

GCE AS LEVEL

Exemplifying Examination Performance

Irish

This is an exemplification of candidates' performance in AS examinations (Summer Series 2009) to support the teaching and learning of the Irish specification

irish

CCEA GCE AS
Exemplifying Examination Performance
for Irish

For use in conjunction with the Specification

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1 Introduction

CCEA is committed to providing a comprehensive and innovative support package for all teachers and learners. This document has been designed to exemplify examination performance and to support you in the teaching of CCEA GCE AS Irish. It contains examples of candidates' responses from the 2009 series of AS examinations. Each candidate response carries a commentary by a senior examiner.

I hope you find this support useful in your teaching.

For further details of our support package, please visit our website at www.ccea.org.uk.

Best wishes



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**Unit AS 1:
Grade A Commentaries**

2 Assessment Unit AS 1 (AI111)

Please read this in conjunction with the relevant sound file on the GCE Irish microsite, under the Support Materials (AS1) tab

Exemplar No 1.

Presentation:

The candidate delivers a very competent and fluent presentation on ‘Déagóirí a bhíonn ag iompar clainne’, which is appropriate at this level, and which offers a number of insights from the candidate’s point of view on this important subject.

The candidate is well prepared for the presentation. Her delivery is impeccable and appropriately paced

This candidate is very comfortable with using phrases and vocabulary that are appropriate at AS Level, and which lend an air of authority and maturity to her subject.

In line with the mark scheme, the candidate displays a ‘very good understanding of the topic’, and her ‘understanding, views, arguments and insights are presented clearly, logically and confidently’.

Questions on the Presentation:

The candidate is very comfortable discussing her rationale for choosing this topic and engages in depth with the examiner about this.

The candidate clearly references material that she was read or accessed when preparing her presentation which lends weight to her arguments and insights.

The candidate gives an impressive justification to the examiner’s question ‘*Ar éist tú le barúlacha do chairde nuair a bhí tú ag ullmhú?*’ and explains succinctly why this wasn’t appropriate and her strategy for preparing for this element.

Conversation:

The candidate seems able to answer questions which are not pre-prepared. The examiner occasionally interrupts with supplementary questions, e.g. ‘*An mbíonn caidreamh maith agat le do thuismitheoirí?*’, which the candidate manages admirably.

The candidate discusses her local area, and associated social problems, and gives her opinions on these. This is essential at AS level. Rather than simply stating facts, the candidate backs up these with her own insights which enrich the conversation.

The candidate shows she is able to deal with questions that by their nature allow access to the higher mark bands.

A very impressive, confident and coherent candidate.

Please read this in conjunction with the relevant sound file on the GCE Irish microsite, under the Support Materials (AS1) tab

Exemplar No 2.

Presentation:

The candidate delivers her presentation on the weakening of the Irish language in the Gaeltacht, and in other areas. This title is appropriate at AS level.

The delivery is well paced and measured, and the candidate gives appropriate examples of her own experience of having visited the Gaeltacht.

The candidate backs up her observations with a number of personal insights and justifications which will help her access the upper mark bands of this element of the exam.

The conclusion, while containing some grammar errors, is nicely put, and delivered well.

Questions on the Presentation:

The candidate and the examiner engage in a short discussion about the presentation. This allows the candidate to illuminate her presentation with some further examples, and to impart some additional insights.

Conversation:

The candidate is comfortable speaking about herself and her family and uses some nice, and natural phrases.

The candidate, while still speaking confidently, makes a number of grammar and pronunciation errors, e.g. 'Is é sin an rud is **tábhachtach**' which distracts occasionally.

She maintains a high level of engagement with the examiner and again gives appropriate insights into the reasons she would like to study architecture.

At times, she seems unsure of the appropriate phrase to use, and this can lead to errors.

Please read this in conjunction with the relevant sound file on the GCE Irish microsite, under the Support Materials (AS1) tab

Exemplar No 3.

Presentation:

The candidate delivers a competent and impressive presentation on ‘Fadhb na nDrugai’.

She conveys her own opinions on the topic, and uses language that is impressive for AS level.

Pronunciation is very good, although there are examples when the candidate has problems saying certain words. However she does not allow this to interrupt her delivery and the flow of the presentation is not affected.

