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Syllabus for Irish as Other National Language (ONL) – Secondary Cycle

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Introduction

Document 2011-01-D-33-en-7¹ relating to the organisation of studies and courses in the European Schools, approved by the Board of Governors in April 2011, first provided for special arrangements for the teaching of ONLs (Other National Languages). Following the reform of the programmes of studies offered by the European Schools, a new language policy and organisation of studies document, 2019-01-D-35, *Language Policy of the European Schools*, was approved by the Board of Governors in April 2019 and entered into force in September 2019.

The teaching and learning of an ONL in a European School reflects in practice the key principles of the Language Policy of the European School system: The primary importance of the mother tongue (Language 1); the recognition of, and commitment to supporting, the national languages of each Member State of the European Union; the offer of a multilingual educational system that promotes pluri-lingualism.

ONL classes are 'protected' in that classes will be formed for any number of Category 1 students. ONL is offered as an additional elective in the first cycle but can be taken as an L4 from S4.

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

The ONL Irish syllabus was introduced in September 2011, the ONL Maltese syllabus in 2012 and the ONL Finnish and Swedish syllabuses in 2013.

This version of the syllabuses is a slightly revised and updated version of the existing syllabuses. It builds on existing good practice and respects the principle of harmonisation whilst also being cognisant of particular national requirements.

The ONL secondary syllabuses aim to build on the skills students have already acquired and to further develop their knowledge and linguistic competences. They aim to promote natural and communicative use of the language and are intended to prepare learners to follow third-level courses should they so wish. They seek to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the particular ONL, its language, culture and literature.

The ONL syllabuses are based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*² and the *European Framework for Key Competences for Lifelong Learning*.³

The syllabuses reflect in their objectives, content and methods a common, harmonised approach as promoted in the field of modern languages in the European Schools and as used by many national systems.

The syllabuses focus on the knowledge and the competences to be attained at the end of each cycle, and include general objectives, didactic principles, learning objectives, contents, assessment and attainment descriptors. They present the learning outcomes which students will

¹ Current version: 2019-04-D-13.

² See Common European Framework of Reference for Languages: Learning, Teaching and Assessment Companion Volume with New Descriptors <https://coe.int>

³ Key Competences for Lifelong Learning (Publication Office of the EU, 2019) <https://op.europa.eu>

be expected to achieve at the end of each cycle, and describe 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 (See annex 6.2.1). The Pedagogical Sharepoint (Microsoft Office 365) can provide a forum for additional guidelines, clarification or advice.

Introduction (Version FR)

Le document 2011-01-D-33-fr-7⁴ relatif à la structure des études et l'organisation des cours aux Ecoles européennes, approuvé par le Conseil supérieur en avril 2011, fut le premier à prévoir des dispositions particulières pour l'enseignement des « autres langues nationales » (ONL – Other National Languages). A la suite de la réforme des programmes d'études proposés par les Ecoles européennes, un nouveau document concernant la politique linguistique et l'organisation des études, le document 2019-01-D-35, *Politique linguistique des Ecoles européennes*, a été approuvé par le Conseil supérieur en avril 2019 et est entré en vigueur en septembre 2019.

L'enseignement et l'apprentissage d'une ONL dans une Ecole européenne reflètent en pratique les principes fondamentaux de la Politique linguistique du système des Ecoles européennes : l'importance primordiale de la langue maternelle (Langue I) ; la reconnaissance des langues nationales de chaque Etat membre de l'Union européenne, et l'engagement à les favoriser ; la proposition d'un système éducatif multilingue qui favorise le plurilinguisme.

Les cours d'ONL sont « protégés », c'est-à-dire créés pour les élèves de Catégorie I quel que soit leur nombre. L'ONL est proposée en tant que cours à option supplémentaire au premier cycle, mais peut être la LIV à partir de la 4^e secondaire.

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

1 ^{re} -3 ^e (1 ^{er} 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

Le programme d'ONL Irlandais a été introduit en septembre 2011, le programme d'ONL Maltais en 2012, et les programmes d'ONL Finnois et Suédois en 2013.

Cette version des programmes est une version légèrement revue et mise à jour des programmes existants. Elle s'appuie sur les bonnes pratiques mises en place et respecte le principe d'harmonisation tout en tenant compte des exigences nationales particulières.

Les programmes d'ONL de secondaire ont vocation à s'appuyer sur les savoir-faire que les élèves ont déjà acquis et à perfectionner leur maîtrise et leurs compétences linguistiques. Ils visent à promouvoir l'usage naturel de la langue dans la communication et à préparer les apprenants à suivre des études supérieures s'ils le souhaitent. Ils entendent doter les élèves de la capacité à manipuler et exploiter divers types de textes et à approfondir leur sensibilité à l'ONL concernée, sa culture et sa littérature.

⁴ Version actuelle : 2019-04-D-13.

Les programmes d'ONL reposent sur le *Cadre européen commun de référence pour l'enseignement et l'apprentissage les langues étrangères*⁵ et le *Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie*⁶.

A travers leurs objectifs, leur contenu et leurs méthodes, les programmes traduisent une approche commune harmonisée, favorisée par les Ecoles européennes dans le domaine des langues modernes et déjà adoptée par de nombreux systèmes nationaux.

Les programmes se concentrent sur les savoirs et les compétences à acquérir au terme de chaque cycle et abordent des objectifs généraux, des principes didactiques, des objectifs d'apprentissage, des contenus, l'évaluation ainsi que les descripteurs de niveaux atteints. Ils présentent les acquis de l'apprentissage que les élèves sont censés maîtriser au terme de chaque cycle et décrivent 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 (voir l'Annexe 6.2.1). Le Sharepoint pédagogique (Microsoft Office 365) peut fournir un forum où trouver des directives, éclaircissements ou conseils supplémentaires.

Einführung (Version DE)

Mit Dokument 2011-01-D-33-de-7⁷ über die Unterrichts- und Fächerorganisation an den Europäischen Schulen, das durch den Obersten Rat im April 2011 genehmigt wurde, wurden erstmals Sondervorkerungen für den Unterricht von ALS (Andere Landessprachen - *Other National Languages*) eingeführt. Nach der Reform der Lehrpläne der Europäischen Schulen wurde im April 2019 durch den Obersten Rat ein neues Dokument zur Sprachenpolitik und Fächerorganisation, 2019-01-D-35, *Sprachenpolitik der Europäischen Schulen*, genehmigt, das im September 2019 in Kraft trat.

