



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2013

Marking Scheme

Sign Language

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Section A:

1a	Answer is individual to the student. e.g. they may like to play football, sign with friends, etc.
1b	Answer: go to the movies, play computer games, etc
1c	Answer: e.g, Spain, America, Cork, etc
2a	Answer: 14 th February.
2b	Answer: 17 th March.
2c	Answer: 6 th June
3a	Fingerspell your name and place where you were born. Answer: student's own name and birth place e.g Galway
3b	Answer: DEAFHOOD
3c	Answer: St. Mary's or St. Joseph's school.
4a	Answer: e.g. pizza, etc
4b	Answer: e.g Chinese, burger and chips, etc.
4c	Answer: e.g. lasagna, cabbage and bacon, etc
5a	Answer: green, white, orange
5b	Answer: red
5c	Answer: white

Section B:

6a	<p>Sign four sports that are played at the Deaflympics? Answer: football, athletics, basketball, swimming.</p>
6b	<p>Sign four organisations that are involved in the Deaf community? Answer: Irish Deaf Society, Deafhear, Deaf Sports Ireland, Irish Deaf Woman's Group</p>
6c	<p>Sign two of your favourite subjects in school and two you dislike? Answer: e.g. ISL, maths, e.g. geography, history</p>
7a	<p>What do you need to withdraw money from an ATM or cash machine and what is the procedure you have to go through to withdraw your money?</p> <p>Sample answer: You need a bankcard and a pin number. The bankcard is put into the ATM and it asks for a pin number, which is keyed in. You are then asked how much would you like to withdraw money or if you would like to lodge money. You have to choose the amount you wish to withdraw after which you are asked to remove your card and then the money is dispensed.</p>
7b	<p>Can you sign four services that the Post Office offers?</p> <p>Possible elements in an answer: The Post Office have savings accounts where you can save your money. You can post letters and parcels, bills can be paid, for example, electricity or gas bills. Post offices have a foreign exchange service where you can get foreign money if you are traveling abroad, for example if you need English money, Sterling or American dollars. You can also pay your TV license.</p>
7c	<p>If you or anyone you know had a loan from a bank or Credit Union, how would the repayments be paid?</p> <p>Possible elements in an answer: You can save money and you can take out loans in the Credit Union. There is some interest added when you pay back the loan. The Credit Union discuss with you how much you have been saving regularly up to now and based on that they will tell you how much money you can borrow. After agreeing to lend you the money the Credit Union will then discuss how much you pay and how often the repayments should be made; weekly or monthly, and for how long you will make repayments. After which a direct debit can be set up to pay accordingly. Cash can also be paid depending on the arrangement made by you and the lender.</p>

8a Sign a job you would love to do and explain why?

A possible answer might be: I would love to teach ISL because I enjoy seeing hearing students learning their new language. I feel good when I see more and more people learning ISL and signing to Deaf people.

A chef, because I love to cook and I love seeing people's faces when they are happy with my food. I also enjoy trying out new recipes and I think it is important how things are presented on the plate and like when I make the food look appetizing.

8b Sign me what job you would hate to have to do and explain why?

An example of a possible response might be: working in an office because I hate being inside all day. Also because I do not have good computer skills. Plus I cannot imagine myself having to look at a computer screen all day and having to type. I do not like doing paperwork.

8c What jobs do you think Deaf people can do? Explain why?

A possible answer might be: It depends on the person's skills but often Deaf people are good with their hands and are normally very visual so perhaps an artist would be something that a Deaf person would be good at because they can often see things at a much deeper level and so it can come across in the work of art. Deaf people can really do most jobs depending on access and training.

9a If you were allowed to go anywhere in the world, where would you like to go on holidays, explain why?

An example of a possible response might be: I would like to go to South Africa because I'm told that the land is beautiful and I would love to go on safari and see all the different types of animals there. I particularly would like to see a giraffe and a lion and stay out in the wild in a hut.

9b What was the best holiday you ever went on, explain why?

An example of a possible response might be: the best holiday I ever

had was when my family to Egypt. We saw the pyramids, we went on a boat trip down the Nile for a week. The food was lovely, there was different shows on the boat every evening. Everyday the boat stopped in a different place and we saw lots of historical sites.

9c What was the worst holiday you ever went on, explain why?

An example of a possible response might be: the worst holiday I ever had was when my family went camping to France. We drove and it was a really long drive from Dublin, through England and into France. The camp site looked good when we arrive but it lashed rain the first night and we were flooded. The tent was destroyed and we had to look for other accommodation.

Section C:

10a What do you feel are the advantages and disadvantages of being taught by a Deaf teacher in school? Explain your answer.

Examples of possible responses might be: there is good direct communication when a teacher has ISL in the Deaf schools. Also if a teacher is Deaf they can be role models for the Deaf students. Plus the Deaf teacher has an understanding of the possible difficulties that the students may be experiencing daily because they come from a similar background. They have empathy for the students at a different level.

10b What are the advantages and disadvantages to being sent to a Deaf school as opposed to being sent to a mainstream school? Explain your answer.

Examples of possible responses might be:

In a Deaf school a Deaf person's experience is understood by the school staff. The Deaf person is surrounded by peers with similar experiences to themselves and they have good open communication through ISL. Therefore they do not feel 'different' in anyway, where they may do so outside that environment. Deaf schools can have smaller numbers of students in the classroom and can therefore receive more individual attention.