The timing and pace of the presentation is appropriate, and is delivered in just over three minutes, without any repetition or pausing.

Questions on the presentation:

The examiner tries to elicit from the candidate where she obtained the information contained in her presentation. She deals with this question very impressively detailing conversations with her friends, and internet research.

The candidate discusses with the examiner her approach to writing and learning the presentation and gives developed and detailed answers.

Conversation:

The candidate gives some interesting and developed insights into her family life and deals nicely with some ‘unexpected questions’ from the examiner without too much difficulty.

There are some infelicities in the candidate’s pronunciation and grammar which are notable, but again do not affect her ability to converse with the examiner.

The examiner moves the line of questioning to a more detailed, and advanced level ‘*An mbíonn na daoine a chónaíonn thart timpeall thart cúramach faoin timpeallacht?*’ – a simple enough question, but asked in a slightly different way than normal. The candidate copes admirably and deals very well with the question.

The candidate details her opinions on her school, and on the subjects she has chosen for AS Level. When the examiner asks her whether other subjects she studies as well as Irish are easier or more difficult, she delivers a very detailed answer, without pausing, using a number of different opinions to validate her answer.

3 Assessment Unit AS2 (AI122)

Exemplification of Grade A and Grade E Responses

Section C, Question 1

Grade A Response

Commentary

Section C, Question 2

Grade A Response

Commentary

Section C, Question 2

Grade E Response

Commentary

Section C, Question 1

Grade E Response

Commentary

**Unit AS 2:
Questions 1 and 2
Grade A Responses with Commentaries**

New
Specification



Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2009

Centre Number

71

Candidate Number

Irish
Assessment Unit AS 2 (Sections B and C)
assessing
Reading and Extended Writing
[AI122]



AI122

TUESDAY 9 JUNE, MORNING

TIME

2 hours 15 minutes.

Candidates are advised to spend 1 hour 15 minutes on Section B and 1 hour on Section C.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

Section B: answer **all** questions.

Section C: answer **one** question.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100: 50 marks for Section B and 50 marks for Section C.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

You are provided with an insert for use with questions **B1** and **B2** in this paper.

The use of a dictionary is **not** permitted.

Additional Materials Required:

None.

For Examiner's
use only

Question Number	Marks
B1	
B2	
C1/C2	

Total Marks	
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Section C: Extended Writing

Examiner Only

Marks Remark

Teagair i nGaeilge (1) nó (2). Scríobh 200–250 focal.

1 Young People in Society

Léigh an t-alt

Brú ar dhaltai scoile

“Ní thuigeann tuismitheoirí ná múinteoirí an brú a bhíonn ar dhaltai Ard Leibhéil na laethanta seo. Bíonn obair chúrsa agus staidéar acu i rith an lae, chomh maith le post páirtaimseartha agus saol sóisialta san oíche. Is doiligh an dá thrá a fhreastal. Ní haon ionadh go gcliseann ar chuid mhór scoláirí óga mar gheall ar an bhrú seo.”

Scríobh aiste a léireoidh do bharúil ar an alt thuas. Pléigh na pointí seo i do fhreagra:

- Na brúnna a bhíonn ar scoláirí Ard Leibhéil na laethanta seo
- An difear idir do shaol féin anois agus mar a bhí sé cúpla bliain ó shin
- An tuiscint a bhíonn, nó nach mbíonn, ag tuismitheoirí agus ag múinteoirí ar scoláirí Ard Leibhéil na laethanta seo.

NÓ

2 Health and Lifestyle

Léigh an t-alt

An t-alcól agus na meáin

“Tá an tír seo ar shiúl chun donais mar gheall ar alcól. Cruthaíonn na fadhbanna a bhaineann le mí-úsáid alcóil an-chuid deacrachtaí do theaghlach na hÉireann.

Tá cuid mhór daoine den bharúil go luíonn an fhadhb leis na meáin chumarsáide. Níl le déanamh agat ach súil a chaitheamh ar chuid de na sobalchláir ar nos *EastEnders* nó *Coronation Street* le go bhfeicfidh tú an méid ama a chaitheann daoine sa teach tábhairne; nó ar líon na bhfógraí teilifíse a bhíonn ann ó lá go lá ar son na gcomhlachtaí a dhíolann deochanna meisciúla.”

