



European Schools

Office of the Secretary-General

Pedagogical Development Unit

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ONL IRISH SYLLABUS - YEARS S1 - S7²

APPROVED BY THE JOINT TEACHING COMMITTEE

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Entry into force: 1st September 2012

¹ Further to the decision of the BIS taken by Written Procedure PE 2020/16 on 15 May 2020, the approved written examination material for **Irish ONL** for use with the new marking system in the European Baccalaureate was inserted in the syllabus.

² The ONL Syllabuses attainment descriptors (P3-S7) (Ref: 2016-09-D-19-en-3) were approved by the Joint Teaching Committee on 13 and 14 October 2016 in Brussels and inserted in the present syllabus.

They entered into force Entry into force on 1 September 2017 for years P3-P5; on 1 September 2018 for years S1-S5; on 1 September 2019 for year S6; on 1 September 2020 for year S7, and for a 1st Baccalaureate session in June 2021

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INTRODUCTION

Following the Board of Governors' approval, on 15 April 2011, of the document 2011-01-D33-en-7 relating to the organisation of studies and courses in the European Schools, Irish ONL (Other National Language) was introduced into the European School system in September 2011. At levels S1 and S2 the ONL new provisions came into effect on 1st September 2011.

The following timetabling arrangements apply to ONL at secondary level:

Years S1 – S3 inclusive (cycle 1)	2 x 45 minute periods per week
Years S4 – S5 (cycle 2)	4 x 45 minute periods per week
Years S6 – S7 (cycle 3)	4 x 45 minute periods per week

Classes are 'protected' in that classes will be formed for any number of Category 1 or Category II students.

This ONL post-primary syllabus aims to build on the skills students have already acquired and to further develop their knowledge and linguistic competences in Irish. It aims to promote natural and communicative use of the language and is intended to prepare learners to follow third-level courses in Irish should they so wish. It seeks to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the Irish language, culture and literature.

The ONL Irish syllabus is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages* and the *European Framework for Key Competences for Lifelong Learning*.

The syllabus reflects in its objectives, content and methods a common, harmonised basis in the field of modern languages for the European Schools as already used by many national systems.

The syllabus focuses on the knowledge and the competences to be attained at the end of each cycle, and includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the learning outcomes which students will be expected to achieve at the end of each cycle, and describes the knowledge and skills they will develop to be able to communicate effectively.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex). The Learning Gateway can provide a forum for additional guidelines, clarification or advice.

INTRODUCTION

Suite à l'approbation, par le Conseil supérieur, le 15 avril 2011, du document 2011-01-D-33en-7 portant sur l'organisation des études et des cours dans les Ecoles européennes, l'irlandais ONL (*Other National Language*, « autre langue nationale ») a été introduit dans le système des Ecoles européennes en septembre 2011. Pour les 1^{ère} et 2^e secondaire, les nouvelles dispositions concernant l'ONL sont entrées en vigueur le 1^{er} septembre 2011.

Les dispositions horaires suivantes sont applicables à l'ONL à l'école secondaire :

1 -3 (1 cycle)	2 périodes hebdomadaires de 45 minutes
4 ^e & 5 ^e (2 ^e cycle)	4 périodes hebdomadaires de 45 minutes
6 ^e & 7 ^e (3 ^e cycle)	4 périodes hebdomadaires de 45 minutes

Les cours sont « protégés », c'est-à-dire créés pour les élèves de Catégorie I ou II quel que soit leur nombre.

Le programme d'ONL de secondaire a vocation à s'appuyer sur les savoir-faire que les élèves ont déjà acquis et à perfectionner leur maîtrise et leurs compétences linguistiques en irlandais. Il vise à promouvoir l'usage naturel de la langue dans la communication et à préparer les apprenants à suivre des études supérieures en irlandais s'ils le souhaitent. Il entend doter les élèves de la capacité à manipuler et exploiter divers types de textes et à approfondir leur sensibilité à la langue, la culture et la littérature irlandaises.

Le programme d'irlandais ONL repose sur le *Cadre européen commun de référence pour l'enseignement et l'apprentissage des langues étrangères* et le *Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie*.

A travers ses objectifs, son contenu et ses méthodes, le programme traduit un socle commun harmonisé dans le domaine des langues modernes pour les Ecoles européennes tel qu'en exploitent déjà de nombreux systèmes nationaux.

Le programme se concentre sur les savoirs et les compétences à acquérir au terme de chaque cycle et aborde des objectifs généraux, des principes didactiques, des objectifs d'apprentissage et des contenus ainsi que l'évaluation. Il présente les acquis de l'apprentissage que les élèves sont censés maîtriser au terme de chaque cycle et décrit les savoirs et savoir-faire qu'ils acquerront pour communiquer efficacement.

La structure du programme est volontairement succincte mais fait l'objet d'un développement sous la forme d'un commentaire (annexe). Le Portail d'apprentissage pourra servir de forum pour toute orientation, précision ou conseil complémentaire.

EINLEITUNG

Im Anschluss an die Genehmigung des Dokuments 2011-01-D-33-de-7 über die Unterrichts- und Fächerorganisation an den Europäischen Schulen durch den Obersten Rat am 15. April 2011 ist der Lehrplan Irisch ONL (*Other National Language*, 'Andere Landessprache') im September 2011 im System der Europäischen Schulen eingeführt worden. In den Klassen S1 und S2 sind die neuen ONL-Vorkehrungen zum 1. September 2011 in Kraft getreten.

Folgende Stundenplanvorgaben sind im Sekundarbereich für ONL zu beachten:

Klassen S1 – S3 einschl. (Stufe 1)	2 Unterrichtsperioden von 45 Minuten pro Woche
Klassen S4 – S5 (Stufe 2)	4 Unterrichtsperioden von 45 Minuten pro Woche
Klassen S6 – S7 (Stufe 3)	4 Unterrichtsperioden von 45 Minuten pro Woche

Die Klassen sind insofern 'geschützt' als dass sie für gleich welche Anzahl Schüler der Kategorie 1 oder Kategorie II gegründet werden.

Dieser Lehrplan für ONL im Sekundarbereich beruht auf den bereits erworbenen Fertigkeiten der Schüler und bezweckt den weiteren Ausbau ihres Wissens und ihrer Kompetenzen in Irisch. Ferner steht die Förderung der natürlichen und kommunikativen Sprachverwendung sowie die Vorbereitung der Lernenden auf eine Fortsetzung ihrer Erziehung im tertiären Bildungsbereich auf Irisch, insofern dies gewünscht ist, im Mittelpunkt. Die Schüler sollen lernen, mit unterschiedlichen Textformen umgehen und sie einsetzen zu können, und ein besseres Verständnis der irischen Sprache, Kultur und Literatur erwerben.

Der Lehrplan Irisch ONL stützt sich weitgehend auf das *Gemeinsame Europäische Rahmenwerk für den Unterrichts- und Lernprozess für Fremdsprachen* und das *Europäische Rahmenwerk für Schlüsselkompetenzen für lebenslanges Lernen*.

Der Lehrplan spiegelt in seinen Zielsetzungen, in seinem Inhalt und in seinen Methoden eine gemeinsame, harmonisierte Grundlage für die modernen Sprachen an den Europäischen Schulen wieder, wie dies bereits in zahlreichen nationalen Bildungssystemen angewandt wird.

Der Lehrplan zielt auf das Wissen und die Kompetenzen ab, die zum Ende einer jeden Stufe erreicht werden müssen, und enthält allgemeine Zielsetzungen, didaktische Grundsätze, Lernziele, Lerninhalte sowie Beurteilungsmethoden. Er definiert die Lernergebnisse, die von den

Schülern zum Abschluss einer jeden Stufe erwartet werden, und beschreibt das Wissen und die Fertigkeiten, die sie sich aneignen müssen, um effizient kommunizieren zu können.

Die konzise Struktur ist beabsichtigt und wird durch einen Kommentar (Anhang) weiter ausgeführt. Das Learning Gateway kann als Forum für zusätzliche Leitlinien, Klärungsbedarf oder Ratschläge dienen.

1. GENERAL OBJECTIVES

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a *European Framework for Key Competences for Lifelong Learning*. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic competences in science and technology
- digital competence
- learning to learn
- social and civic competences
- sense of initiative and entrepreneurship
- cultural awareness and expression.