Unterricht und Lernen einer ALS an einer Europäischen Schule reflektieren in der Praxis die Kernprinzipien der Sprachenpolitik im System der Europäischen Schulen: Die vorrangige Bedeutung der Muttersprache (Sprache 1); die Anerkennung und das Engagement zur Unterstützung der Landessprachen jedes Mitgliedsstaates der Europäischen Union; das Angebot eines vielsprachigen Bildungssystems, das Mehrsprachigkeit fördert.

ALS-Klassen sind insofern „geschützt“, als sie für gleich welche Anzahl von Schüler/innen der Kategorie I eingerichtet werden. ALS wird im ersten Klassenstufenbereich als zusätzliches Wahlfach angeboten, kann aber ab S4 als L4 gewählt werden.

Folgende Stundenplanvorgaben sind im Sekundarbereich für ALS zu beachten:

Jahre S1 - S3 (Klassenstufenbereich 1)	2 Unterrichtsstunden von 45 Minuten pro Woche
Jahre S4 - S5 (Klassenstufenbereich 2)	4 Unterrichtsstunden von 45 Minuten pro Woche
Jahre S6 - S7 (Klassenstufenbereich 3)	4 Unterrichtsstunden von 45 Minuten pro Woche

⁵ Voir le Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer – Volume complémentaire, comprenant de nouveaux descripteurs (<https://www.coe.int/fr/>)

⁶ Compétences clés pour l'éducation et la formation tout au long de la vie (Office des publications de l'Union européenne, 2019) (<https://op.europa.eu>)

⁷ Aktuelle Version: 2019-04-D-13.

Der Lehrplan Irisch ALS wurde im September 2011 eingeführt, der Lehrplan Maltesisch ALS 2012 und die Lehrpläne Finnisch und Schwedisch ALS 2013.

Diese Version der Lehrpläne ist eine geringfügig überarbeitete und aktualisierte Version der bestehenden Lehrpläne. Sie baut auf bestehenden bewährten Praktiken auf und respektiert den Grundsatz der Harmonisierung, während sie auch besondere nationale Anforderungen anerkennt.

Die ALS-Lehrpläne für den Sekundarbereich beruhen auf den bereits erworbenen Fertigkeiten der Schüler/innen und bezwecken den weiteren Ausbau ihres Wissens und ihrer Kompetenzen. Ihr Ziel ist die Förderung der natürlichen und kommunikativen Sprachverwendung sowie die Vorbereitung der Lernenden auf eine Fortsetzung ihrer Erziehung im tertiären Bildungsbereich, insofern dies gewünscht ist. Die Schüler/innen sollen lernen, mit unterschiedlichen Textformen umzugehen und diese einzusetzen, und ein besseres Verständnis der jeweiligen ALS, ihrer Sprache, Kultur und Literatur erwerben.

Die ALS-Lehrpläne stützen sich weitgehend auf das *Gemeinsame Europäische Rahmenwerk für den Unterrichts- und Lernprozess für Fremdsprachen*⁸ und das *Europäische Rahmenwerk für Schlüsselkompetenzen für lebenslanges Lernen*.⁹

Die Lehrpläne spiegeln in ihren Zielsetzungen, in ihrem Inhalt und in ihren Methoden einen gemeinsamen, harmonisierten Zugang für die modernen Sprachen an den Europäischen Schulen wieder, wie dieser bereits in zahlreichen nationalen Bildungssystemen gefördert wird.

Die Lehrpläne zielen auf das Wissen und die Kompetenzen ab, die zum Ende einer jeden Stufe erreicht werden müssen, und enthalten allgemeine Zielsetzungen, didaktische Grundsätze, Lernziele, Lerninhalte, Beurteilungsmethoden sowie Leistungsdeskriptoren. Sie definieren die Lernergebnisse, die von den Schüler/innen zum Abschluss einer jeden Stufe erwartet werden, und beschreiben 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 (siehe Anhang 6.2.1) weiter ausgeführt. Der pädagogische SharePoint (Microsoft Office 365) kann ein Forum für zusätzliche Leitlinien, Verdeutlichungen oder Ratschläge bieten.

⁸ Siehe Gemeinsamer Europäischer Referenzrahmen für Sprachen: Learning, Teaching and Assessment Companion Volume with New Descriptors <https://coe.int>

⁹ Schlüsselkompetenzen für lebenslanges Lernen (Amt für Veröffentlichung der EU, 2019) <https://op.europa.eu>

1. General objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives 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 pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils 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 identified eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment.

These eight key competencies were later reviewed and an updated document was recommended by the European Council and adopted by the European Parliament in 2019 *Key Competences for Lifelong Learning* (2019, Luxembourg Publication Office of the European Union). As a result, the revised eight key competences are the following:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social, and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

The ONL Irish syllabus seeks to provide opportunities for students to experience Irish culture through literature, music and folklore. In addition to this, it seeks 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 (Basic Proficiency 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 teaching and learning of the subject is based on the following general didactic principles:

- **Integrated teaching and learning:** Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

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 strategies 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.
- Students' cultural awareness should be fostered through the use of literature and authentic texts.
- Students will have an appreciation of the development of the language and its European and global dimension.

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

3. Learning Objectives

This section sets out the main learning objectives to be attained at the end of the three cycles. These cycles continue to build upon and develop further the skills and competencies acquired by the students in the nursery and primary classes. The learning objectives for ONL Irish at nursery and primary can be found in 2020-01-D-68-ga-2 Syllabus for Gaeilge (ONL) – Nursery and Primary.

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

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

1. understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements
2. 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.
3. take part in conversations about familiar topics and activities
4. describe his/her personal world (family, hobbies, town, school etc.,) with some reference to the past and future
5. write short, simple notes, messages, emails and/letters about everyday matters
6. demonstrate basic knowledge and understanding of the culture of Ireland and Irish-speaking communities
7. relate his/her acquired cultural knowledge to that of Ireland and Irish-speaking communities
8. identify and apply a range of strategies for learning languages
9. 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:

1. 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
2. read and understand texts consisting of everyday language and be able to pick out specific information from short literary and non-literary texts
3. take part in conversations and exchange information about everyday life and topics of general interest
4. orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story or the plot of a book or film
5. write simple, coherent texts on topics concerning everyday matters, experiences and opinions
6. demonstrate some knowledge and understanding of Irish culture including society, history, current affairs, literature and its context
7. know and use basic intercultural codes to interact appropriately with speakers of Irish
8. choose effective strategies to organise his/her individual language learning
9. 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:

1. 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
2. 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
3. interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity
4. 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
5. write clear and accurate detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on an appropriate range of topics of general interest
6. demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs, literature and its context, and the arts in general
7. utilise a range of intercultural codes to respond to cultural stereotyping
8. take increasing responsibility for his/her own language learning
9. critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

4. Contents (outline – fuller description provided in Annex 6.2.1)

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 rule
- 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 Subject-based Teams at system level.