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- Na contúirtí a bhaineann le mí-úsáid alcóil
- An dóigh a dtéann na meáin chumarsáide i bhfeidhm ar dhaoine maidir le halcól.

ag eiri uile clack. ¹⁷⁰² C'ir an drochmair,
níl an augead ~~amháil~~ ga ag gach
mullmheoir, agus mar sin de ~~the~~
~~part~~ chaifidh muid post part-
aimseartha a fíol. ¹⁷⁰²

Chaidh deagóirí anois marí faoi
deich bliain i rith na seachtaine
ag obair, agus ansin, tá easpa
ama ann don obair scoile agus
saoi sóisialta' ¹⁷⁰²

Mothaibhinn daoine óga faoi bheir,
deugai a glacadh agus alcól
a dain fois. Tá ~~the~~ deugai
go leor ar ¹⁷⁰² na tsraideanna anois
agus is siad furasta a fháil.

Tá ~~deugai~~ choire a bheidh
gach deagóirí ag deanamh deugai
nó ag dlann alcól ar an laghad,
i mo bháireil fein agus mar sin de,
mothaibhinn muid faoi bheir, deugai
a glacadh agus alcól a cabhrúmh. ¹⁷⁰² fois.

Ma glacann cinele óga deugai
an t-am ar fad, rialúidh sé
inbheir

Examiner Only	
Marks	Remark

Bua saol, ~~anna~~ ^{go bhfuil} dar liam agus
 mar gheall ~~na~~ ^{go bhfuil} deugair iontach
 furasta a thair; ta se iontach
 furasta smocht a chiallach ana
~~na~~ saol mar duine oga san am
 i lathair. ✓
 B2 C

Ta an saol ar deagair a lath
~~duine~~ ^{duine} na a bhi se cupla bliain
~~na~~ ^{na} slua. Ta daoine oga amon fad
 nios mo bair le saol agus cuiteire
 nios mo beime ar a ~~deanamh~~ ^{deanamh} geall ✓
 i do saol ~~anna~~ san am i lathair
 agus mar sin de, ta torthair nios
 fearr de dhun anois na ansin. ✓ B2 B

Afach, motheann muinteari na
 muismineoiri ar scolarci Ard
 Leibheir, go bhfuil "saol na mhadrach
 bharr agann", anois. Sileann siad
 go bhfuil saol nios furasta ag deagairi
 anois, ach ta saol micheart! ✓ B2 C

~~Nios~~ ^{Nios} ~~deagairi~~ ^{deagairi}
 Nil faidh le muismineoiri fad
~~na~~ ^{na} ar scolarci crua. Dairt san

am i iadhar agus mar sin do ní
 thugéann siad an bhí a mairbh
 muid! ní raibh deugai a bhíonn
 furasta a fhail ainn, cosúil le
 sa lé a' annú agus mar gheall ce
 sin, ní taitní faoi sin ag tuismitheoirí
 fois. ✓ ^{10/22}

I gconclúid, tá na deegairí
 annú faoi bairéacht beil dar
 uim, ní ^{10/22} mo na cupla bliain ó
 siun agus ní tug ar tuismitheoirí
~~faoi~~ auidu a thabhairt, mar
 ní taitní don iadhbanna anu agair
 agus tá an dearcadh ag daoine
 faoi faoi daoine ag an mícheart
 mar ~~faoi~~ bhí iadhbanna iontach dyruil
 ag ar tuismitheoirí agus muinteoirí
 na a bhí siad ag níos fúeris i mo
 bhairéil. ✓ ^{10/22}

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]

Commentary on grade A response for Assessment Unit AS 2

Exemplar No 1.

Question 1: Young People in Society

AO2 Understanding

The candidate addresses the terms of the question and the examiner has credited the candidate from the point of focus and adherence to the question. The candidate elaborates on points made about exams and shows you some insight. The candidate deals with complex thoughts on the pressures put on young people. Opinion phrases are cleverly used to draw the examiner's attention to the fact that "personal engagement and analysis" is being addressed. The candidate discusses the attitudes of parents and teachers towards young people and shows a "clear understanding of the requirements of the question".