The European Schools' curriculum seeks to develop all of these key competences in the students. The language syllabuses make a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the students' cultural awareness and expression.

The ONL Irish syllabus seeks to provide opportunities for students to experience Irish culture through literature, music, folklore etc., and, in addition, to develop their self-esteem and confidence by enabling them to understand their identity and their European cultural heritage.

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFR)*.

Cycle	Attainment level
1 st cycle S1, S2 + S3	A2
2 nd cycle S4 + S5	B1
3 rd cycle S6 + S7	B2

For the learning and teaching of foreign languages in the system of the European Schools reference will be made to the following CEFR benchmarks:

L2	C1
L3	B1+
L4	A2+
ONL	B2

2. DIDACTIC PRINCIPLES

The following didactic principles are intended to guide the teaching and learning of ONL Irish:

Communicative language competence is an overarching learning goal.

The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.

Teaching should take account of students' progression through the various stages of language acquisition. Students' mistakes should be used constructively to develop learning.

The target language should be used as much as possible.

Students should be encouraged to draw on their existing language skills and learning strategies.

A variety of teaching methods and approaches should be used.

The use of differentiated teaching methodologies should be used in order to meet the diverse needs of all students.

Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.

Students will achieve fluency, accuracy and independence by making use of a range of learning resources including ICT (information and communication technologies).

A good command of the language in context presupposes a progressively constructed understanding of the language as a system.

Priority should be given to functionality when teaching grammar, morphology and vocabulary.

Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

The above list is not exhaustive and not in order of importance.

3. LEARNING OBJECTIVES:

Learning objectives for the 1st cycle (S1-S3)

By the end of the first cycle, the student should be able to:

understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements

read and understand short, simple written texts about familiar topics and everyday material written in Irish, e.g. signs in the Irish classroom, websites in Irish etc.

take part in conversations about familiar topics and activities

describe his/her personal world (family, hobbies, town, school etc.) with some reference to the past and future

write short, simple notes, messages, emails and/letters about everyday matters

demonstrate basic knowledge and understanding of the culture of Ireland and Irishspeaking communities

relate his/her acquired cultural knowledge to that of Ireland and Irish-speaking communities

identify and apply a range of strategies for learning languages

apply a range of basic study skills and tools to the learning of the target language.

Learning objectives for the 2nd cycle (S4-S5)

By the end of the second cycle, the student should be able to:

understand spoken standard speech relating to personal experience and some topics of wider interest, and understand the main points of TV or radio programmes when delivery is clear and slow

read and understand texts consisting of everyday language and be able to pick out specific information from short literary and non-literary texts

take part in conversations and exchange information about everyday life and topics of general interest

orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story or the plot of a book or film

write simple, coherent texts on topics concerning everyday matters, experiences and opinions

demonstrate some knowledge and understanding of Irish culture including society, history, current affairs, literature and its context

know and use basic intercultural codes to interact appropriately with speakers of Irish

choose effective strategies to organise his/her individual language learning

search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills.

Learning objectives for the 3rd cycle (S6-S7)

By the end of the third cycle, the student should be able to:

understand standard speech related to topics of general interest and current affairs such as news items, suitable clips from radio and television programmes, internet podcasts and short films

read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts, including prose and poetry

interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity

present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, and give reasons and explanations for opinions and plans

write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest

demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs, literature and its context, and the arts in general

utilise a range of intercultural codes to respond to cultural stereotyping

take increasing responsibility for his/her own language learning

critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

4. CONTENTS:

Cycle 1 (S1-S3)

By the end of cycle 1 the student should have acquired
some knowledge of pronunciation, intonation and spelling rules
a knowledge of everyday vocabulary and idiomatic phrases
a knowledge of word patterns and simple grammatical structures
a knowledge of how to use dictionaries and other resources including ICT
awareness of the culture of target language country/communities
some knowledge of basic language learning strategies including an awareness of their own progress.

Cycle 2 (S4-S5)

Building on the knowledge and skills already gained in cycle 1 the students should, by the end of cycle 2, have acquired
a good knowledge of pronunciation and intonation, and consolidated spelling rules
an extended range of vocabulary and idiomatic phrases
an extended range of word patterns and grammatical structures
knowledge of how to carry out project work, using a range of resources including ICT
some knowledge of the history and culture of target language country/communities with some exposure to literary texts
a range of language learning strategies and tools to evaluate their own learning.

Cycle 3 (S6-S7)

Building on the knowledge and skills already gained in cycle 2, the student should, by the end of cycle 3, have acquired

basic mastery of dialects and a knowledge of different registers of language for diverse purposes
a wide range of vocabulary including that related to abstract concepts

a range of complex grammatical structures

strategies for independent research using a range of resources including ICT

insight into the culture of target language country/communities including the study of literary texts*

independent learning strategies and an ability to evaluate his/her own learning.

* Students will study two prescribed texts, one in each of years S6 and S7. Details of these can be found on the Learning Gateway.

5. ASSESSMENT:

1st cycle (S1- S3)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

2nd cycle (S4 - S5)

Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

Summative assessment

At the end of the cycle there will be an examination in listening, reading, spoken interaction, spoken production and writing.

3rd cycle (S6- S7)

Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use should be made of the Attainment Descriptors and use could be also be made of the self-assessment

grids in the CEFR and of the European Language Portfolios. Assessment should include listening, reading, spoken interaction, spoken production and writing.

Summative assessment

At the end of the third cycle, in the final Baccalaureate examination, students will take either a centralised written or an oral examination. The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

Where a student opts to take the written paper in the final Baccalaureate examination, his/her oral and listening skills must be formally assessed during the final year, and form part of the C mark for the subject.

In the same way, where a student opts to take the oral examination in the final Baccalaureate examination, his/her written production skills must be formally assessed during the final year and form part of the C mark for the subject.

Written examination:

The written paper will consist of three main sections:

Section 1: an unseen text for reading comprehension, followed by questions on the text.

Section 2: a written production exercise of approximately 250 words on a topic loosely based on the theme of the text.

Section 3: a written exercise on the prescribed literature which may involve both or one of the texts.

Oral examination:

Students will be allowed 20 minutes to prepare an unseen text. At the beginning of the oral examination the student is given the opportunity to set out his/her ideas on the theme and content of the text. The examination will gradually take the form of a dialogue between the student and the examiners. The student's insight into one or both of the prescribed literary texts will form part of this oral examination.

Assessment criteria

The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

The examination will assess the students' ability to present a theme in the target language, to draw out the main points, analyse its contents and to express a point of view. The student should make reference as appropriate, to relevant aspects of the target culture, literature, history and society, and show proficiency in morphology, syntax, vocabulary and idiom.

Mark	Denominator	Grade	Competences	Cycle 1	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an excellent understanding of standard speech relating to areas of immediate personal relevance and can excellently catch the main points of short clear messages and announcements.	The student shows an excellent understanding of standard speech related to personal experiences and some topics of wider interest and an excellent understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows an excellent understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has an excellent level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has an excellent level of reading and understanding of texts consisting of everyday language and can excellently pick out specific information from short literary and non-literary texts.	The student has an excellent level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates an excellent level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part very actively and very fluently in conversations about familiar topics and activities.	The student takes part very actively and very fluently in conversations and can excellently exchange information about everyday life and topics of general interests.	The student can interact very actively and very fluently with native speakers and can excellently take part in discussions about familiar topics and express personal opinions with excellent fluency and spontaneity .
			Spoken Production	The student is excellently able to describe his/her personal world with some	The student is excellently able to orally describe in a coherent way his/her experiences, hopes and plans	The student is excellently able to present, clear detailed descriptions on a wide range of subjects related to his/her field

			reference to the past and future.	and can excellently narrate a story or the plot of a book or film.	of interest, and can excellently give reasons and explanations for opinions and plans.
		Writing	The student is excellently able to write short, simple notes, messages, emails and letters about everyday matters.	The student is excellently able to write simple coherent text on topics concerning everyday matters, experiences and opinions.	The student is excellently able to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student is excellently able to demonstrate basic knowledge and understanding of the culture of the target language and its communities and is excellently able to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is excellently able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has excellent knowledge of , and is excellently able to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is excellently able to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is excellently able to utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student is excellently able to identify and apply a range of strategies for language learning and is excellently able to apply a range of basic study skills and tools to the learning of the target language.	The student is excellently able to choose effective strategies to organise his/ her individual language learning and is excellently able to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is excellently able to take increasing responsibility for his/her own learning and is excellently able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