5. Assessment

Teachers of language are encouraged to assess all of the language competences as reflected in the learning objectives and attainment descriptors. As attainment descriptors are directly derived from the cycle-specific learning objectives, they can play a key role in supporting self-assessment and peer-assessment as they can also in the provision of effective feedback. When used to interpret achievement, they can also support student progression and the setting of learning goals.

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.

2nd cycle (S4 - S5)

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.

B) Summative assessment

At the end of the cycle there will be a written examination in line with the requirements according to document *Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5* **2018-01-D-19-en-2**. Some examples of S5 harmonised examinations developed as part of the work of the production of the New Marking System: Guidelines for Use can be found at

<https://eursc.sharepoint.com/sites/pedagogicalmaterial/SitePages/All-resources-%26-teams.aspx>

3rd cycle (S6- S7)

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. Assessment should include listening, reading, spoken interaction, spoken production and writing.

B) 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 based on a number of stimulus questions. 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.

5.1. Attainment descriptors

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 reference to the past and future.	The student is excellently able to orally describe in a coherent way his/her experiences, hopes and plans and can excellently narrate a story or the plot of a book or film.	The student is excellently able to present, clear detailed descriptions on a wide range of subjects related to his/her field 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 story or the plot of a book or film.	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 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	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	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

				acquired cultural knowledge to that of the target language country and its communities.	well able to use, basic intercultural codes to interact appropriately with speakers of the target language.	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	The student takes part actively and with reasonable fluency in conversations and can ably exchange information about	The student can interact actively and with reasonable fluency with native speakers and can ably take part in discussions about familiar topics

			familiar topics and activities.	everyday life and topics of general interest.	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 satisfactorily narrate a story or the plot of a book or film.	The student can satisfactorily present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can satisfactorily 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	The student has a sufficient level of reading and understanding of texts consisting of everyday	The student has sufficient level of reading and understanding of texts concerned with contemporary problems in which

			familiar topics and everyday material.	language and can sufficiently pick out specific information from short literary and non-literary texts.	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	The student can sufficiently choose effective strategies to	The student can sufficiently take increasing responsibility for

				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.	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.	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	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

					a story or the plot of a book or film.	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	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	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.

			messages and announcements.	programmes when delivery is clear and slow.	
		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	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	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

				communities and unable/almost unable to relate his/her acquired cultural knowledge to that of the target language country and its communities.	limited extent/does not know , and is unable/almost unable to use, basic intercultural codes to interact appropriately with speakers of the target language.	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 unable/almost unable to apply a range of basic study skills and tools to the learning of the target language.	The student is unable/almost unable to choose effective strategies to organise his/ her individual language learning and is unable/almost unable 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 unable/almost unable to take increasing responsibility for his/her own learning and is unable/almost unable to evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

6. Annexes

6.1. European Baccalaureate

The following documents are based on the requirements for examinations as outlined in the document **Marking System of the European Schools: Guidelines for Use - 2017-05-D-29**

Gaeilge TEN Mairís

Tasc/Cuid an Scrúdaithe	Inniúlacht	Luacháil de reir %	Torthaí Foghlama	Ceisteanna	Measúnú/Marcáil	Luacháil de réir pointí
Léamh-thuisicint (30)	<p>Léamh don tuisicint</p> <p>- Aimsiú, aithint agus tuiscint ghinearálta ar an téacs</p> <p>Anailís</p> <p>Léirmhíniú agus léiriú</p>	100%	<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 thuiscint</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>		Scéim mharcála bunaithe ar cheisteanna an scrúdpháipéir	Scéim mharcála bunaithe ar cheisteanna an scrúdpháipéir
Fo-chuid		100%				30
Ginchumas Scríofa (30)	<p>Scríobh</p> <p>- Comhlíonadh riachtanais an taisc</p>	30%	<p><i>Ba chóir go mbeadh an scoláire ábalta: téacsanna mionsonraithe a scríobh go soiléir agus go cruinn</i></p>		Rúibric chomhaontaithe do chomhlíonadh an taisc	9
	Scríobh	20%				6

	Argóint agus smaointeoireacht chriticiúil - Láimhseáil an ábhair - Comhtháthú agus struchtúr smaointe				Rúibric chomhaontaithe do láimhseáil an ábhair agus comhtháthú	
	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 téacs agus ar chomhthéacs an téacs #	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	16
	Smaointeoireacht chriticiúil - Comhlíonadh riachtanais an taisc - Fianaise den aisfhreagairt phearsanta	40%			Rúibric chomhaontaithe do chomhlíonadh an taisc & an aisfhreagairt phearsanta	16
	Cumas Teanga agus Cruinneas	20%		<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>		Rúibric chomhaontaithe don chumas teanga agus cruinneas
Fo-chuid Sub-part						40
Iomlán Total						100

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

GAEILGE TEN MAITRÍS MARCÁLA: PÁIPÉAR SAMPLACH

Tasc/Cuid an Scrúdaithe	Inniúlacht	Luacháil de réir %	Torthaí Foghlama	Ceisteanna	Measúnú/Marcáil	Luacháil de réir pointí
Léamh-thuiscint (30)	Léamh don thuiscint - Aimsiu, aithint agus tuiscint 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 thuiscint</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, cursaí reatha, litríocht agus a comhtheacs agus na healaíona i gcoitinne</i>	Léamh don thuiscint 1(a) 1 (b) 1 (c) 2 (a) 2(b) 3 4(a)	Scéim mharcála bunaithe ar cheisteanna an scrúdphaipéir	12
	Anailís			Anailís 4 (b) 5 8		10
	Léirmhíniú agus léiriú			Léirmhíniú agus léiriú 6 7		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 chomhaontait he do chomhlíonadh an taisc	9

	Scríobh Argóint & smaointeoireacht chriticiúil - Láimhseáil an ábhair - Comtháthú	20%			Rúibríc chomhaontait he do laimhseáil an ábhair agus chomhtháthú	6
	Cumas Teanga - Cumas Teanga agus Cruinneas	50%			Rúibríc chomhaontait he 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 dearchtaí 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 chomhaontait he 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 chomhaontait he do chomhlíonadh an taisc & an aisfhreagairt phearsanta	16
	Cumas Teanga agus Cruinneas	20%			Rúibríc chomhaontait he 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 úsáidfear. 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!