AO3 Target Language

Although there are some basic errors in the language, throughout this response, there is "some use of more complex idiom and structure" for this level and there is a "wide use of appropriate vocabulary".

New Specification



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Question Number	Marks
B1	
B2	
C1/C2	
Total Marks	

Section C: Extended Writing

Examiner Only

Marks Remark

Freagair i nGaeilge (1) nó (2). Scríobh 200–250 focal.

1 Young People in Society

Léigh an t-alt

Brú ar dhaltai scoile

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- An tuiscint a bhíonn, nó nach mbíonn, ag tuismitheoirí agus ag múinteoirí ar scoláirí Ard Leibhéil na laethanta seo.

NÓ

2 Health and Lifestyle

Léigh an t-alt

An t-alcól agus na meáin

"Tá an tír seo ar shiúl chun donais mar gheall ar alcól. Cruthaíonn na fadhbanna a bhaineann le mí-úsáid alcóil an-chuid deacrachtaí do theaghlach na hÉireann."

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- Na contúirtí a bhaineann le mí-úsáid alcóil
- An dóigh a dtéann na meáin chumarsáide i bhfeidhm ar dhaoine maidir le halcól.

An t-alcóil agus na meáin.

Ceist adhcannach i ceist ^{AD1/3} an alcóil atá ~~le~~
~~phléite agus~~ pléite agus athphléite, sna
 meáin, sa phobal agus ag sámedarthe le
^{AD3} fada an t-á. Gan aon anthras tá fadhb
 mí-úsáid alcóil agann sa tír seo, ach an
 féidir linn an locht a chur ar na meáin faoi
 dearcadh an tsocháí? ^{AD2}

I dtús báire, ba chóir an fhadhb a mhíniú mar
 atá ^{se.} Tá líon dlúth de mhuintir na tíre seo atá
 spleách ar an alcóil. ^{AD1/1} Tá mí-úsáid i measc na
 n-óg ag ardú ^{AD2} feirsim, le moll mór acu ag
 dul ar an dtuairisc go rialta. ~~Féidir~~ Tá cultúr
 an alcóil fud fad na hÉireann agus ní féidir
 éalú uaidh. ^{AD2/3}

Ach cad iad na cúiseanna dúinn a bheith mar
 atá ^{muid?} i measc an t-aos óg tá brú millteanach
 ann do chéad deoch a ghlacadh, ^{rud a bhagann} ó ghach éabhy
 den ~~socháí~~ socháí, ach go háirithe é do chuide féin. ^{AD2}

Seans gur chóir dúinn éiríocht ^{linn} Gís an
 seanfhorcail, a deir ⁿ gur fearr uaigneas maith
 ná droch-chuideachta. Ó thadh daonú níos

sine de, ~~da~~ is féidir brú ^{brú} leibhe, ^{ad} acadúlach, nó brú teaghlaigh ^{ad} a chur i dtreo an alcóil.

Ar ndóigh tá a lán ^{ADZ (2)} contúirtí ag baint le mí-úsáid alcóil. ~~Contúirtí~~ Contúirtí den tsáinte, ar nós an damáiste ar féidir ^{ADZ} déanamh de na duáin nó den ~~in~~ inchinn.

~~Da~~ Tá seans ann chomh maith go n-éireofaí spléach ar an alcóil le 'cuidiú' leat ^{curtear} déileáil le do chuid fadhbanna. Uaidh seo ~~curtear~~ curtear argead ^{ADZ} ann agus is féidir go scriosfar ^{ADZ} teaghlaigh de dheasca bheith spléach ar an ^{deoch} alcóil, mar atá luaidhe san alt. ^{ADZ/3}

Amas ar na cúiseanna a luadh mé cheana féin, tá ról lárnach ^{ADZ} a imirt ag na meáin ^{ADZ (3)} cumarsáide i gcás an éil de. Ag ^{tagairt} ~~tagairt~~ tagairt den alt ~~(dúis)~~ sa chéad dul síos, is cinnte go mbíonn scannáin, sobalchtáir, irisí agus comntreachtáin uilig, ag cur trasa chugainne, an luath féachána, na héistearí ^{agus} na léitheoirí, go bhfuil sé ceart go leor dul ar an ^{agus} dramhla, an iomarca a ól. Chán fiú amháin sin, ach cóir a bheith

go bhfuil siad ag rá gur sin an - dóigh
~~as~~ ~~an~~ ~~dear~~ ~~dear~~ a ba chóir dúit do shaoil
 a chaitheamh. Tá an dearcadh ag na meáin
 go bhfuil sé inghlactha ^{A2/3} bheith ag oíl barráocht,
 nuair a ba chóir dóibh a bheith dár dtéagasc
 faoi na contúirtí a ~~ba~~ ~~ba~~ bhainfeadh le
 sin.

