



**ADVANCED**  
**General Certificate of Education**  
**2019**

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**Irish**  
**Assessment Unit A2 3**  
*assessing*  
**Extended Writing**  
**[AIR31]**  
**TUESDAY 4 JUNE, AFTERNOON**

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**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.

## A2 3 Extended Writing

### Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. There is very good evidence of analysis.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. There is good evidence of analysis.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Very little or no relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

### Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the text studied, focusing appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows very good knowledge of the text studied, focusing appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the text studied. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

### Target Assessment Objective AO3

Band	AO3 Performance Descriptors Target Language	Marks
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to this level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear, well-structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AO2 35

AO4 20

AO3 20

**Total 75**

## Irish Unit A2 3 – Extended Writing: Indicative content

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

### 1 Mac Labhraí: *Anam na Teanga*

#### (a) Scríobh léirmheas ar an ghearrscéal *Athair* le Mícheál Ó Conghaile.

##### **intreoir**

an gearrscéal mar sheánra  
Mícheál Ó Conghaile mar ghearrscéalaí  
téamaí sa ghearrscéal

##### **na carachtair**

dlúthchairdeas idir an mac agus a athair  
fáitíos ar an bheirt acu go ngortóidh siad a chéile  
an mac a thugann aire don athair  
luachanna  
an comhrá idir an mac agus an t-athair

##### **teanga an ghearrscéil**

gnáth-theanga na Gaeltachta  
mothaíonn an léitheoir go bhfuil sé/sí mar chuid den chomhluadar mar go bhfuil an teanga  
chomh nádúrtha sin

##### **coimhlint**

coimhlint aoise  
an dearcadh atá ag an bheirt ar an tsaol  
coimhlint tuisceana  
réiteach ag an deireadh

##### **suíomh/comhthéacs**

suíomh nádúrtha/an teach/an “range”  
tarlaíonn an comhrá uilig san áit inar tógadh an mac  
mothaíonn an léitheoir ar a s(h)uaimhneas  
comhthéacs ama

##### **conclúid**

conclúid  
tuairim an iarrthóra ar an scéal/ar theicnící an údair  
tuairim ar an dóigh a léirítear an choimhlint  
tuiscint ag an léitheoir ar an dóigh a gcruthaíonn an t-údar teannas – bíonn éiginnteacht  
ag baint leis an chomhrá i gcónaí  
an tuairim a bheadh ag léitheoirí na linne seo ar an scéal

nó

(b) **Scríobh anailís ar an charachtar, Antaine, sa ghearrscéal *An Gadaí* le Pádraig Mac Piarais.**

**intreoir**

an gearrscéal mar sheánra  
Pádraig Mac Piarais mar scríbhneoir/ghearrscéalaí  
rud éigin ginearálta faoi Antaine mar charachtar

**Antaine mar charachtar**

an cur síos a fhaigheann an léitheoir ar Antaine (tréithe)  
na rudaí a dhéanann sé  
é féin agus na carachtair eile  
coimhlint inmheánach

**Antaine agus an léitheoir**

comhbhá ag an léitheoir leis  
an dóigh a gcruthaíonn Mac Piarais carachtar a mbíonn comhbhá ag an léitheoir leis  
teanga an ghearrscéil – mar a chuidíonn an teanga leis an léitheoir agus é/í ag iarraidh  
carachtar Antaine a thuiscint  
é féin agus na carachtair eile  
coimhlint inmheánach

**conclúid**

tuairim an iarrthóra ar an scéal/ar theicnící an údair  
tuairim ar an dóigh a léirítear carachtar Antaine  
breithiúnas an léitheora ar charachtar Antaine  
an tuairim a bheadh ag léitheoirí na linne seo ar an scéal

## 2 Ó Tuairisc: *Lá Fhéile Míchíl*

### (a) Scríobh aiste ar théama na tragóide sa dráma *Lá Fhéile Míchíl*

#### **intreoir**

comhthéacs an dráma  
iniúchadh ar cad is tragóid ann  
cúlra an chogaidh  
coimhlintí éagsúla sa dráma

#### **na carachtair agus téama na tragóide**

an dóigh a bpléann na carachtair lena chéile  
An Fhrainc/Éire – tragóid ag baint leis na carachtair ón dá thír  
cúlra na gcarachtar – teannas  
tragóid i ndán do na carachtair ó thús an dráma

#### **tragóid a bhaineann le sochaí/suíomh an dráma**

cogadh ag dul ar aghaidh taobh amuigh den chlochiar  
coimhlint idir an saol taobh istigh de na ballaí agus an saol taobh amuigh  
stair na hÉireann – tuigeann an lucht féachana go mbeidh an tragóid mar thoradh ar an dráma

#### **teicnící an drámadóra le tragóid a léiriú**

suíomh ama agus suíomh áite an dráma  
sula n-ardaítear an brat, cluineann an lucht éisteachta “snagarnach na meaisínghunnaí”  
ón taobh amuigh  
siombalachas a bhaineann leis an chogadh  
teanga a chruthaíonn teannas