8-8.9	Very Good	B	Listening	The student shows a very good understanding of standard speech relating to areas of immediate personal relevance and can very ably catch the main points of short clear messages and announcements.	The student shows a very good understanding of standard speech related to personal experiences and some topics of wider interest and a very good understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a very good understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a very good level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a very good level of reading and understanding of texts consisting of everyday language and can very ably pick out specific information from short literary and non-literary texts.	The student has a very good level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a very good level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part actively and fluently in conversations about familiar topics and activities.	The student takes part actively and fluently in conversations and can very ably exchange information about everyday life and topics of general interest.	The student can interact actively and fluently with native speakers and can very ably take part in discussions about familiar topics and express personal opinions with very good fluency and spontaneity .
			Spoken Production	The student is very well able to describe his/her personal world with some reference to the past and future.	The student is very well able to orally describe in a coherent way his/her experiences, hopes and plans and can very ably narrate a	The student is very well able to present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can very ably

				story or the plot of a book or film.	give reasons and explanations for opinions and plans.	
			Writing	The student is very well able to write short, simple notes, messages, emails and letters about everyday matters.	The student is very well able to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is very well able to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is very well able to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is very well able to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is very well able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has very good knowledge of, and is very well able to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is very well able to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is very well able to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is very well able to identify and apply a range of strategies for language learning and can very ably apply a range of basic study skills and tools to the learning of the target language.	The student is very well able to choose effective strategies to organise his/ her individual language learning and is very well able to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is very well able to take increasing responsibility for his/her own learning and is very well able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

7-7.9	Good	C	Listening	The student shows a good understanding of standard speech relating to areas of immediate personal relevance and can ably catch the main points of short clear messages and announcements.	The student shows a good understanding of standard speech related to personal experiences and some topics of wider interest and a good understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a good understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a good level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a good level of reading and understanding of texts consisting of everyday language and can ably pick out specific information from short literary and non-literary texts.	The student has a good level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a good level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part actively and with reasonable fluency in conversations about familiar topics and activities.	The student takes part actively and with reasonable fluency in conversations and can ably exchange information about everyday life and topics of general interest.	The student can interact actively and with reasonable fluency with native speakers and can ably take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity .
			Spoken Production	The student can ably describe his/her personal world with some reference to the past and future.	The student can ably describe orally in a coherent way his/her experiences, hopes and plans and can ably narrate a story or the plot of a book or film.	The student can ably present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and ably give reasons and

					explanations for opinions and plans.	
			Writing	The student can ably write short, simple notes, messages, emails and letters about everyday matters.	The student can ably write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can ably write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can ably demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can ably relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can ably demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has good knowledge of, and can ably use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can ably demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can ably utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can ably identify and apply a range of strategies for language learning and can ably apply a range of basic study skills and tools to the learning of the target language.	The student can ably choose effective strategies to organise his/ her individual language learning and can ably search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can ably take increasing responsibility for his/her own learning and can ably evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

6-6.9	Satisfactory	D	Listening	The student shows a satisfactory understanding of standard speech relating to areas of immediate personal relevance and can satisfactorily catch the main points of short clear messages and announcements.	The student shows a satisfactory understanding of standard speech related to personal experiences and some topics of wider interest and a satisfactory understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a satisfactory understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a satisfactory level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a satisfactory level of reading and understanding of texts consisting of everyday language and can satisfactorily pick out specific information from short literary and non-literary texts.	The student has satisfactory level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a satisfactory level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part with some fluency in conversations about familiar topics and activities.	The student takes part with some fluency in conversations and can satisfactorily exchange information about everyday life and topics of general interests.	The student interacts with some fluency with native speakers and can satisfactorily take part in discussions about familiar topics and express personal opinions with some fluency and spontaneity .
			Spoken Production	The student can satisfactorily describe his/her personal world with some reference to the past and future.	The student can satisfactorily describe orally in a coherent way his/her experiences, hopes and plans and can	The student can satisfactorily present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can satisfactorily

				satisfactorily narrate a story or the plot of a book or film.	give reasons and explanations for opinions and plans.	
			Writing	The student can satisfactorily write short, simple notes, messages, emails and letters about everyday matters.	The student can satisfactorily write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can satisfactorily write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can satisfactorily demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can satisfactorily relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can satisfactorily demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has a satisfactory knowledge of, and can satisfactorily use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can satisfactorily demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can satisfactorily utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can satisfactorily identify and apply a range of strategies for language learning and can satisfactorily apply a range of basic study skills and tools to the learning of the target language.	The student can satisfactorily choose effective strategies to organise his/ her individual language learning and can satisfactorily search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can satisfactorily take increasing responsibility for his/her own learning and can satisfactorily evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

5-5.9	Sufficient	E	Listening	The student shows a sufficient understanding of standard speech relating to areas of immediate personal relevance and can sufficiently catch the main points of short clear messages and announcements.	The student shows a sufficient understanding of standard speech related to personal experiences and some topics of wider interest and a sufficient understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a sufficient understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a sufficient level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a sufficient level of reading and understanding of texts consisting of everyday language and can sufficiently pick out specific information from short literary and non-literary texts.	The student has sufficient level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a sufficient level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part with limited fluency in conversations about familiar topics and activities.	The student takes some part with limited fluency in conversations and can sufficiently exchange information about everyday life and topics of general interests.	The student interacts with limited fluency with native speakers and can sufficiently take part in discussions about familiar topics and express personal opinions with limited fluency and spontaneity .
			Spoken Production	The student can sufficiently describe his/her personal world with some reference to the past and experiences.	The student can sufficiently describe orally in a coherent way his/her experiences, hopes and plans and can sufficiently narrate a story or the plot of a book or film.	The student can sufficiently present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and sufficiently give reasons and explanations for opinions and plans.

			Writing	The student can sufficiently write short, simple notes, messages, emails and letters about everyday matters.	The student can sufficiently write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can sufficiently write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can sufficiently demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can sufficiently relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can sufficiently demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has sufficient knowledge of, and can sufficiently use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can sufficiently demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can sufficiently utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can sufficiently identify and apply a range of strategies for language learning and can sufficiently apply a range of basic study skills and tools to the learning of the target language.	The student can sufficiently choose effective strategies to organise his/ her individual language learning and can sufficiently search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can sufficiently take increasing responsibility for his/her own learning and can sufficiently evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

3-4.9	Failed (weak)	F	Listening	The student shows a limited understanding of standard speech relating to areas of immediate personal relevance and can to a limited extent catch the main points of short clear messages and announcements.	The student shows a limited understanding of standard speech related to personal experiences and some topics of wider interest and a limited understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a limited understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a limited level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a limited level of reading and understanding of texts consisting of everyday language and can to a limited extent pick out specific information from short literary and non-literary texts.	The student has a limited level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a limited level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part with very limited fluency in conversations about familiar topics and activities.	The student takes some part with very limited fluency in conversations and can to a limited extent exchange information about everyday life and topics of general interests.	The student interacts with very limited fluency with native speakers, and can with difficulty take part in discussions about familiar topics and express personal opinions with very limited fluency and spontaneity .
			Spoken Production	The student is able with difficulty to describe his/her personal world with some reference to the past and future.	The student is able with difficulty to describe orally in a coherent way his/her experiences, hopes and plans and can with difficulty narrate a story or the plot of a book or film.	The student can with difficulty present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can with difficulty give reasons and

					explanations for opinions and plans.	
			Writing	The student is able with difficulty to write short, simple notes, messages, emails and letters about everyday matters.	The student is able with difficulty to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is able with difficulty to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is able with difficulty to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is able with difficulty to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is able with difficulty to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has limited knowledge of, and can with difficulty use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is able with difficulty to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can with difficulty utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is able with difficulty to identify and apply a range of strategies for language learning and can with difficulty apply a range of basic study skills and tools to the learning of the target language.	The student is able with difficulty to choose effective strategies to organise his/ her individual language learning and can with difficulty search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is able with difficulty to take increasing responsibility for his/her own learning and can with difficulty evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

0-2.9	Failed (Very Weak)	FX	Listening	The student shows no or a very limited understanding of standard speech relating to areas of immediate personal relevance and can to a very limited extent/not at all catch the main points of short clear messages and announcements.	The student shows no or a very limited understanding of standard speech related to personal experiences and some topics of wider interest and no or a very limited understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows no or a very limited understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has no or a very limited level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has no or a very limited level of reading and understanding of texts consisting of everyday language and can to a very limited extent/cannot pick out specific information from short literary and non-literary texts.	The student has no or a very limited level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates no or a very limited level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes no or little part with very limited fluency in conversations about familiar topics and activities.	The student takes no or little part with very limited fluency in conversations and can to a very limited extent/cannot exchange information about everyday life and topics of general interests.	The student does not interact or takes a little part with very limited fluency in interactions with native speakers and does not participate or takes little part in discussions about familiar topics and express personal opinions with no or very limited fluency and spontaneity .