- 5 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.
- 10 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.
- 15 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!
- 20 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
- 25 gcónaí, ag fanacht ar dheis an diabhal fóin a úsáid.

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 *Nokias* 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 imní ar fad a thagann ar dhaoine a bhíonn ag fanacht ar theachttaireachtaí nach dtagann agus a bhíonn doiléir nuair a thagann siad. Ní theastaíonn **straoiseoga** 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)

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

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:

- 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?

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 glaoch 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 theachtairachtaí. /

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

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 príobháideachas uaidh nuair a bhí sé níos óige. Théadh sé go seomra oibre a athar gach oíche chun go mbeadh príobháideachas 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**

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.

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.

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	Neamhábailta eolas: téacs agus comhthéacs a léiriú
	15-16	13-14	11-12	9-10	8	4-7	0-3
Smaointeoireacht 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	Neamhábailta an tasc 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	Neamhábailta scríobh: cumas teanga agus cruinneas a léiriú

6.2. 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 strategies 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: Awareness and appreciation of Irish culture and Language

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

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 etc.,

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

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.

In addition, as previously mentioned, because attainment descriptors are directly derived from the cycle-specific learning objectives they can play a key role in supporting self-assessment and peer-assessment as they can also in the provision of effective feedback. When used to interpret achievement, they can also support student progression and the setting of learning goals.

3. *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*

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*

The use of authentic material, such as poems, short news items, magazines, fables, adapted versions of short stories, folk tales 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 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 including the study of literary texts

Students should study examples from the various literary genres as well as non-literary genres.

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.

2. *Use of self-assessment grids in the CEFR and European Language Portfolios*

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 CEFL, self-assessment grids ("Can-do" statements) are introduced as an effective supplementary tool for the language learner.

6.2.1. Elaboration of Subject Content for the Secondary Cycles S1-S7



Introduction

The illustrative examples of grammatical structures, vocabulary items and idioms provided here are neither prescriptive nor exhaustive. They emanate from the Learning Outcomes to be achieved at each cycle and merely serve as a guide to teachers and students as to the kind of language that can be practised, produced and used to achieve these Learning Outcomes.

The Learning Objectives enumerated under each cycle below inform and determine the content; however, the examples given should in no way curtail the approach to teaching and learning. They are meant, rather, to be part of a flexible approach to teaching and learning and to help to meet students' learning styles, needs and progression. They also provide a loose guide to newly recruited ES teachers in terms of the targeted linguistic content of lesson planning, teaching and assessment and may provide information and a rough barometer to parents as to the knowledge and kind of language their child(ren) may have acquired at any stage of, or, at the end of each cycle.

As Attainment Descriptors describe levels of attainment in respect of a given set of competences or learning objectives, identifying possible linguistic content also supports the achievement of particular learning objectives and strengthens alignment with the relevant Descriptors.

Learning objectives¹⁰ for the 1st cycle (S1-S3)

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

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

¹⁰ The Learning Objectives are indexed numerically here for ease of reference

2. read and understand short, simple written texts about familiar topics and everyday material written in Irish/Maltese, e.g. signs in the Irish/Maltese classroom, websites in Irish/Maltese etc
3. take part in conversations about familiar topics and activities;
4. describe his/her personal world (family, hobbies, town, school etc.,) with some reference to the past and future;
5. write short, simple notes, messages, emails and/letters about everyday matters;
6. demonstrate basic knowledge and understanding of the culture of Ireland and Irish-speaking communities;
7. relate his/her acquired cultural knowledge to that of Ireland and Irish-speaking communities;
8. identify and apply a range of strategies for learning languages;
9. apply a range of basic study skills and tools to the learning of the target language.

Contents

Cycle 1 (S1-S3) By the end of cycle 1 the student should have acquired:

1. some knowledge of pronunciation, intonation and spelling rules;
2. a knowledge of everyday vocabulary and idiomatic phrases;
3. a knowledge of word patterns and simple grammatical structures;
4. a knowledge of how to use dictionaries and other resources including ICT;
5. awareness of the culture of target language country/communities;
6. some knowledge of basic language learning strategies including an awareness of their own progress.

It should be noted that all examples provided under the various sub-headings of the sections which follow are not given in any particular order of importance.

1. Knowledge of pronunciation, intonation and spelling rules

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1, 2, 3.4, 5	<p>The alphabet with non-English equivalent sounds</p> <p>Broad vowels a, o, u Slender vowels e, i Broad stressed vowels á, ó, ú Slender stressed vowels é, í,</p> <p>Caol le caol, leathan le leathan</p> <p>Broad consonants bá / bord / cat Slender consonants éin/ capaill / cathair -ir,- il,- in, ic srl., https://www.teanlann.ie/en/fuaim/</p>

2. Knowledge of everyday vocabulary and idiomatic phrases

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1,2, 3, 4, 5	<p>Ainmfhocail (Everyday vocabulary items-theme clusters: e.g. mé féin; an teaghlach, an scoil, an baile mór/ an chathair/ an tuath/ caitheamh aimsire/ am agus aimsir/ bia agus béilí/ laethanta saoire/ an saol sa scoil Eorpach srl.,</p> <p>Caint an tseomra ranga</p> <p>Gnáthbheannachtaí cumarsáide agus nathanna cainte comónta:</p> <p>Dia duit/ dia daoibh/ slán agat(agaibh)/ slán leat/(libh) go raibh maith agat (agaibh) fáilte romhat (romhaibh) go diall ar fad! lontach!/ Togha! Maith thú! srl.,</p>