#### **conclúid**

tuairim phearsanta an iarrthóra ar an dóigh a léiríonn Ó Tuairisc téama na tragóide

nó

(b) **Scríobh aiste a léireoidh do bharúil ar an ról a imríonn Nuala sa dráma *Lá Fhéile Míchíl***

**intreoir**

cuirtear in aithne í ag fóorthús an dráma mar chéile comhraic ag Murtach  
cúlra Nuala

**an ról a imríonn Nuala sa dráma**

mar a réitíonn sí le carachtair eile  
na tréithe pearsanta atá inti féin  
coimhlínt idir í féin agus carachtair eile  
cairdeas idir í féin agus carachtair eile  
a saol sula ndeachaigh sí isteach sa chlochar  
Nuala mar bhall d'ord eaglaise  
na coimhlíntí inmheánacha a bhíonn ag Nuala  
mar a ghlacann sí leis na rialacha – bean rialta  
Nuala agus an grá  
Nuala agus an ról a imríonn sí sa tragóid

**teicnící an drámadóra le carachtar Nuala a léiriú**

fios ag an iarrthóir gur dráma atá ann agus go mbaintear úsáid as teicnící ar leith le  
carachtair a chur i láthair an lucht féachana  
fios ag an iarrthóir gur rogha a bhí ann ag an dramadóir Nuala a bheith mar bhean rialta  
na rudaí a deir sí agus na rudaí a dhéanann sí  
suíomh ama agus suíomh áite  
tábhacht leis an dóigh a mbaintear úsáid as an ardán

**conclúid**

tuairim an iarrthóra ar Nuala mar charachtar



### 3 Filíocht

(a) “Is file fealsúnach é Ó Ríordáin. Pléann sé cúrsaí an tsaoil go héifeachtach trína chuid filíochta.”

Déan an tuairim sin a mheas. I do fhreagra, déan tagairt do dhá dhán ar a laghad.

#### intreoir

cur síos ar an chineál filíochta a bhíonn ag Ó Ríordáin

#### an duine

an duine

mise/mé “Is mó mé i mise amháin”

cad is duine ann? (*Rian na gCos*)

eispéaras an duine

an intinn – an “eochair”

tost agus tormán

amuigh/istigh

#### an áit inar tógadh an file

fealsúnacht a bhaineann leis an áit dúchais

teanga agus timpeallacht fite fuaite ina chéile

#### an scríbhneoir/filíocht

*Fill Arís* – “Nigh d’intinn...”

An dóigh a múnlaíonn sé an teanga ina chuid filíochta “le go Ríordánóinn an farasbarr neamhscrie.”

#### creideamh vs fealsúnacht

baineann sé úsáid as téarmaíocht a bhaineann leis an chreideamh leis an fhealsúnacht a shoiléiriú

#### conclúid

tuairim phearsanta an iarrthóra ar fhealsúnacht Uí Ríordáin

tuairim ar an fhocal “éifeachtach” sa cheist

nó

**(b) Scríobh anailís liteartha ar an dán *Níl Aon Ní Cathal Ó Searcaigh***

**intreoir**

comthéacs an dáin

**ábhar an dáin**

grá mar théama  
an áit dúchais mar théama  
an teanga – “briathra ag bláthú...”

**an guth/an glór sa dán**

guth an fhile – ag caint lena ghrá  
an modh coinníollach in úsáid – grá gan chúiteamh?

**ton/mothú an dáin**

éiginnteacht ag baint leis an ghrá  
pictiúr iontach dearfach den áit dúchais  
pictiúr diúltach den chathair  
“Ach, b’fhearr leatsa...”

**rithim/rím sa dán**

fios ag an iarrthóir go gcuidíonn rím agus rithim le hábhar an dáin  
rithim rialta agus an file ag trácht ar Thír Chonaill  
rím iontach stadach agus an file ag caint ar Bhaile Átha Cliath  
rím inmheánach – iontach éifeachtach le pictiúir a tharraingt agus leis an rithim  
a choinneáil rialta:

“seachas ciúinchónaí sléibhe  
mar a gciúnaíonn an ceo le teacht na hoíche  
anuas ó Mhín na Craoibhe.”

fios ag an iarrthóir go gcuidíonn uaim le rithim an dáin

**teicnící/teanga**

samhail – “mar shiolastrach Ghleann an Átha”  
onamataipé/fuaimfhoclaíocht  
meafair – “buicéad stáin na spéire”, “ar ghas mo ghutha”  
fios ag an iarrthóir go gcuidíonn an teanga leis an ábhar  
fuaimeanna a ghreamaíonn i do sceadamán

**conclúid**

tuairim an iarrthóra ar an dán  
éifeacht an dáin ar an léitheoir