			Spoken Production	The student is unable/almost unable to describe his/her personal world with some reference to the past and future.	The student is unable/almost unable to describe orally in a coherent way his/her experiences, hopes and plans and can to a very limited extent/cannot narrate a story or the plot of a book or film.	The student is unable/almost unable to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is unable/almost unable to give reasons and explanations for opinions and plans.
			Writing	The student is unable/almost unable to write short, simple notes, messages, emails and letters about everyday matters.	The student is unable/almost unable to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is unable/almost unable to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is unable/almost unable to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and unable/almost unable to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is unable/almost unable to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and knows to a very limited extent/does not know , and is unable/almost unable to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is unable/almost unable to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is unable/almost unable to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is unable/almost unable to identify and apply a range of strategies for language learning and	The student is unable/almost unable to choose effective strategies to organise his/ her individual language learning and is unable/almost unable	The student is unable/almost unable to take increasing responsibility for his/her own learning and is unable/almost unable to evaluate critically

				unable/almost unable to apply a range of basic study skills and tools to the learning of the target language.	to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	available resources and select those most reliable and suitable for given purposes and audiences.
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6. ANNEX :

Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in italics.

a) Didactic principles

The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.

In the first cycle the main focus will be on listening, reading and spoken interaction, while spoken production and writing shall have less weighting.

The second cycle is an intermediate cycle where spoken production will play an increasing role and dialogue shall have less weighting. The same will apply to the skill of writing which will be a main learning objective.

In the third cycle the focus will be on writing and spoken production, while maintaining the skills of listening, reading and spoken interaction.

Students should be encouraged to draw on their existing language skills and learning strategies.

Learners can benefit from the knowledge and experience of learning other languages in their learning of Irish. Recourse to existing language skills can be of great benefit to students' learning strategies ("tertiary language effect") and making use of them should be encouraged. Students will identify significant aspects of the Irish language from their knowledge of English and other modern languages. The identification of differences and the similarities are important for proper acquisition of the language, e.g. word at the beginning of the sentence in the language, different morphological system, the concept of gender etc. Reflective use of language, comparative observations and awareness of general language-learning skills can greatly improve language awareness and acquisition, and enables students to reflect on their own efforts to learn the language.

A variety of teaching methods and approaches should be used.

It is very important to employ a variety of teaching methodologies. For example, the use of active-learning tasks change learning from being a predominantly passive activity to allowing for the sharing of ideas and opinions, the development of critical thinking skills and enhanced personalisation of the lesson content. As active-learning methodologies encourage independent and collaborative learning, students gain more from the learning experience. Some examples of these strategies include: brainstorming exercises, pair and group work, role-play exercises using cue cards, worksheet activities, quizzes, portfolios, project work, student presentations and debates.

The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students.

ONL class groups may include students with a broad range of ability and experience of the language, and this has implications for lesson planning. The introduction of differentiated teaching methodologies can provide a framework to cater for differing student needs. Learning objectives or goals can be worked upon at different levels. Differentiation can be introduced through a variety of teaching strategies, for example, by adapting teaching materials into various levels of difficulty for use within the one class or by setting differing levels of student tasks around a particular topic.

Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.

Learning styles include various approaches or ways of learning which help the individual student to learn best. Students' learning styles and strengths (visual, auditory etc.) are linked to different intelligences (linguistic, logical, musical, etc.). Teachers should adapt their teaching methodologies to suit the needs and the different learning styles of their students. The more aware teachers are of these, the more effective the learning outcomes will be.

A good command of the language in context presupposes a progressively constructed understanding of the language as a system.

Language learning is based on a communicative and action-oriented approach. Therefore the context plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way. It is important to take into account at all learning stages that students need to approach the target language through progressive steps and that mistakes are used constructively to develop learning. However, correct use of language should be pursued to a reasonable degree.

Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

Sociolinguistic competence is the ability to recognise and to interpret the social meaning of linguistic varieties (registers, styles, dialects, etc.), to use language with the appropriate social meaning for the communication situation and to make an active contribution to the development of conversations.

Examples: to be aware of the differences between formal and informal situations, to recognize ways of greeting people, to know when and how to give compliments to others, to apologize, or to accept and refuse invitations, etc.

b) Learning objectives

1. *cycles 1, 2 and 3: Irish culture and that of Irish-speaking communities (6)*

Throughout their study of the language, students should be encouraged to develop an awareness of Irish history and the evolution of the Irish language in order to have a greater appreciation of their linguistic and cultural heritage.

2. *cycles 2 + 3: intercultural codes(7)*

The starting point for intercultural understanding and an awareness of intercultural codes is good knowledge of the areas which produce cultural differences: social rules, historic symbols, myths, humour, way of life, customs.

3. *cycles 2 + 3: choose effective strategies to organise his/her language learning and take increasing responsibility for his/her language learning (8)*

One of the aims of this syllabus is to encourage learners to take more responsibility for their own learning and to develop an understanding about how to go about learning another language. In order to encourage students to become active, autonomous and reflective learners they should develop strategies for effective language learning. For example, by sharing learning objectives with students at the beginning of each lesson and encouraging them to use a learning diary, teachers can help students to evaluate their own learning. The use of tools, such as ‘can-do’ statements or the European Language Portfolio, enables students to identify realistic personal learning goals.

4. *cycle 3: read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts including prose and poetry (2)*

Students should have the skills to be able to read, understand and analyse texts of the various literary genres as well as non-literary genres such as newspaper articles, letters to the editor, debates, etc. In this context, analysis means the ability to express and explain the main messages of the text, with the help of basic technical terms where necessary.

c) Contents

1. *vocabulary and idiomatic phrases*

In each cycle the vocabulary should enable the students to meet the learning objectives for the five skills (see learning objectives 1-5).

For example in the first cycle the students should *understand spoken standard speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements...*

The knowledge of day-to-day expressions and idiomatic phrases will help students to use the target language spontaneously in the first cycle.

2. *word patterns and simple grammatical structures*

Priority should be given to language usage and functionality when it comes to teaching grammar. The study of specific language structures should be integrated into communicative activities and situations. The necessary grammatical structures should be developed and increased steadily over the three cycles. Knowledge of relevant

grammatical structures and word patterns should be developed according to the learning objectives of each cycle.

For example:

In the third cycle in order to be able to *write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest*, students need a range of complex grammatical structures.

- 3. Cycle 1: awareness of the culture of the target language country/communities** The use of authentic material, such as poems, short news items, comics, magazines, fairy tales, adapted versions of short stories, etc. is encouraged. In this context the use of ICT can be of particular benefit.

Cycle 2: some knowledge of the history and culture of the target language country/communities with some exposure to literary texts

Students should have access to a range of excerpts/extracts from a variety of literary and non-literary texts and materials, such as short stories, poems and newspaper articles, etc.

Cycle 3: insight into the culture of the target language country/communities including the study of literary texts

Students should study examples from the various literary genres as well as non-literary genres. Two complete works of literature should be read in their original form. In the case of a collection of short stories, a number of the stories in the collection may be agreed as obligatory reading.

d) Assessment

1. *The final examinations assess the extent to which the students have attained the learning objectives for the cycle.*

Teachers should use the learning objectives as the basis for assessment of students. Results of assessment must be related to the marking scale and to the attainment descriptors. See 2017-05-D-29-en-9 Marking System of the European Schools: Guidelines for Use.