3. Knowledge of word patterns and simple grammatical structures

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1,2, 3, 4, 5	<p>Struchtúr na gnáthabairte: Itheann an leanbh úll</p> <p>An chopail: Is scoil í seo</p> <p>Forainmneacha pearsanta: mé, tú, sé, iad, siad srl.,</p> <p>Aidiachtaí comónta: beag, mór, deas, láidir srl.,</p> <p>Dathanna: bán, dubh, buí srl.,</p> <p>Céimeanna compáráide agus sárchéim na haidiachta:- maith, níos fearr, is fearr, mór níos mó srl.,</p> <p>Aidiacht shealbhach: mo chara, do mháthair srl.,</p> <p>Briathra: (aimsir láithreach, aimsir chaite, aimsir fháistineach), foirmeacha ceisteacha,. foirmeacha diúltacha srl.,</p> <p>Ceisteanna agus freagraí; An bhfuil? Tá</p> <p>An dtéann tú? Téim / Ní théim</p> <p>Ainm Briathartha: ag rith, ag ól, ag léamh srl.,</p> <p>Dobhriathar: go maith, go deas, go mall srl.,</p> <p>Réamhfhocail (simplí agus comhshuite: ar/ le/ ar fud, in aice srl.,</p> <p>Bunuihmreacha, maoluihmreacha, uimhreacha pearsanta srl.,</p> <p>An t-am</p>

	Séimhiú: mo chara ar Phól srl., Urú: ar an mbus / as an bpáirc srl., Forainm réamhfhoclach: Thug sí cárta dom
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4. A knowledge of how to use dictionaries and other resources including ICT

Becoming an independent learner and discovering the resources that best support language learning should involve the student being introduced to, and learning to use, Irish-English and English-Irish dictionaries, including online dictionary resources (e.g. www.focal.ie / www.tearma.ie / www.teanglann.ie). Students should also be introduced to some of the online resources available that best enhance and support their individual approach to learning.

The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative linguistic exponents/examples
LOs 8, 9, 6	Téarmaí na gramadaí (metalanguage terms): briathar, ainmfhocal, réamhfhocal, forainm, srl., Forainmneacha ceisteacha: Cad is brí le? Cá bhfuil an focal sin san fhoclóir? Ciallaíonn traochta tuirse Ciallaíonn ailtire <i>architect</i> as Béarla Modh Ordaitheach sa chéad phearsa iolra: Féachaimis san fhoclóir Bainimis triail as an aipp seo Ní thuigim “ai” (ainmfhocail iolra) Ní thuigim “gu” (ginideach uatha) srl.,

5. Awareness of the culture of target language country/communities

In engaging with this content students may be encouraged to research, discover and present information on the Irish language speech communities:

- Na Gaeltachtaí: Uladh / An Iarthair / An Deiscirt
- Smaller Gaeltachtaí: Ráth Chairn, Rinn ó gCuanach
- Neo-speakers of Irish
- Users of Irish abroad e.g. daltaí na Gaeilge etc.

The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative linguistic components/examples
LOS 6, 7	Teangacha: Gaeilge, Fraincis, Gearmáinis, Béarla Labhraím Gaeilge

	<p>Táim líofa sa Bhéarla srl.,</p> <p>Na Gaeltachtaí</p> <p>Is maith liom</p> <p>Is maith liom teangacha</p> <p>Is maith liom Gaeilge</p> <p>Ba mhaith liom</p> <p>Ba mhaith liom dul go dtí an Ghaeltacht</p> <p>Ba mhaith liom Gaeilge líofa a labhairt/ a bheith agam</p> <p>Stór focal: Ceol agus spórt Gaelach srl.,</p> <p>Úsáid an cheoil sa seomra ranga - amhráin thraidisiúnta mar shampla</p> <p>Sloinnte na hÉireann srl.,</p> <p>Logainmneacha srl.,</p> <p>Féilte na hÉireann srl.,</p>
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6. Some knowledge of basic language learning strategies including an awareness of their own progress

There are a range of strategies (cognitive and metacognitive) that students can use to increase awareness of, and suit their own strengths as learners and their learning styles: e.g. comprehension strategies, problem-solving, writing strategies, scanning, summarising, predicting etc. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

The potential of Attainment Descriptors to help to interpret achievement, support feedback and inform progress should also be remembered.

Learning Objectives	Illustrative linguistic components/examples
LOs 8,9	<p>Forainmneacha ceisteacha: Conas, cén chaoi, cad, céard etc</p> <p>Ag foghlaim....</p> <p>Ag déanamh dul chun cinn</p> <p>Ag foghlaim conas foghlaim</p> <p>Ainm briathartha + forainm réamhfhoclach: Ag éirí liom</p> <p>Tá ag éirí liom / Níl ag éirí liom</p> <p>Is féidir liom / Ní féidir liom</p>

	<p>Is féidir liom é sin a rá as Gaeilge</p> <p>Ní féidir liom é sin a thuiscint etc</p> <p>Úsáidim athrá</p> <p>Éistim géar le cainteoirí maithe</p> <p>Téim siar ar</p> <p>An féidir linn dul siar ar . . . ?</p> <p>Tá cuidiú/cabhair uaim</p> <p>Conas a litríonn tú . . . ?</p> <p>Féachaim san fhoclóir</p> <p>Ní féidir liom é a thuiscint go fóill</p> <p>Tuigim é sin go maith srl.,</p>
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S4-S5

Learning objectives¹¹ for the 2nd cycle (S4-S5)

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

1. 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;
2. read and understand texts consisting of everyday language and be able to pick out specific information from short literary and non-literary texts;
3. take part in conversations and exchange information about everyday life and topics of general interest;
4. orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story or the plot of a book or film;
5. write simple, coherent texts on topics concerning everyday matters, experiences and opinions;
6. demonstrate some knowledge and understanding of Irish culture including society, history, current affairs, literature and its context;
7. know and use basic intercultural codes to interact appropriately with speakers of Irish;
8. choose effective strategies to organise his/her individual language learning;

¹¹ The Learning Objectives are indexed numerically here for ease of reference

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

Contents

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.