In the Deaf schools there is a limited choice of offered subjects.

If a Deaf person is mainstreamed they may feel like an outsider as they may be the only Deaf individual in the school. They may find it hard to find their true identity as a Deaf person. Plus, depending on access and resources of the school, staff and students may not have sign therefore the Deaf student may feel very isolated.

However, it often varies how the individual copes in the mainstream environment. Some manage good mixing well with other students, being able to keep up with what is happening in the classroom, etc. While others do not mix well with other students and can feel isolated. Often they can fall behind with what is happening in the classroom – this can depend on the level of hearing one has.

In mainstream schools there is a wider choice of subjects offered.

- 10c Do you feel it is easier now for a Deaf person to go to third level education than it was 10-15 years ago? Explain your answer.

Examples of possible responses might be:

Yes, it is easier now to go to college/university/VECs now than before because there is more access now. Interpreters, note-takers and speed texting are now provided in most of third level education. Some third level institutions offer extra services such as reading support, one-to-one tutorials, etc. Also in regards to entry into third level education, some institutions offer extra support in way of allowing extra entry/credit points for disability, for example the DARE programme.

- 11a The Centre for Deaf Studies was set up over ten years ago in Trinity College Dublin to train ISL teachers and interpreters. Do you think this was a good idea? Please explain your answer.

An example of a possible response might be:

Since the Centre for Deaf Studies was set up there has been a big increase in the number of interpreters which means there is more interpreters available for Deaf people when they go to college, in work, etc. However, there is still not enough interpreters and more need to be trained. There are more ISL teachers now compared to before, this means that more hearing people are able to learn ISL and they can either work in the Deaf community or generally socialize with Deaf people.

- 11b What changes would you like the government to make so that Deaf people have more access to the world around them? Please explain your answer.

An example of a possible response might be:

If ISL was officially recognized by the government it would make a big difference in people knowing more about the language itself, ISL. There would be a greater awareness of the wider public of ISL and its usage would perhaps become more widespread. If the government would produce materials in ISL, not just English and Irish, this would mean greater access to information to people in the Deaf community. It would be a good idea too if the government offered ISL as a possible subject in both Deaf and mainstream schools. If materials were

produced in ISL for Deaf schools in particular these would be great teaching and learning aids. Also if the government could provide interpreters full time in certain areas, such as, hospitals, government agencies, etc, this would mean greater access for Deaf people.

- 11c In what ways do some Deaf people sign in a different way than others? For example, do Deaf men sign differently to Deaf women, or do young Deaf people sign differently to older Deaf people? Please explain your answer.

An example of a possible response might be:

Some Deaf people do sign differently than others, for example, women have some signs that are different from men's sign and men would never use some of these signs. The older generation of signers would often tend to sign and fingerspell the same sign in a conversation. Older Deaf people also can have less facial expressions when signing when compared to younger signers. As a general rule, younger signers tend to use more mouth patterns and facial expressions when signing.

- 12a Do ISL and English have the same grammar and structure? Explain your answer.

An example of a possible response might be:

No, English and ISL grammar and structure are very different. English word structure is linear, that is, the words are written one after the other. In ISL the structure is all encompassing, that is, the 'word order' has not just the sign itself but it includes, facial expression which has its own meaning. ISL has different handshapes when signing, the body moves, etc. It is a very visual language.

Spoken language is communicated through listening and speaking whereas signing is communicated through the use of the eyes and hands.

- 12b What are the differences and similarities between Deaf and hearing culture? Explain your answer.

An example of a possible response might be:

Some Deaf and hearing culture here in Ireland overlaps and Deaf people often adapt to fit in to their surrounding environment. Deaf culture however is extremely visual. Deaf people tend to notice things a lot more and more quickly than hearing people. Hearing people of course see things around them but they rely more on sound. Also Deaf people use ISL and are therefore very expressive in their language and when communicating. Hearing people when communicating tend to be more reserved than Deaf people in this way. In Deaf culture there are also different ways than in hearing culture to get someone's attention. For example, if you want to get a Deaf person's attention, you would

tap them on the shoulder, arm, etc. If you want to a few Deaf people's attention, you would 'wave' your hands at the people or switch on and off lights. In hearing culture this would never be done, a polite, "excuse me" or calling someone's name would be the norm.

12c Do you think it is important for Deaf children to learn about Deaf history? Explain your answer.

An example of a possible response might be:

Yes, I think it is very important for Deaf children to learn about Deaf history because in mainstream schools they teach about Irish history and heritage to help children understand their background and where they come from. It should be the same for Deaf children as it is important for their identity both as an individual and as a member of the Deaf community. There is a lot of rich Deaf heritage there and Deaf children need to know this. They can learn which Deaf people are well known and for what. They can come to realise that there are Deaf role models from the recent and distant past. Deaf children can learn from history the roots of their language for example. They can learn that Deaf people have achieved things throughout history without perhaps all the access that we have available to us today. It would be good for Deaf children to learn both Deaf and Irish history together for an overall sense of their roots. It is important that we learn from our past mistakes so that we can move forward in the future, this can be done through learning about our past history.