Details regarding the S5 harmonised examination are available in 2018-01-D-18-en-2 and an example for S5 ONL Gaeilge can be found at <http://www.schola-europaea.eu/download/Peda/>

2. *Use of Attainment Descriptors, self-assessment grids in the CEFR and European Language Portfolios.* Attainment descriptors can be used to interpret results and to provide feedback and inform progress in learning. Self-assessment is a useful tool to increase students' motivation and awareness of the learning processes. It helps the learner to discover his/her strengths and weaknesses and to organise his/her learning more effectively. In the European Language Portfolios and the CEFR, self-assessment grids ("Can-do" statements) are introduced as an effective supplementary tool for the language learner.

Introduction to the NMS documents

This section includes documentation in relation to the European Baccalaureate written examination. The ONL syllabuses are currently being slightly revised for implementation from September 2022 and for examination at Baccalaureate level in 2024. The documents here are for use for Baccalaureate from 2021 - 2024. Please note that an Oral Record Sheet and Guidelines for the development of proposals for both the Written and Oral examinations will be made available to teachers for the start of the school year 2021-2022.

GAEILGE TEN MAITRÍS

Tasc/Cuid an Scrúdaithe Task/Element of Examination	Inniúlacht Competence	Luacháil de reir % Weight in %*	Torthaí Foghlama Learning Objectives	Ceisteanna Question(s)	Measúnú/Marcáil Evaluation/Marking	Luacháil de réir pointí Weight in Points
<p>Léamh-thuisicint (30)</p> <p>Reading Comprehension (30)</p>	<p>Léamh don tuisicint</p> <p>- Aimsiú, aithint agus tuiscint ghinearálta ar an téacs</p> <p>Reading for Understanding –</p> <p>- literal understanding - global comprehension</p> <p>Anailís</p> <p>Analysis – close reading</p> <p>Léirmhíniú agus léiriú</p> <p>- Interpretation & illustration</p>	<p>100%</p>	<p><i>Ba chóir go mbeadh an scoláire ábalta: téacsanna a bhaineann le fadhbanna comhaimseartha ina gcuireann scríbhneoirí dearcthaí sonracha chun tosaigh a léamh agus a thuisicint</i></p> <p><i>Read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints</i></p> <p><i>Ba chóir go mbeadh an scoláire ábalta léirstean agus tuiscint níos doimhne ar chultúr na hÉireann a thaispeáint, ar a n-aireofaí an tsochaí, stair, cursaí reatha, litríocht agus a comhtheacs agus na healaíona i gcoitinne</i></p> <p><i>Demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs & the arts in general</i></p>		<p>Scéim mharcála bunaithe ar cheisteanna an scrúdpháipéir</p> <p>Paper-specific marking scheme</p>	<p>Scéim mharcála bunaithe ar cheisteanna an scrúdpháipéir</p> <p>Paper-specific points</p>
<p>Fo-chuid Sub-part</p>		<p>100%</p>				<p>30</p>

Ginchumas Scríofa (30) Written Production (30)	Scríobh Writing - Comhlíonadh riachtanais an taisc - Fulfilment of task requirements	30%	<i>Ba chóir go mbeadh an scoláire ábalta: téacsanna mionsonraithe a scríobh go soiléir agus go cruinn</i>		Rúibric chomhaontaithe do chomhlíonadh an taisc Agreed Rubric	9
	Scríobh Writing Argóint agus smaointeoireacht chriticiúil Arguing & Critical Thinking - Láimhseáil an ábhair - Comhtháthú agus struchtúr smaointe - Development of ideas -Clarity/structuring of thought	20%	<i>Write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest</i>		Rúibric chomhaontaithe do láimhseáil an ábhair agus chomhtháthú Agreed Rubric	6
	Cumas Teanga Lingustic Comptence - Cumas Teanga agus Cruinneas - Grammaticial and Lexical Accuracy	50%			Rúibric chomhaontaithe do chumas teanga agus cruinneas Agreed Rubric	15
Fo-chuid Sub-part		100%				30
Tuiscint ar theacsanna litríochta Understanding Literature (40)	Eolas -Eolas ar an téacs agus ar chomhthéacs an téacs Knowledge - Textual and Contextual	40%	<i>Ba chóir go mbeadh an scoláire ábalta téacsanna comhaimseartha ina gcuirtear dearcthaí sonracha chun tosaigh a léamh agus a thuiscint, maille le hanailís a dhéanamh ar théacsanna liteartha cuí, idir phrós agus fhilíocht</i>		Rúibric chomhaontaithe don téacs agus comhthéacs Agreed Rubric	16
	Smaointeoireacht chriticiúil Critical Thinking - Comhlíonadh riachtanais an taisc - Fianaise den aisfhreagairt phearsanta	40%			Rúibric chomhaontaithe do chomhlíonadh an taisc & an aisfhreagairt phearsanta Agreed Rubric	16

	- Fulfilment of task - Personal Response					
	Cumas Teanga agus Cruinneas Linguistic Competence and Accuracy	20%	<i>Read, understand and analyse appropriate literary texts, including prose and poetry</i> <i>Ba chóir go mbeadh an scoláire ábalta léirstean agus tuiscint níos doimhne ar chultúr na hÉireann a thaispeáint, ar a n-aireofaí an tsochaí, stair, cúrsaí reatha, litríocht agus a comhthéacs agus na healaíona i gcoitinne</i> <i>Demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs –literature and its context & the arts in general</i>		Rúibric chomhaontaithe don chumas teanga agus cruinneas Agreed Rubric	8
Fo-chuid Sub-part						40
Iomlán Total						100

* Athróidh luacháil na bhfo-inniúlachtaí ó scrúdpháipéar go scrúdpháipéar ag braith ar an gcineál téacs a úsáidfeá. Is den tábhacht é, mar sin féin, go ndéanfar measúnú i **gcónaí ar thuiscint ar an téacs (léamhthuiscint) agus ar thuiscint ar anailís.**

* Weighting of competences in RC could vary from examination paper to examination paper depending on the nature of the text. **Main aim to ensure assessment of both reading for understanding and analysis and interpretation.**

GAEILGE TEN MAITRÍS MARCÁLA: PÁIPÉAR SAMPLACH
IRISH ONL PAPER SPECIFIC MATRIX

Tasc/Cuid an Scrúdaithe	Inniúlacht	Luacháil de reir %	Torthaí Foghlama	Ceisteanna	Measúnú/Marcáil	Luacháil de réir pointí
Léamh-thuisctint (30)	Léamh don thuisctint - Aimsiu, aithint agus thuisctint ginearálta ar an teacs	100%	<i>Ba chóir go mbeadh an scoláire ábalta: téacsanna a bhaineann le fadhbanna comhaimseartha ina gcuireann scríbhneoirí dearcthaí sonracha chun tosaigh a léamh agus a thuisctint</i> <i>Ba chóir go mbeadh an scoláire ábalta léirstean agus thuisctint níos doimhne ar chultúr na hÉireann a thaispeáint, ar a n-aireofaí an tsochaí, stair, cursaí reatha, litríocht agus a comhtheacs agus na healaíona i gcoitinne</i>	Léamh don thuisctint 1 (a) 1 (b) 1 (c) 2 (a) 2 (b) 3 4(a) Anailis 4 (b) 5 8 Léirmhíniú agus léiriú 6 7	Scéim mharcála bunaithe ar cheisteanna an scrúdphaipéir	12
	Anailís					10
	Léirmhíniú agus léiriú					8
Fo-chuid		100%				30
Ginchumas Scríofa (30)	Scríobh - Comhlíonadh riachtanais an taisc	30%	<i>Ba chóir go mbeadh an scoláire ábalta: teacsanna mionsonraithe a scríobh go soiléir agus go cruinn</i>	2 a/b	Rúibric chomhaontaithe do chomhlíonadh an taisc	9
	Scríobh Argóint & smaointeoireacht chriticiúil - Láimhseáil an ábhair - Comtháthú	20%			Rúibric chomhaontaithe do laimhseáil an ábhair agus chomhtháthú	6
	Cumas Teanga - Cumas Teanga agus Cruinneas	50%			Rúibric chomhaontaithe do chumas teanga agus cruinneas	15
Fo-chuid		100%				30

