



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate Applied 2015**

**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.

**PART ONE – SHORT QUESTIONS – 40 MARKS**

**Section A**

<p><b>1a.</b> What is the name of your home area? <b>Candidates will sign their home area e.g. county, city, street name, suburb, etc</b></p> <p><b>1b.</b> What is the name of your school? <b>Candidates will sign the name of their school.</b></p> <p><b>1c.</b> Name one road near your school. <b>Candidates will sign the name of any road near their school.</b></p>	<p><b>(1)</b></p>
<p><b>2a.</b> Fingerspell GERMANY. <b>The candidate fingerspells the vocabulary GERMANY.</b></p> <p><b>2b.</b> Fingerspell FRANCE. <b>The candidate fingerspells the vocabulary FRANCE.</b></p> <p><b>2c.</b> Fingerspell HOLLAND. <b>The candidate fingerspells the vocabulary HOLLAND.</b></p>	<p><b>(1)</b></p>
<p><b>3a.</b> Name your favourite hot drink. <b>Candidates will sign a hot drink.</b></p> <p><b>3b.</b> Name your favourite cold drink. <b>Candidates will sign a cold drink.</b></p> <p><b>3c.</b> Name a type of drink you do not like. <b>Candidates will sign a drink they do not like.</b></p>	<p><b>(1)</b></p>
<p><b>4a.</b> How long have you been learning ISL? <b>Candidates will sign to indicate how long they have been learning ISL.</b></p> <p><b>4b.</b> How long a break do you have at 11am? <b>Candidates will sign to indicate how long the break at 11am lasts.</b></p> <p><b>4c.</b> How long is your break at lunchtime? <b>Candidates will sign to indicate how long the break at lunchtime lasts.</b></p>	<p><b>(1)</b></p>
<p><b>5a.</b> Name the first month of the year. <b>Candidates will sign January.</b></p> <p><b>5b.</b> Name the last month of the year. <b>Candidates will sign December.</b></p> <p><b>5c.</b> Name the sixth month of the year. <b>Candidates will sign June.</b></p>	<p><b>(1)</b></p>

## Section B

**The answers provided here are indicative only. All correct answers will be rewarded appropriately**

<p><b>6a.</b> Describe some of the services provided by banks. <b>Candidates will sign describing some of the services provided by banks e.g. savings accounts, lending, on-line banking etc.</b></p> <p><b>6b.</b> Describe some of the services provided by credit unions. <b>Candidates will sign describing some of the services provided by banks e.g. savings accounts, lending, financial advice etc.</b></p> <p><b>6c.</b> Describe some of the services provided by post offices. <b>Candidates will sign describing some of the services provided by post offices e.g. provision of mail services, savings accounts, billpay, etc.</b></p>	(4)
<p><b>7a.</b> What is the role of an ISL/English interpreter <b>Candidates will sign explaining the role of an ISL/English interpreter e.g. interpreting between English and ISL, to be impartial and confidential, etc.</b></p> <p><b>7b.</b> What is the role of an ISL teacher? <b>Candidates will sign explaining the role of an ISL teacher e.g. preparing ISL lessons, setting up Deaf-friendly classrooms, correctly instructing students, using an appropriate level of signing, etc.</b></p> <p><b>7c.</b> What is the role of a special needs assistant (SNA)? <b>Candidates will sign explaining the role of a special needs assistant (SNA) e.g. supporting students in their learning environment, assisting students as required, etc.</b></p>	(4)
<p><b>8a.</b> Name a film you enjoyed and explain why you enjoyed it. <b>Candidates will sign naming a film they have enjoyed and explain why they enjoyed it.</b></p> <p><b>8b.</b> Name a TV series you enjoyed and explain why you enjoyed it. <b>Candidates will sign naming a TV series they have enjoyed and explain why they enjoyed it.</b></p> <p><b>8c.</b> Name a sport you enjoy and explain why you enjoy it. <b>Candidates will sign naming of a sport they enjoy (playing or watching) and explain why they enjoy it.</b></p>	(4)
<p><b>9a.</b> List some of the things you are not allowed to bring on board an aeroplane. <b>Candidates will sign listing items prohibited on aeroplanes e.g. guns, knives, liquids in excess of 100cl etc.</b></p> <p><b>9b.</b> List some of the things you would do when applying for a job. <b>Candidates will sign listing some of the things to be done when applying for a job e.g. writing letters of application, preparing their curriculum vitae (CV) etc.</b></p> <p><b>9c.</b> List some of the jobs Deaf people normally apply for. <b>Candidates will sign listing some of the jobs normally applied for by Deaf people e.g. civil service positions, administration, web design, architects, etc.</b></p>	(4)

