

**Published Mark Schemes for  
GCE AS Irish**

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

**MARK SCHEMES (2010)**

**Foreword**

***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 16- and 18-year-old 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 a 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.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2010**

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**Modern Languages**

**Assessment Unit AS 1**

**Speaking**

**[AF111] [AJ111] [AI111] [AK111]**

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**MARK  
SCHEME**

<b>Bands</b>	<b>AO2 Performance Descriptors (Applied to Presentation)</b>	<b>Marks</b>
<b>5</b>	The candidate displays a very good understanding of key aspects of the chosen AS topic. Detailed understanding, views, arguments and insights are presented clearly, logically and confidently. There is clear evidence of originality and ability to make qualitative judgements on aspects of the topic.	<b>17–20</b>
<b>4</b>	The candidate displays a good degree of understanding of the chosen topic and is able to focus appropriately on certain aspects. There is good evidence of originality and the ability to make qualitative judgements.	<b>13–16</b>
<b>3</b>	The candidate displays some understanding of the chosen topic. There is adequate evidence of insight, originality and the ability to express points of view.	<b>9–12</b>
<b>2</b>	The candidate displays limited degree of understanding of the chosen topic and there is a lack of focus. There is limited evidence of insight and originality or the ability to express points of view.	<b>5–8</b>
<b>1</b>	The candidate displays little or no understanding of the chosen topic and there is a distinct lack of focus. There is little, if any, evidence of insight and originality or the ability to express points of view.	<b>0–4</b>

<b>Bands</b>	<b>AO1 Performance Descriptors (Applied to questions on Presentation)</b>	<b>Marks</b>
<b>5</b>	The candidate responds readily and fluently and is willing to take the initiative to develop answers and demonstrate a high degree of engagement in the chosen topic.	<b>9–10</b>
<b>4</b>	The candidate has a very good degree of comprehension and responds competently. There is good evidence of the ability to take the initiative, develop answers and engage further in the chosen topic.	<b>7–8</b>
<b>3</b>	The candidate has a good degree of comprehension and responds without undue hesitation. There is some evidence of ability to develop answers and engage the chosen topic.	<b>5–6</b>
<b>2</b>	The candidate demonstrates some problems with comprehension. There is hesitation and repetition and rephrasing is required. There is limited engagement in the chosen topic.	<b>3–4</b>
<b>1</b>	The candidate's responses are minimal. There is little or no engagement with the chosen topic.	<b>0–2</b>



<b>Bands</b>	<b>AO1 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate has a very good degree of comprehension and responds readily and fluently to the examiner's questions and takes the initiative to develop answers. There is substantial evidence of the ability to argue points of view and develop ideas.	<b>25–30</b>
<b>4</b>	The candidate has a good degree of comprehension and responds competently to the examiner's questions. There is good evidence of the ability to take the initiative to develop answers, argue points of view and develop ideas.	<b>19–24</b>
<b>3</b>	The candidate demonstrates some comprehension and responds without undue hesitation. There is some evidence of ability to develop answers, argue points of view and develop ideas.	<b>13–18</b>
<b>2</b>	The candidate demonstrates some problems with comprehension; some repetition and rephrasing of questions required. There is some hesitation with little development of opinions or ideas.	<b>7–12</b>
<b>1</b>	The candidate's responses are minimal. An attempt may be made to convey a message, but communication is limited and hesitant.	<b>0–6</b>

<b>Bands</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate has a very good command of idiom and vocabulary appropriate to this level. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are very good.	<b>9–10</b>
<b>4</b>	The candidate has a good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are good.	<b>7–8</b>
<b>3</b>	The candidate has some command of idiom and vocabulary but control is inconsistent. Grammatical errors are more frequent. Pronunciation and intonation are satisfactory.	<b>5–6</b>
<b>2</b>	The candidate has limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are fair.	<b>3–4</b>
<b>1</b>	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little or no control of basic structures. Pronunciation and intonation are poor.	<b>0–2</b>

New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2010**

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**Irish**

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

*assessing*

Reading and Extended Writing

**[AI122]**

**TUESDAY 12 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

## Section B: Reading

- 1 (a) (i) le linn an chéad leath den fhichiú haois [1]  
(ii) deis níos fearr chun jabanna a fháil [1]  
(iii) is léir [1]  
(iv) roinntear cúram na leanaí idir an t-athair agus an mháthair [1]  
(v) measartha coitianta [1]

**Marks for AO2 [5]**

- (b) (i) le leabhar a scríobh [1]  
(ii) bhí an-tábhacht le haonad an teaghlaigh/bhí sé de nós ag daoine clanna móra a thógáil/ní raibh an colscaradh coitianta (**any one**) [1]  
(iii) d'athraigh an pósadh/agus an teaghlach in Éirinn/bhí níos mó saibhris/agus oibre ann/bhí daoine ag pósadh níos óige/rugadh níos lú leanaí/d'fhan na máithreacha ar obair (**any two**) [4]  
(iv) rugadh/an tríú cuid de pháistí/do mháithreacha nach raibh pósta  
**or**  
ráta breithe/do mháithreacha nach raibh pósta/ag méadú  
ráta breithe/do mháithreacha singile/ag méadú [3]  
(v) tá ról níos láidre ag an athair (i dtógáil na bpáistí) caitheann an t-athair níos mó ama leis na páistí [2]  
(vi) tagann athrú/ar an teaghlach déanann sé damáiste/don teaghlach [2]  
(vii) teipeann ar phósadh amháin/as gach ceathrar [2]

**Marks for AO2 [15]**

AVAILABLE  
MARKS

[20]

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 Translation

**The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3.**

It is said that we are busy from morning to night these days. We spend long hours working or at school, travelling to the workplace and returning home.

Often in the evening we are exhausted and have no interest in preparing a meal.

When people feel that they do not have the time to cook there is a temptation to eat fast food.

If you live in a village or town it only takes a few minutes to walk or drive to a restaurant and place an order. You will get your choice of tasty food and it won't be too costly.

Having said that, you'll pay for it in terms of your health! Fatty foods such as chips and burgers provoke heart disease, weight problems and a lack of energy.

It would be much better for us to take the time to make a healthy meal at home.

<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

### AS 2 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 detail.	<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]**