Tuiscint ar theacsanna litríochta	Eolas -Eolas ar an teacs agus ar chomtheacs an teacs	40%	<i>Ba chóir go mbeadh an scoláire ábalta teacsanna comhaimseartha ina gcuireann dearcthaí sonracha chun tosaigh a léamh agus a thuiscint, maille le hanailís a dhéanamh ar theacsanna liteartha cuí, idir próis agus fhilíocht</i>	3 a1/a2 nó b1/b2	Rúibríc chomhaontaithe don teacs agus comhthéacs	16
	Smaointeoireacht chriticiúil Critical Thinking - Comhlíonadh riachtanais an taisc - Fianaise den aisfhreagairt phearsanta	40%	<i>Ba chóir go mbeadh an scoláire ábalta léirstean agus tuiscint níos doimhne ar chultúr na hÉireann a thaispeáint, ar a n-aireofaí an tsochaí, stair, cursaí reatha, litríocht agus a comhtheacs agus na healaíona i gcoitinne</i>		Rúibríc chomhaontaithe do chomhlíonadh an taisc & an aisfhreagairt phearsanta	16
	Cumas Teanga agus Cruinneas	20%			Rúibríc chomhaontaithe don chumas teanga agus cruinneas	8
Fo-chuid						40
Total						100

* Athróidh luacháil na bhfoinniúlachtaí ó scrúdpháipéar go scrúdpháipéar ag braith ar an gcineál téacs a úsáidfeá. Is den tábhacht é, mar sin féin, go ndéanfar measúnú i **gcónaí ar thuiscint ar an téacs (léamhthuiscint) agus ar thuiscint ar anailís.**

GAEILGE - Teanga Eile Náisiúnta

PÁIPÉAR SAMPLACH

FAD AN SCRÚDAITHE: 3 hUAIRE (180 NÓIMÉAD)

NÍL AON ÁIS FHOGHLAMA CEADAITHE

NÍL AON TREORACHA SPEISIALTA

**FREAGAIR GACH CEIST, 1, 2 AGUS 3, AS GAEILGE
TÁ ROGHA I gCUID 3.**

CUID 1

(Iomlán 30 marc)

Léigh an giota seo a leanas agus freagair na ceisteanna a ghabhann leis.



Sclábhaí thú 2,617 uair sa lá, toisc go bhfuil fón póca agat...

An raibh a fhios agat go leagann tú do mhéar ar do ghuthán póca 2,617 uair sa lá? Bhuel, tá a fhios agat anois!

Bhain an uimhir sin siar asam nuair a tháinig mé uirthi an lá cheana, in alt fada faoi theicneolaithe atá ‘ar an taobh istigh’ agus a bhfuil imní ollmhór orthu faoin tionchar atá ag gutháin chliste ar aigne an duine. Ach ní raibh inti ach staitistic scanrúil. Bhain rud a rinne mé féin aréir siar i bhfad Éireann níos mó asam. Ghreamaigh mé nóta Post-It de mo ghuthán póca agus an téacs seo air: ‘Fan amach!’ D’fhág mé an fón agus an nóta air i mo sheomra oibre agus dhún an doras i mo dhiaidh.

5 Sa *Guardian*, deir an Meiriceánach Cris Marcellino – fear a chaith na blianta ag obair don chomhlacht Apple agus a chum cuid den teicneolaíocht a choinníonn daoine greamaithe dá gcuid *iPhones*, ach atá ag staidéar le bheith ina dhochtúir faoi láthair – gur léir dó féin go bhfuil tionchar ag ár ngutháin phóca ar na codanna sin den aigne a n-imríonn **cearrbhachas** agus úsáid drugaí tionchar orthu freisin.

10 Fadó fadó nuair ba dhéagóir mé, chaithinn cuid mhór den oíche i seomra oibre m’athar, áit a mbíodh príobháideachas agam nuair a bheadh sé féin thíos staighre. Chuirinn glaoch ar mo chairde ón scoil agus chaithinn uaireanta fada an chloig ar an bhfón leo. Ní mise a bhí ag íoc an bhille!

15 Tháinig deireadh leis na comhráite réchúiseacha sin nuair a bhog mé amach as teach mo mhuintire agus isteach i lóistín do mhic léinn i gcathair na Gaillimhe. Ní raibh fón sa bhloc árasán ina raibh mé i mo chónaí. Bhí orainn cártaí fóin a úsáid i bhforhalla an bhloic árasán in aice linn. Bhí na cártaí fóin a ghlac an gléas sin daor, ach níorbh é sin an t-aon chúis amháin go mbíodh deifir orm ar an bhfón sna laethanta sin. Bhíodh duine éigin eile ag fústráil thart san fhorhalla fuar sin i

20

25

gcónaí, ag fanacht ar dheis an diabhal fóin a úsáid.

NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH GAEILGE - Teanga Eile Náisiúnta

B'in sa bhliain 1996. Is deacair a chreidiúint go raibh fón póca ag gach duine an bhliain dár gcionn – ach b'in mar a tharla. Ba é 1997 an bhliain gur ghlac an 'píobaire póca' – mar a bhaist léachtóir Gaeilge amháin in Ollscoil na Gaillimhe ar an ngléas nua-aimseartha sin ag an am – seilbh ar ár saol.

30 Ach níor fhill laethanta na gcomhráite a mhaireadh uaireanta an chloig. Bhí táillí na bhfón póca ard go leor, agus lena chois sin, bhí teicneolaíocht nua ann. Teachtaireachtaí téacs a bhí i gcuid mhór den phíobaireacht a bhí ar siúl ag na *No²kias* agus na *Ericssons* i bpócaí na ndaoine. In am gairid, d'éirigh sé saghas mímhúinte glaoch a chur ar dhuine nuair a dhéanfadh teachtaireacht téacs cúis.

35 Ar aghaidh fiche bliain. An mhí seo caite, bhí comhrá osréalach agam le duine a d'iarr orm mo shonraí teagmhála a thabhairt dó. 'Tabhair dom do *WhatsApp*.' Dúirt mé leis nach raibh *WhatsApp* agam, ach thug mé dó m'uimhir ghutháin agus d'iarr air a uimhir féin a thabhairt domsa. 'Ní fiú dom m'uimhir a thabhairt duit mura bhfuil *WhatsApp* agat. Ní dhéanaim guthghlaonna.' Ní raibh teagmháil
40 agam leis an duine sin ó shin.

Ach nach mór chuile oíche le leathbhliain anuas, caithim uair an chloig nó níos mó ar an bhfón le dlúthchara de mo chuid. Eisean a chuir tús leis an nós sin. Bíonn sé ag obair san oíche, tagann leadrán air agus cuireann sé glaoch ar a chairde, díreach mar a dhéanainnse nuair a bhí mé i mo dhéagóir. A bhuíochas
45 leis an iomaíocht ó *WhatsApp* agus ó na modhanna cumarsáide téacsbhunaithe eile ar fad, ní chosnaíonn guthghlao faic sa lá atá inniu ann.

Agus is maith sin. Agus muid ag caint agus ag éisteacht le chéile go réchúiseach agus go foighneach, seachnaímid an strus agus na taomanna inní ar fad a thagann ar dhaoine a bhíonn ag fanacht ar theachtairachtaí nach dtagann agus
50 a bhíonn doiléir nuair a thagann siad. Ní theastaíonn **straioseoga** ón té a bhaineann úsáid as an bhfón ar an gcaoi a raibh muid ceaptha úsáid a bhaint as an chéad lá riamh. An guth daonna. Nuair a bhíonn cumarsáid i gceist, ní bhíonn a shárú le fáil.

