil an geilleagar i dtrioblóid anois agus go gcaithfimid seasamh taobh le taobh lenár gcomhpháirtithe san Eoraip.

20

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

Marks for AO2 [40]

Marks for AO3 [10]

Total marks for Extended Writing [50]