1. A good knowledge of pronunciation, intonation and spelling rules

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1, 2, 3, 4, 5	<p>Initial mutation: Lenition bh/ch/dh/fh/gh/mh/ph/th Mo chara Do dheartháir Seanfhear Do pheann etc</p> <p>Initial mutation: Ecleipsis mb / gc/ nd/ bhf/ ng/bp/ dt</p> <p>Tógaim Ithim Canann tú</p> <p>Broad consonant next to a broad vowel: Pá / fág / bád / bábóg/</p> <p>Aspirated consonants: /bh/ /dh/ /ch/ /dh/ /fh/ /gh/ /mh/ /ph/ /th/</p> <p>Diphthongs: /ao/ /ae/ /eo/ /ia/ /ea/ etc</p> <p>Introduction to dialects</p> <p>Inflections mo <u>mh</u>ála Thug etc, sean<u>mh</u>áthair etc</p>

2. An extended range of vocabulary and idiomatic phrases

Learning Objectives	Illustrative linguistic components/examples
LOs 1, 2, 3, 4, 5	Ag cur le stór focal e.g.

	<p>Cuairt ar an gcathair/ cuairt ar thír iasachta / cuairt ar Éirinn /Ag siopadóireacht / ar an idirlíon/ clubanna do dhaoine óga / cairde / fón póca agus na meáin shóisialta srl.,</p> <p><i>Nathanna:</i></p> <p>Tá cúrsaí ar mo thoil agam/ Cogar/ Dochreidte!</p> <p>Ar ndóigh/ag magadh fúm atá tú? I ndáiríre! Gan dabht/ gan amhras/ tá a fhios agat/cinnte/go deimhin/ srl.,</p> <p>Seanfhocail - saibhhreas teanga agus léargas cultúrtha</p>
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3. An extended range of word patterns and grammatical structures

Learning Objectives	Illustrative linguistic components/examples
LOs 1, 2, 3, 4, 5	<p>Briathra (aimsir láithreach, aimsir chaite, aimsir fháistineach), foirmeacha ceisteacha,. foirmeacha diúltacha/ ceisteacha diúltacha etc/ an modh ordaitheach srl.,</p> <p>Na briathra neamhrialta srl.,</p> <p>Na forainmneacha réamhfhoclacha: agam, liom, fúm etc</p> <p>Nascfhocail :agus / ach/ mar srl.,</p> <p>Dobhriathra</p> <p>Caint indíreach</p> <p>Clásail Choibhneasta (Sin é an t-imreoir a bhí ar an teilifís</p> <p>Ar mhaith leat? Ba mhaith liom/ Níor mhaith liom</p> <p>Arbh fhearr leat? B'fhearr liom / Níorbh fhearr liom</p> <p>Taitin + le / Tá + ó etc srl.,</p>

4. Knowledge of how to carry out project work, using a range of resources including ICT

To engage with this content students might be asked to design a project related for example to Irish language culture, e.g. place names, surnames, topography, the history of the language, contemporary media in Irish etc.; identifying and organising the major learning resources needed and using a variety of media to report findings, including writing, digital photos, video, and working on websites.

The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative linguistic exponents/examples
1, 2, 3, 4, 5, 6, 7, 8	Stór focal ábhartha a bhaineann leis seo:

	<p>e.g., taighde, tionscadal, obair ghrúpa cur i láthair, torthaí, sonraí, innill chuardaigh, aipp, tús, conclude, fón póca srl.,</p> <p>Modh Ordaitheach An chéad phearsa iolra: Déanaimis cuardach</p> <p>Féachaimis</p> <p>D'úsáid mé <i>Google Scholar</i> mar inneall cuardaigh</p> <p>D'fhoghlaim mé a lán</p> <p>Chuir mé ceol leis</p> <p>D'úsáid mé beochan</p> <p>Rinne mé scannán ar an bhfón póca srl.,</p> <p>Dúshláin agus fadbhanna a bhaineann leis</p>
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5. Some knowledge of the history and culture of target language country/communities with some exposure to literary texts

To engage with this content, students can use, for example, a variety of resources including online repositories of traditional Irish language songs, dances, agallamh beirte (drama genre) and poetry. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative linguistic exponents/examples
LOs 6, 7	<p>Stór focal agus struchtúir ábhartha a bhaineann leis seo: e.g. Na Gaeltachtaí agus nuachainteoirí Gaeilge</p> <p>Cainteoirí Gaeilge ar fud na cruinne Cúrsaí Gaeltachta</p> <p>Canúintí na Gaeilge</p> <p>An Ghaeilge ar an idirlíon</p> <p>Teanga ársa</p> <p>Teanga Cheilteach Na Teangacha Ceilteacha eile.</p> <p>Úrscéal Dráma Gearrscéal</p> <p>Cnuasach</p> <p>Gearrscannáin</p> <p>Údar</p>

	File
	Dramadóir
	Léiritheoir scannáin
	Taitníonn an dán liom
	Is scéal é seo faoi....
	Is maith liom na carachtair srl.,

6. A range of language learning strategies and tools to evaluate their own learning.

To engage with this content teachers and students can be encouraged to use the Learning Objectives and Attainment Descriptors to report on their ongoing progress and attainment, and to modify and tailor their own effective learning strategies in light of diagnostic feedback. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative linguistic exponents/examples
LOs 8,9	<p>Conas, cén chaoi, cad, céard etc</p> <p>Táim chun + ainm briathartha: Táim chun féachaint san fhoclóir</p> <p>Cad is brí le?</p> <p>Cén fáth go bhfuil sé sin mícheart?</p> <p>Ní thuigim cad tá mícheart leis sin?</p> <p>Ag foghlaim....</p> <p>Ag déanamh dul chun cinn</p> <p>Ag foghlaim conas foghlaim</p> <p>Úsáidim athrá</p> <p>Éistim go géar le</p> <p>Tugaim partrúin faoi deara</p> <p>Téim siar ar... srl.,</p> <p>Féachaim san fhoclóir</p> <p>Adverbs</p> <p>Ní féidir liom é a thuiscint (go fóill)</p> <p>Tuigim é sin go maith</p> <p>Ba mhaith liom a bheith ábalta labhairt faoi . . . / . . . a phlé srl.,</p>

S6 - S7

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

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

1. 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;
2. 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;
3. interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity;
4. 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;
5. 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
6. demonstrate insight and deeper understanding of Irish culture, including society, history, current affairs, literature and its context, and the arts in general
7. utilise a range of intercultural codes to respond to cultural stereotyping
8. take increasing responsibility for his/her own language learning
9. critically evaluate available resources and select those most reliable and suitable for given purposes and audience

Contents

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:

1. basic mastery of dialects and a knowledge of different registers of language for diverse purpose;
2. a wide range of vocabulary including that related to abstract concepts;
3. a range of complex grammatical structures;
4. strategies for independent research using a range of resources including ICT;
5. 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.