Tá ^{an dearcadh sin} ~~seo~~ infheicthe ^{A2(3)} le líon na dearcantí
 deoch a chrackar é mhaidin go hoíche ~~is~~
 i síth na bhfógraí. Fógraíocht ~~(an dearcadh)~~
 a chuireann an dearcadh ^{tráona} ~~is~~ gur rud
 spraoimhar é bheith ar meisce agus gur
 chóir dúit a éirí.

Is fada an cneá an cearn. Ag an bhomaste
 fá gáirchém sa tír seo faoi láthair ^{ach} ~~agus~~
 cibé gníomhaíochtaí atá ar bun le dul i
 ngleic leis an fháidh, ~~na~~ níl siad ag obair.
 Tóitear domsa gur chóir díriú isteach ar
 na meáin agus ~~is~~ ~~is~~ brú a chur
 orthu a ndearcadh a athrú.

Commentary on grade A response for Assessment Unit AS 2

Exemplar No 2.

Question 2 Health and Lifestyle

AO2 Understanding

The candidate shows a focus and adopts a mature approach to answering this question. The stimulus material has been used well – the response does not rely heavily on it or quote verbatim from it. In this response, the candidate has shown “a clear understanding of the requirements of the question”. The bullet points in the question are addressed and this candidate skillfully puts forward arguments to state their point of view. The candidate has both the necessary vocabulary to deal with the topic and the vocabulary to enable him/her to frame an argument.

AO3 Target Language

Complex structures are much in evidence in this essay. The language used in this essay is beyond the standard required for AS level but it was felt that the structure of the essay would be beneficial for teachers and other candidates to see. The candidate’s use of language and idiomatic expression is very good and “accurate and complex structures” are handled well, including, in the opening complex sentence, the correct form of the genitive case.

**Unit AS 2:
Questions 1 and 2
Grade E Responses with Commentaries**

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2009

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assessing

Reading and Extended Writing

[AI122]

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Additional Materials Required:

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Question Number	Marks
B1	
B2	
C1/C2	

Total Marks	
-------------	--

Section C: Extended Writing

agair i nGaeilge (1) nó (2). Scríobh 200–250 focal.

Young People in Society

Léigh an t-alt

Brú ar dhaltáí scoile

“Ní thuigeann tuismitheoirí ná múinteoirí an brú a bhíonn ar dhaltáí Ard Leibhéil na laethanta seo. Bíonn obair chúrsa agus staidéar acu i rith an lae, chomh maith le post páirtaimseartha agus saol sóisialta san oíche. Is doiligh an dá thrá a fhreastal. Ní haon ionadh go gcliseann ar chuid mhór scoláirí óga mar gheall ar an bhrú seo.”

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NÓ

2 Health and Lifestyle

Léigh an t-alt

An t-alcól agus na meáin

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Tá cuid mhór daoine den bharúil go luíonn an fhadhb leis na meáin chumarsáide. Níl le déanamh agat ach súil a chaitheamh ar chuid de na sobalchláir ar nos *EastEnders* nó *Coronation Street* le go bhfeicfidh tú an méid ama a chaitheann daoine sa teach tábhairne; nó ar líon na bhfógraí teilifíse a bhíonn ann ó lá go lá ar son na gcomhlachtaí a dhíolann deochanna meisciúla.”

Scríobh aiste a léireoidh do bharúil ar an alt thuas. Pléigh na pointí seo i do fhreagra:

- An léargas atá agat ar fhadhb an mhí-úsáid alcóil i sochaí an lae inniu
- Na contúirtí a bhaineann le mí-úsáid alcóil
- An dóigh a dtéann na meáin chumarsáide i bhfeidhm ar dhaoine maidir le halcól.