### Section C

**The answers provided here are indicative only. All correct answers will be rewarded appropriately**

<p><b>10a.</b> Explain how you would communicate with a deaf/blind person.</p> <p><b>Candidates will sign explaining how they would communicate with a deaf/blind person e.g. appropriate use of space, touching, finger spelling on the hand, etc.</b></p> <p><b>10b.</b> Explain how you would book an ISL/English interpreter.</p> <p><b>Candidates will sign explaining how they would book an ISL/English interpreter e.g. booking online, in person, through various agencies, making the interpretation requirements clear – topics, complexity, duration, etc.</b></p> <p><b>10c.</b> Explain how Deaf people communicate with hearing people.</p> <p><b>Candidates will sign explaining how Deaf people communicate with hearing people. Varies depending on the circumstances e.g. lip reading, talking, gestures, signing, writing, finger spelling etc.</b></p>	<p><b>(6)</b></p>
<p><b>11a.</b> Identify various types of deafness and explain their causes.</p> <p><b>Candidates will sign about various types of deafness and briefly explain their causes. Different types e.g. profound, partial, hard of hearing, deafened, etc. Different causes: genetic, due to illness – meningitis, measles, etc., accidents, including industrial accidents, etc.</b></p> <p><b>11b.</b> Can all Deaf people lip-read? Explain your answer.</p> <p><b>Candidates will sign about whether all Deaf people can lip-read and explain their answer. In general, no, because lip reading is a skill that must be learned, some people find it difficult for different reasons e.g. different mouth patterns, facial hair, etc.</b></p> <p><b>11c.</b> Do all Deaf males and Deaf females sign in the same way? Explain your answer.</p> <p><b>Candidates will sign about Deaf male/female signing and explain their answer e.g. historically, yes, due to separate education. Nowadays, male/female signing would be largely similar with some exceptions e.g. days of the week, etc.</b></p>	<p><b>(6)</b></p>
<p><b>12a.</b> What changes would you like to make to Deaf education in your school? Explain your answer.</p> <p><b>Candidates will sign outlining the changes they would like to make to Deaf education in their school and explain their answer.</b></p> <p><b>12b.</b> What changes do you think would help to make public buildings (e.g. museums, art galleries, etc.) more accessible to Deaf people? Explain your answer.</p> <p><b>Candidates will sign about the changes they think would help to make public buildings (e.g. museums, art galleries, etc.) more accessible to Deaf people and explain their answer.</b></p> <p><b>12c.</b> What changes do you think would help to make work places more accessible to Deaf people? Explain your answer.</p> <p><b>Candidates will sign about the changes they think would help to make work places more accessible to Deaf people and explain their answer.</b></p>	<p><b>(7)</b></p>

**PART TWO – PRESENTATION – 60 MARKS**

**TOPICS:**

1. The following people are well known among the Deaf Community: Marlee Matlin (Deaf Actress); Abbe Charles Michel de L’epée (The Father of the Deaf); Marko Vuoriheimo (Signmark).

Choose one of the people listed above, describe their background and explain why they are well known in the Deaf community.

2. Outline how a person could qualify to become an ISL/English interpreter in Ireland. Explain why interpreters are so important to the Deaf Community.
3. Choose a film or a play that features a deaf character. Outline the role played by the Deaf character in the film or play. Discuss whether you think Deaf people are accurately represented in the film or play.
4. As a result of recent developments some GAA matches are now broadcast to an international audience. Identify the countries outside of Ireland where it will now be possible to see Gaelic games on television and explain why you think people in these countries would or would not be interested in watching them.

Marks for the presentation are awarded in line with the guidelines issued to schools. These are reproduced on Page 5.

<b>Section</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>	<b>Marks</b>
<b>A</b>	<b>1 - 2</b>	<b>3 - 4</b>	<b>5 - 6</b>	<b>7 - 8</b>	<b>9 - 10</b>
<b>Grammatical Control:</b>	Constant grammatical errors	Frequent errors, difficulty with outputting information but message understandable	Good basic structures but with some errors	Occasional errors and has a good flow of information	Few errors and has a good competency in relaying the information
<b>Vocabulary:</b>	Constant vocabulary errors	Has difficulty producing the correct vocabulary	Good vocabulary knowledge but still has difficulty producing some vocabulary	Has good and wide range of vocabulary but with some errors	Has good and wide range of vocabulary with little or no errors
<b>Phonology:</b>	Production of SL is difficult to comprehend	Production of SL is heavily influenced by English	Production of SL is fair to middling	Good production of SL but with some errors	Good production of SL with little or no errors
<b>Fluency:</b>	Constant hesitancy when producing SL	Hesitant but able to produce SL with some competency	Good fluency but has hesitations when producing SL	Good fluency with occasional hesitations when producing SL	Good fluency with natural NMF when producing SL with little or no hesitations

<b>Section B</b>	<b>Marks 1 - 4</b>	<b>Marks 5 - 9</b>	<b>Marks 10 - 14</b>
<b>1. Content of presentation, including evidence of preparation, research and personal reflection</b>	Candidate demonstrates limited evidence of preparation, research and personal reflection	Candidate demonstrates good evidence of preparation, research and personal reflection	Candidate demonstrates excellent evidence of preparation, research and personal reflection
<b>2. Response to questions on presentation</b>	<b>6 Marks</b> based on quality of candidate's response		