1. Basic mastery of dialects and a knowledge of different registers of language for diverse purpose

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1, 2, 3,4,5, 9	<p>Comharthaí sóirt na gcanúintí difriúla, foghraíocht, struchtúir agus stór focal:</p> <p>Buneolas ar na difríochtaí canúna: Fuaim Foghraíocht Focail ar leith</p> <p>Canúint Uladh Canúint an Iarthair Canúint an Deiscirt</p> <p>An saorbhriathar deirtear/ ceaptar/ déantar srl.,</p> <p>Sainréim fhoirmiúil agus neamhfhoirmiúil</p>

2. A wide range of vocabulary including that related to abstract concepts

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1, 2, 3, 4, 5, 6, 9	<p>Stór focal ábhartha a bhaineann le téamaí/topaicí mar chúrsaí reatha, fadhbanna domhanda comhaimseartha, tuairimí pearsanta, litríocht, cultúr srl.,</p> <p>e.g. cúrsaí reatha, fadhbanna sóisialta cúiseanna</p> <p>teicneolaíocht</p> <p>piarbhrú</p> <p>réiteach</p> <p>comhaimseartha</p> <p>an timpeallacht</p> <p>cogadh agus síocháin</p> <p>gluaiseachtaí domhanda</p> <p>cearta daonna</p>

	<p>andúileachas</p> <p>imirce agus eisimirce</p> <p>An saol ag daltaí sa chóras Eorpach</p> <p>téamaí liteartha-uaigneas, brón, bród, grá etc</p> <p>Mothúcháin phearsanta / dhaonna</p> <p>meafar</p> <p>siombalachas srl.,</p>
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3. A range of complex grammatical structures

Learning Objectives	Illustrative linguistic exponents/examples
LOs 1, 2, 3, 4, 5, 6, 9	<p><i>Na briathra</i> (aimsir láithreach, aimsir chaite, aimsir fháistineach, modh coinníollach, modh ordaitheach), foirmeacha ceisteacha, foirmeacha diúltacha/ ceisteacha diúltacha etc/ an modh ordaitheach</p> <p>Na briathra neamhrialta</p> <p>An t-alt agus an t-ainmfhocal</p> <p>Inscne</p> <p>An Tuiseal Ginideach</p> <p>An Tuiseal Tabharthach</p> <p>An chopail</p> <p>Réamhfhocail</p> <p>An Modh Coinníollach</p> <p>Má agus Dá srl.,</p>

4. Strategies for independent research using a range of resources including ICT

To engage with this content, students can be encouraged to reflect on the strategies that best suit their own strengths as learners and their learning, building on the diagnostic knowledge provided by the Attainment Descriptors. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative Linguistic Exponents/examples
LO 8	Stór focal a bhaineann le taighde agus tionscnamh

	Stór focal a bhaineann le cuardach idirlín/ aipeanna taighde
	Struchtúir ag cur le, agus ag tógáil ar 4. S4-5
	Srl.,

5. Insight into the culture of target language country/communities including the study of literary texts

Students here can engage with suitable literature texts (extracts) produced by Irish language poets and writers. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative Linguistic Exponents/examples
LO 5	Stór focal agus struchtúir teanga a bhaineann le: Pobal na Gaeilge
	Dátheangachas
	Dátheangach
	Ilteangach
	An pobal fíorúil teanga
	Gaeil thar lear
	An Ghaeilge ar na meáin
	Deiseanna úsáide teanga etc
	Stór focal agus struchtúir teanga a bhaineann le: Téamaí agus carachtracht na litríochta
	Teicnící liteartha
	Cúlraí údar agus filí srl.,

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

To engage with this content teachers and students can be encouraged to reflect on the Learning Objectives and Attainment Descriptors to report on their ongoing progress and attainment and to modify and tailor their learning strategies in light of diagnostic feedback. They can identify the learning strategies that are most effective for them. The examples given here are illustrative of the type of language students might practise, use and produce in engaging with this specified content.

Learning Objectives	Illustrative Linguistic Exponents/examples
LO 8	Stór focal agus struchtúir teanga a bhaineann leis an toradh foghlama seo, mar shampla:
	Seo an cur chuige atá agam
	Taitníonn an t-athrá /an t-athscríobh liom

	Áibhsím na heochairfhocail D'éirigh liom é sin a thuiscint gan dua Tá deacracht tuisceana agam leis sin Táim níos cruinne ná mar a bhí Cén fáth go bhfuil sé sin míchruinn/mícheart? Cad is cúis leis an earráid / leis an mbotún sin Cad í an riail gramadaí? Etc.,
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6.2.2. Authentic Communication in the Target Language

6.2.2.1. Fostering Opportunities

Effective language teaching involves the creation of opportunities for authentic communication in the target language. The development of a number of language competences offers such opportunities: listening; oral interaction; oral production and written production. Such opportunities can be created in the context of teaching and learning in the classroom or in a blended learning context or as part of learning beyond the classroom. The creation of such opportunities becomes even more vital where, as in the case of ONL, the students may be learning the language without the benefits of being part of a speech community thus not having everyday natural opportunities to use and practise the target language.

It is of course very important to remember the key role of the teacher as a linguistic role model and the pivotal role s/he plays in the use of the target language for transactional communication in the classroom - the first real and ongoing opportunity for authentic communication in the target language. Document 2018-12-D-7-en-4 outlines The Digital Vision for European Schools:

*“Every pupil and student develops throughout his/her European School education the digital competence to foster **confident, critical, responsible** and **creative** use of, and engagement with, digital technologies for learning, at work, and for participation in society.”*

Using digital technologies in the language classroom not only supports the development of the learner's digital competence but also supports and enhances opportunities for authentic communication both in, and beyond, the classroom. Using digital technologies can allow the learner to access a virtual speech community.

In this document, we focus on three competences: listening; oral interaction and oral production. We give some tips and ideas to support you in the creation of opportunities for authentic communication in the target language for your students. The lists are not exhaustive; ideas which focus on the development of listening competence are presented first on the basis that a language learner often moves from the development of receptive skills to the development of productive skills. Ideas involving the use of digital technologies are asterisked. It should be noted that authentic interaction in the classroom is always generated by meaningful opportunities to use the target language. Practising the language through scaffolding and language games may often be a pre-requisite to achieving meaningful communication but should never replace natural opportunities for learners to be actively involved in real communication.