Examiner Only

Marks Remark

Marks	Remark

Ta se nios mo bhru ar scoile da daltaí na Ard leibhéal. Ta an gceist nios luatha ach Ta se an Ardleibhéal iontach iontach cruá.

Cluigh me leis a chemis, Beoláocht, maic agus Gaeilge. Nil se post paitiamseartha mar mo Ard leibhéal. Dúit ma mammai Beidh se iontach ~~is~~ mar stairdear, soccer gaeilic agus spairt.

Ia mo bhruail fein.

No 2.

Health and Lifestyle.

An t-alcól agus na Meah.

Ar mo ceantar, staid na Fasparig, bíonn daoine oga ag ol an alcól gach Aoine agus seathain. Olann siad se Bheallai na doire agus club na oga.

Daoine oga fíor trí deag arís ag ol sa staid le do chawale. Daoine oga ar mo ta ag imit soccer ag peil geclach gach

deirceadh seachtaine. Nuair bhí mé trí deag
clóis, chuaigh mé go dtí a nerve centre
do disco ach ní olann mé. Bhí mé sasta.

Anois, Tá mé pioneer. De réir na statistici
Bionn sé naenor cheatadon le clóisne oga
ag olann alcól. Céan fath? Nil se
aiseanna ar mo cheantar agus fóireann
peile agus peile ¹⁰⁷ gearlach.

Sa trí seo, níos mo clóisne oga ag
amharc an telifís. Nil se ag imirt spóirt
agus tá siad gach rannhar. Fíre is an
tú ~~de~~ rannhar é.

Tá mé bhreiuil fein, clóisne oga ar scoile
ag fhoghlaim an damaste don clóip mar
se alcól agus nil ag imirt spóirt. Tá se
iontach ¹⁶¹ tabhactackit ¹¹⁰⁻¹³

Imroinn mé le limavady Pontaithe
agus ar mo fóireann Nil gach clóisne
ag olann alcól agus ~~se~~ ~~se~~ ag,
Bionn maud ag fóireann gach le mar

Commentary on grade E response for Assessment Unit AS 2

Exemplar No 1.

Question 2 Helath and Lifestyle

AO 2 Understanding

The candidate begins the essay by addressing the first bullet point. The examiner gets the impression, however, that “the information generally lacks detail” since the experience described is personal only and does not show a wider understanding of the problem. The essay begins to lose focus and the response “is of a general nature, lacking structure and uneven”. Some attempt is made to address the bullet points but the candidate would have gained more marks if he/she had addressed all three bullet points in an organized and structured way.

AO3 Target Language

Throughout the response, there is “inconsistent control of basic grammar and structures” but communication is achieved. The candidate also has “difficulty with basic vocabulary” and “syntax is highly fractured”.

New Specification
6



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2009

Centre Number
71

Candidate Number

Irish
Assessment Unit AS 2 (Sections B and C)
assessing
Reading and Extended Writing
[AI122]



TUESDAY 9 JUNE, MORNING

TIME

2 hours 15 minutes.
Candidates are advised to spend 1 hour 15 minutes on Section B and 1 hour on Section C.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
Write your answers in the spaces provided in this question paper.
Section B: answer **all** questions.
Section C: answer **one** question.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100: 50 marks for Section B and 50 marks for Section C.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
You are provided with an insert for use with questions **B1** and **B2** in this paper.
The use of a dictionary is **not** permitted.

Additional Materials Required:
None.

For Examiner's use only	
Question Number	Marks
B1	
B2	
C1/C2	
Total Marks	

Section C: Extended Writing

Examiner Only	
Marks	Remark

Freagair i nGaeilge (1) nó (2). Scríobh 200–250 focal.

1 Young People in Society

Léigh an t-alt

Brú ar dhaltaí scoile

"Ní thuigeann tuismitheoirí ná múinteoirí an brú a bhíonn ar dhaltaí Ard Leibhéil na laethanta seo. Bíonn obair chúrsa agus staidéar acu i rith an lae, chomh maith le post páirtaimseartha agus saol sóisialta san oíche. Is doiligh an dá thrá a fhreastal. Ní haon ionadh go gcliseann ar chuid mhór scoláirí óga mar gheall ar an bhrú seo."