(707 focal)

Sliocht athchóirithe bunaithe ar ailt ó phinn Alex Hijmans ar www.tuairisc.ie Deireadh Fómhair 2017

Gluais

cearrbhachas: airgead a chuirtear mar gheall ar rud éigin (m.sh. ag cur airgid ar chapail)

straioseoga: straoiseog is ea an aghaidh bhuí le gáire a fheictear go minic ag bun téacsanna

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH
GAEILGE - Teanga Eile Náisiúnta**

**Freagair na ceisteanna seo a leanas i d'fhocail féin a oiread agus is féidir leat.
(30 marc)**

1.

a) Conas a ndeachaigh an staitistic luaite sa teideal i bhfeidhm ar an údar? **1 marc**

b) Conas a tháinig sé ar an eolas seo? **1 marc**

c) Cad a rinne an t-údar leis an bhfón póca a bhí aige féin? **2 marc**

2.

a) Luaigh **dhá rud** a deir an t-údar linn faoi Chris Marcellino. **2 marc**

b)

(i) Nuair a bhí an t-údar ina dhéagóir, cár chaith sé roinnt mhaith ama?

(ii) Cén fáth?

(iii) Cad a rinne sé ann? **3 marc**

3.

Luaigh **dhá rud** a luann an t-údar faoin tslí ina ndearna sé glaonna gutháin nuair a bhí sé i gcathair na Gaillimhe. **2 marc**

4.

a) Cén leasainm a thug léachtóir ollscoile amháin ar an ngléas nua-aimseartha a tháinig ar an saol sna nóchaidí? **1 marc**

b) Cé go raibh fón póca ag gach duine sa bhliain 1997, cén fáth nár lean siad ar aghaidh ag caint ar an bhfón an t-am ar fad? **2 marc**

5. Cén fáth gur fearr leis an údar glaonna gutháin a dhéanamh ná téacsanna a chur? **3 marc**

6. An gceapann tú go bhfuil teideal an ghiota seo oiriúnach? Luaigh **dhá chúis** le do fhreagra. **4 marc**

7. Cén léargas a thugann an giota seo ar phearsantacht an údair? **4 marc**

8. Ag baint úsáide as do chuid Gaeilge féin, mínigh na focail agus na frásaí seo a leanas i gcomhthéacs an ghiota:

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACHT
GAEILGE - Teanga Eile Náisiúnta**

- a) imní (líne 4)
- b) bhog mé (líne 19)
- c) táillí (líne 30)
- d) mímhúinte (líne 34)
- e) dlúthchara (líne 42)

5 marc

CUID 2

(30 marc)

**Freagair A NÓ B
(Ní gá dul thar 250 focal.)**

A. Bhí tú i gcaife le dlúthchara leat a chaith cuid mhór den am ar an bhfón. Ní raibh tú sásta leis sin. Scríobh an cuntas a scríobh tú air sin i do bhlag nó i do dhialann phearsanta.

NÓ

B. Scríobh alt do d'iris scoile ina labhraíonn tú faoi úsáid an fhóin phóca i saol an déagóra inniu.

CUID 3

(40 marc)

TÉACS AINMNITHE

Freagair A NÓ B

Léirigh go cúramach an cheist atá á freagairt agat agus déan tagairtí don téacs i do fhreagra. (Ní gá dul thar 400 focal)

A. Strainséirí: Colmán Ó Raghallaigh

- i) Scríobh cuntas ar an léargas a thugann an t-údar dúinn san úrscéal seo ar an saol a chaitheann an lucht siúil in Éirinn.

NÓ

- ii) “Tá an t-ádh le hEilí go bhfuil cara mar Niamh aici”. Pléigh an ráiteas sin.

NÓ

B. Canary Wharf: Orna Ní Choileáin

- i) Roghnaigh **beirt charachtar** a léiríonn clisteacht sna scéalta seo.

Déan cur síos ar an méid a rinne na carachtair seo a léiríonn a gcuid clisteachta.

NÓ

- ii) “Is scéalta gan dóchas iad cuid mhór de na scéalta sa chnuasach seo”.

Déan plé ar an ráiteas sin maidir le **dhá ghearrscéal** ar bith atá léite agat sa chnuasach.

Critéir mheastóireachta don scrúdú scríofa do Ghaeilge ONL

CUID 1: Iomlán 30 marc

Is í aidhm na coda seo den scrúdú ná cumas an dalta a mheas maidir le **téacs a thuiscint**. Cuirtear ocht gceist anseo. Caithfidh an t-iarrthóir bunábhar an tsleachta a aithint agus gnéithe atá riachtanach le haghaidh brí an téacs a thuiscint a aimsiú. Tá na marcanna ag dul don tuiscint agus, dá réir sin, níl sé i gceist marcanna a bhaint de bharr easpa cruinnis.

1.

a) Conas a ndeachaigh an staitistic luaite sa teideal i bhfeidhm ar an údar?

Ceann amháin acu seo = 1 mharc

Bhain sé geit as. / Baineadh siar as. / Is dócha nach raibh sé ag súil leis an staitistic seo. / Bhí ionadh air.

b) Conas a tháinig sé ar an eolas seo?

Ceann amháin acu seo = 1 mharc

Léigh sé in alt fada ina dtugann saineolaithe ón ‘taobh istigh’ léargas dúinn ar an ábhar seo. / Léigh sé é. / Léigh sé é in alt fada.

c) Cad a rinne an t-údar leis an bhfón póca a bhí aige féin?

**Ghreamaigh sé nóta Post-It de leis an nóta ‘Fan Amach’ air. = 1 mharc
D’fhág sé an fón ina sheomra agus d’fhan sé uaidh. = 2 mharc**

2.

a) Luaigh dhá rud a deir an t-údar linn faoi Chris Marcellino.

Dhá cheann ar bith de na pointí seo a leanas = 1 mharc + 1 mharc = 2 mharc

Is Meiriceánach é. / Tá sé ag staidéar le bheith ina dhochtúir. / Chaith sé na blianta ag obair leis an gcomhlacht *Apple*. / Chum sé cuid den teicneolaíocht a bhaineann leis an bhfón póca. / Scríobh sé alt sa *Guardian* faoin tionchar atá ag an bhfón póca ar an aigne.

b)

(i) Nuair a bhí an t-údar ina dhéagóir, cár chaith sé roinnt mhaith ama?

Chaith sé cuid mhaith ama i seomra oibre a athar. = 1 mharc

(ii) Cén fáth?

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH
GAEILGE - Teanga Eile Náisiúnta**

Ceann amháin acu seo = 1 mharc:

Bhí sé príobháideach. / Bhí príobháideachas aige ann. / Ní raibh aon duine eile sa seomra seachas é féin.

(iii) Cad a rinne sé ann?

Ceann amháin acu seo = 1 mharc:

Chuir sé gloch ar a chairde scoile. / Chaith sé a lán ama ag caint ar an bhfón lena chairde scoile. / Chaith sé a lán ama ar an bhfón ag cur glaonna ar a chairde scoile.

3. Luaigh **dhá rud a luann an t-údar faoin tslí ina ndearna sé glaonna gutháin nuair a bhí sé i gcathair na Gaillimhe.**

Dhá cheann acu seo = 1 mharc + 1 mharc:

Bhain sé úsáid as (cheannaigh sé) cártaí fóin (a bhí daor). / Rinne sé na glaonna ar an bhfón a bhí i bhforhalla an bhoc árasán. / Ní raibh sé chomh éasca an fón a úsáid nó glaonna fada a chur mar bhí daoine ag fanacht ar a seal.

4.

a) Cén leasainm a thug léachtóir ollscoile amháin ar an ghléas nua-aimseartha a tháinig ar an saol sna nóchaidí?

An píobaire póca = 1 mharc

b) Cé go raibh fón póca ag gach duine sa bhliain 1997, cén fáth nár lean siad ar aghaidh ag caint ar an bhfón an t-am ar fad?

Dhá cheann acu seo = 1 mharc + 1 mharc:

Bhí costas(táillí) na bhfón póca ródhaor. = 1 mharc

Bhí teicneolaíochtaí nua ann. / Bhí na teachtaireachtaí téacs ann.

= 1 mharc

5. Cén fáth gur fearr leis an údar glaonna gutháin a dhéanamh ná téacsanna a chur?

Ceann amháin acu seo = 3 mharc

Ní úsáideann sé *WhatsApp*. / ní maith leis a bheith ag fanacht ar theachtaireachtaí. /

Níl guthghlao daor anois. / B'fhearr leis bheith ag caint mar caitheann sé uair a chloig nó níos mó ag caint le cara leis gach oíche.