Scríobh aiste a léireoidh do bharúil ar an alt thuas. Pléigh na pointí seo i do fhreagra:

- Na brúnna a bhíonn ar scoláirí Ard Leibhéil na laethanta seo
- An difear idir do shaol féin anois agus mar a bhí sé cúpla bliain ó shin
- An tuiscint a bhíonn, nó nach mbíonn, ag tuismitheoirí agus ag múinteoirí ar scoláirí Ard Leibhéil na laethanta seo.

NÓ

2 Health and Lifestyle

Léigh an t-alt

An t-alcól agus na meáin

"Tá an tír seo ar shiúl chun donais mar gheall ar alcól. Cruthaíonn na fadhbanna a bhaineann le mí-úsáid alcóil an-chuid deacrachtaí do theaghlaigh na hÉireann.

Tá cuid mhór daoine den bharúil go luíonn an fhadhb leis na meáin chumarsáide. Níl le déanamh agat ach súil a chaitheamh ar chuid de na sobalchláir ar nos *EastEnders* nó *Coronation Street* le go bhfeicfidh tú an méid ama a chaitheann daoine sa teach tábhairne; nó ar líon na bhfógraí teilifíse a bhíonn ann ó lá go lá ar son na gcomhlachtaí a dhíolann deochanna meisciúla."

Scríobh aiste a léireoidh do bharúil ar an alt thuas. Pléigh na pointí seo i do fhreagra:

- An léargas atá agat ar fhadhb an mhí-úsáid alcóil i sochaí an lae inniu
- Na contúirtí a bhaineann le mí-úsáid alcóil
- An dóigh a dtéann na meáin chumarsáide i bhfeidhm ar dhaoine maidir le halcól.

C

Brú ar dhaltar scoile.

Creidim gur Ard-Leibhéal an deireadh lae,
tá an iontach deacair agus go dhá. Cuirim
strus agus brú go bhfuil fhadhb mhór ann, agus
atá an bra chomh ~~meice~~ hóc agus atá de
bhar aiplá cuis. ¹⁰²

Cuis amháin atá tá duine oip ag smaoineamh
Ard-Leibhéal an iontach deacair mar iontach
difriúla don G.C.S.E, mar shampla tá an
gaeilge don Gese, bíonn sé iontach furasta, afach
sílím gaeilge don Ard-Leibhéal ¹⁰² cuirim faoi
strus agus brú ó an go ham. Na tuismitheoir ¹⁰²
níl sé ag labhairt don gaeilge go líofar agus
mar sin de tá mé teagasc agus ag labhairt
cheanna fein chomh maith leis sin, tá ma
deagairí sa lae atá inniu ann, mathaíonn
síod ~~caifed~~ caithfidh an ~~leat~~ den-mhaith mar
~~leat~~ níos sine deifur nó deirtheoir bíonn
tríod ríomh cheanna fein. ¹⁰²

~~Chomh deacair na bit ag bheith~~



gach lá agus gach oíche. Sileann na aboime
óga agus Ard-leibheil tugann ~~de~~ gairi
-tinneas cheann gan amhras ar bith!

Examiner Only

Marks Remark

Commentary on grade E response for Assessment Unit AS 2

Exemplar No 2.

Question 1 Young People in Society

AO2 Understanding

The candidate makes an attempt to address the terms of the question and focuses on the subject of A levels causing stress but does not develop the points to any extent. Despite the obvious linguistic and orthographic inaccuracies, these points have been acknowledged under AO2 by the examiner as addressing the second bullet point. In the final paragraph, the candidate makes a clear attempt to address the third bullet point but problems with “basic structures” leave comprehension difficult for the examiner. Overall the response was deemed to be “unstructured and inconsistent”. The information is “generally vague” but the essay does make an attempt to address the bullet points.

AO3 Target Language

Language inaccuracies make it difficult at times for the examiner to understand what is being said but there are some references to the terms of the question. “Frequent errors and inconsistent control of basic grammar and structures” add to the problems of communication. Syntax is “highly fractured” in places but the candidate has made an honorable attempt to answer a question at this level.