6. An gceapann tú go bhfuil teideal an ghiota seo oiriúnach? Luaigh **dhá chúis le do fhreagra.**

Dhá cheann acu seo x 2 mharc = 4 mharc

NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH GAEILGE - Teanga Eile Náisiúnta

Tá féidearthachtaí éagsúla anseo. Má thugann an t-iarrthóir freagra le dealramh a léiríonn an tuiscint atá aige/aici ar oiriúnacht an teidil, moltar marcanna a bhronnadh air. Glac le cúiseanna ar aon dul leis na pointí seo a leanas:

Léiríonn an giota go bhfuil tionchar láidir ag an bhfón póca ar ár saol. /Táimid cosúil le sclábhaithe ag an bhfón póca. / Leagaimid ár méaranna ar an nguthán na mílte uair in aghaidh an lae. / Tuigeann an t-údar an baol agus an tionchar a bhaineann leis an bhfón póca agus fanann sé amach uaidh.

7. Cén léargas a thugann an giota seo ar phearsantacht an údair?

Ceann amháin acu seo = 4 mharc

Tá féidearthachtaí éagsúla anseo. Má thugann an t-iarrthóir freagra le dealramh a léiríonn fianaise ar phearsantacht an údair, moltar marcanna a bhronnadh air

Freagraí féideartha:

- Is duine é a léann ailt agus a chuireann suim i bhfíricí.
- Tá sé dáiríre faoi thionchar a d'fhéadfadh an fón póca a imirt air mar fanann sé amach óna fhón póca féin.
- Is duine cainteach é. Is maith leis bheith ag caint le cara leis ar an bhfón gach oíche.
- Theastaigh príobháideachtas uaidh nuair a bhí sé níos óige. Théadh sé go seomra oibre a athar gach oíche chun go mbeadh príobháideachtas aige.
- Níl sé tugtha don teicneolaíocht nua-aimseartha. B'fhearr leis an guth agus an chumarsáid dhaonna.
- Tá féith an ghrinn aige. Deir sé go gcaitheadh sé uaireanta fada an chloig ag caint lena chairde scoile ar an bhfón ach nach eisean a bhí ag íoc an bhille!

8. Ag baint úsáide as do chuid Gaeilge féin, mínigh na focail agus na frásaí seo a leanas i gcomhthéacs an tsleachta:

- a) imní (líne 4) **buaireamh / trioblóid aigne = 1 mharc**
- b) bhog mé (líne 19) **d'aistrigh mé / chuaigh mé chun cónaí = 1 mharc**
- c) táillí (líne 30) **costais / praghas ruda = 1 mharc**
- d) mímhúinte (líne 34) **drochbhéasach / gan bheith béasach ná deas = 1 mharc**
- e) dlúthchara (líne 42) **cara dil / an cara is fearr / cara mór = 1 mharc**

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH
GAEILGE - Teanga Eile Náisiúnta**

**CUID 2
(30 marc)**

Freagair A NÓ B (Ní gá dul thar 250 focal.)

A. Bhí tú i gcaife le dlúthchara leat a chaith cuid mhór den am ar an bhfón. Ní raibh tú sásta leis sin. Scríobh an cuntas a scríobh tú air sin i do bhlag nó i do dhialann phearsanta.

NÓ

B. Scríobh alt do d'iris scoile ina labhraíonn tú faoi úsáid an fhóin phóca i saol an déagóra inniu.

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACHT
GAEILGE - Teanga Eile Náisiúnta**

Rúibric don Ghinchumas Scríofa
Iomlán = 30 marc

	9	8	7	6	5	3-4	0-2
Comhlíonadh riachtanais an taisc	Léiriú sárchumasach ar chomhlíonadh riachtanais an taisc	Léiriú an-chumasach ar chomhlíonadh riachtanais an taisc	Léiriú cumasach ar chomhlíonadh riachtanais an taisc	Léiriú sásúil ar chomhlíonadh riachtanais an taisc	Léiriú dóthaineach ar chomhlíonadh riachtanais an taisc	Léiriú teoranta ar chomhlíonadh riachtanais an taisc	Neamhábailta riachtanais an taisc a chomhlíonadh
	6	5	4	4	3	2	0-1
Láimhseáil an ábhair agus comhtháthú smaointe	Léiriú sárchumasach ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Léiriú an-chumasach ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Léiriú cumasach ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Léiriú sásúil ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Léiriú dóthaineach ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Léiriú teoranta ar láimhseáil an ábhair agus ar chomhtháthú smaointe	Neamhábailta láimhseáil an ábhair agus comhtháthú smaointe a léiriú
	14-15	12-13	10-11	8-9	7	4-6	0-3
Cumas Teanga agus Cruinneas	Léiriú sárchumasach ar scríobh: cumas teanga agus cruinneas	Léiriú an-chumasach ar scríobh: cumas teanga agus cruinneas	Léiriú cumasach ar scríobh: cumas teanga agus cruinneas	Léiriú sásúil ar scríobh: cumas teanga agus cruinneas	Léiriú dóthaineach ar scríobh: cumas teanga agus cruinneas	Léiriú teoranta ar scríobh: cumas teanga agus cruinneas	Neamhábailta scríobh: cumas teanga agus cruinneas a léiriú

CUID 3
(40 marc)

TÉACS AINMNITHE

Léirigh go cúramach an cheist atá á freagairt agat agus déan tagairtí don téacs i do fhreagra. (Ní gá dul thar 400 focal)

Freagair A **NÓ** B:

A. Strainséirí: Colmán Ó Raghallaigh

- i) Scríobh cuntas ar an léargas a thugann an t-údar dúinn san úrscéal seo ar an saol a chaitheann an lucht siúil in Éirinn.

NÓ

- ii) “Tá an t-ádh le hEilí go bhfuil cara mar Niamh aici”. Pléigh an ráiteas sin.

NÓ

B. Canary Wharf: Orna Ní Choileáin

- i) Roghnaigh beirt charachtar a léiríonn clisteacht sna scéalta seo. Déan cur síos ar an méid a rinne na carachtair seo a léiríonn a gcuid clisteachta.

NÓ

- ii) “Is scéalta gan dóchas iad cuid mhór de na scéalta sa chnuasach seo”. Déan plé ar an ráiteas sin maidir le **dhá ghearrscéal** ar bith atá léite agat sa chnuasach.

**NA SCOILEANNA EORPACHA: AN BHAITSILÉIREACTH
GAEILGE - Teanga Eile Náisiúnta**

Rúibric don Tuiscint ar Théacsanna Litríochta
Iomlán = 40 marc

	15-16	13-14	11-12	9-10	8	4-7	0-3
Eolas : Téacs agus Comhthéacs	Léiriú sárchumasach ar eolas: téacs agus comhthéacs	Léiriú an-chumasach ar eolas: téacs agus comhthéacs	Léiriú cumasach ar eolas: téacs agus comhthéacs	Léiriú sásúil ar eolas: téacs agus comhthéacs	Léiriú dóthaineach ar eolas: téacs agus comhthéacs	Léiriú teoranta ar eolas: téacs agus comhthéacs	Neamhábalta eolas: téacs agus comhthéacs a léiriú
	15-16	13-14	11-12	9-10	8	4-7	0-3
Smaointeoir eacht Chriticiúil	Léiriú sárchumasach ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Léiriú an-chumasach ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Léiriú cumasach ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Léiriú sásúil ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Léiriú dóthaineach ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Léiriú teoranta ar chomhlíonadh an taisc agus ar aisfhreagairt phearsanta bunaithe ar fhianaise an téacs	Neamhábaltasc a chomhlíonadh agus aisfhreagairt phearsanta bunaithe ar fhianaise an téacs a léiriú
	8	7	6	5	4	2-3	0-1
Cumas Teanga agus Cruinneas	Léiriú sárchumasach ar scríobh: cumas teanga agus cruinneas	Léiriú an-chumasach ar scríobh: cumas teanga agus cruinneas	Léiriú cumasach ar scríobh: cumas teanga agus cruinneas	Léiriú sásúil ar scríobh: cumas teanga agus cruinneas	Léiriú dóthaineach ar scríobh: cumas teanga agus cruinneas	Léiriú teoranta ar scríobh: cumas teanga agus cruinneas	Neamhábaltascríobh: cumas teanga agus cruinneas a léiriú