Finally, you will note that each of the tables contains a number of blanks. These we invite you to use to note and add further ideas from your own really valuable experience.

Listening Competence

It is important to consider not simply the testing of listening competence but the incremental development of that competence. To this end, it is advised to consider using an approach that includes preparation and pre-listening activities, listening (a staged approach) and review.

It is also advisable to consider where and when a learner/speaker of the language has to use listening skills in real life situations; for example - to understand: instructions; announcements; interviews; news headlines; in shopping; in phone conversations; in story-telling etc.,

The use of listening material and the development of listening skills provides a wonderful opportunity for the integration of literature and song.

Listening Competence: Classroom Strategies

Activity	Approach and Description
<i>Listen to Identify</i>	Students are given a numbered/labelled list of words/phrases; they note the numbers of the words/phrases used.
<i>Listen to Match</i>	Students listen and match the information required to an image provided.
<i>Listen and follow</i>	Students listen to directions and follow on a map; Students listen to a series of instructions and put them in the correct order.
<i>Listen to complete</i>	Students listen and complete a gap-filling exercise.
<i>Listen for Information Retrieval</i>	Students are given a specific set of questions to which they respond.
<i>Listen to decide</i>	Students listen and decide if a statement is True or False.
<i>Listen and infer</i>	Students listen and infer/decipher a mood/emotion etc.,
<i>Listen to achieve a Global/Gist understanding</i>	Students, individually, in pairs or in groups, are helped to listen for a gist/global understanding of the item. The teacher then leads an oral feedback which allows a piecing together of a general gist understanding of the item.
<i>Listen for Specific Structures</i>	Students are invited to recognise particular tenses; particular adjectives etc.,
<i>Listen for Alternatives</i>	Students are invited to share in a way in which they might express a particular thought/idea/emotion and they are then asked to find an alternative option in what they hear.
<i>Listening to summarise/analyse</i>	This is a more demanding exercise which requires students to note their proposed summary in key points.

<i>Listen and Use</i>	Students are asked to listen for phrases used for a particular purpose and they are then asked to use them themselves.
<i>Listen and re-tell</i>	This activity supports the use of indirect speech. Students are asked to listen and to say what one of the speakers said.
<i>Listen to Enjoy!</i>	Listen to simply follow and enjoy a simple story or an appropriate audio version of prescribed texts.
<i>Listen to respond/give your opinion</i>	Students listen to a short news item/opinion piece and are then asked to respond giving their opinion

Oral Interaction and Oral Production Classroom Strategies	
Activity	Approach and Description
<i>Oral starts to lessons</i>	3-5 minutes informal, natural exchange. To support this approach, worthwhile getting background at the start of the year on areas of student interest to facilitate this.
<i>News of the day</i>	Short individual student input on a rotational basis; stimulate expansion of the input by using student questions; can lead to written follow-up in the 3 rd person.
<i>Asking of questions</i>	So important to ensure that students acquire the skill of asking questions and not simply of answering them; real communication solo in target language country requires the capacity to ask questions.
<i>Describing how things work</i>	Students are given an image of an everyday item such as a phone, swipe, metro card and are asked to describe how you use it.
<i>Cooperative learning strategies</i>	Activities such as Placemat; Ice Breaker Activities; Jigsaw learning etc.,
<i>Task-based interaction</i>	An information gap can require oral interaction in order to fill the gap.

<i>Storytelling</i>	<p>Can be done in groups. Each group given the same simple start/ trigger sentence/statement; all continue to repeat and add a sentence until say the story has been completed in 6 sentences; each group then tells its own story.</p> <p>Storytelling to support cultural understanding -simple re-tellings of famous national tales.</p> <p>Storytelling cards can be made or bought as a set of cards. Students choose a number of cards at random and are then asked to create a story based on the series of images selected.</p> <p>Use of Apps designed to support storytelling*</p>
<i>Role play</i>	To a given instruction or as scripted by a group on a given topic/scenario. Role plays very useful in the creation of everyday prototype situations of communication.
<i>Games</i>	I Spy; 20 questions; Hang the man; Charades; Bingo etc.,
<i>Global simulation</i>	An approach which can be used over a period of time; it involves the imagining of a real life context i.e. small flat complex /village with different inhabitants. Students in the class group take on the identity of a particular individual and respond in different contexts and to various stimuli in the persona which has been assigned to them.
<i>Group work</i>	In activities such as Reading Comprehension; Oral Interaction; Oral Production, preparation for written assignments, project work and work such as the planning, drafting, editing and presentation of a review of a film, blog page etc.,
<i>Pair work</i>	Particularly in oral interaction and project work Use of voice recording apps can be helpful*
<i>Posters</i>	In response to a question; to explain and illustrate; to feedback orally. Can also be prepared digitally with embedded content*
<i>Soap box</i>	Random on a topic given by the teacher. Students have 2/3 minutes to speak on a random topic (does not have to be serious)
<i>Hot spot</i>	Students or teacher come up with a current 'hot' topic from local or international news; he/she introduces topic and asks for student views. All must make at least one contribution.
<i>CLIL</i>	Idea of teaching a module/topic or part of through the TL; could be done in cooperation with a teacher colleague of another subject.
<i>Invite speakers</i>	In a negotiated learning context, students can identify a guest they would like to invite; invite him or her; organise the visit and the intervention etc.,

<i>Inter-school lesson</i>	<p>Teachers can plan the joint delivery of a lesson in which students can interact across schools.</p> <p>Two classes might study the same poem and then present their personal responses and ask questions etc.,</p>
<i>Presentations</i>	<p>Students can be encouraged to record themselves while speaking about everyday topics such as themselves, school, their hobbies etc.,</p> <p>Students can be asked to make short presentations on a topic of their choice, on an assigned topic or an aspect of the culture of the target language which they have researched; important to include here the requirement for other members of the class group to ask questions and for the presenters to be prepared to deal with them. Most important also to agree success criteria with the students.</p> <p>Also possible to present digitally but mediate orally*</p>
<i>Speed dating</i>	<p>Can be used as an oral 'discovery' exercise; using questions students discover as much as they about each other and then present afterwards; the identity can be actual or assigned.</p> <p>Can also be used in a literature class to support interpretation and discussion; students assigned a trigger question; work on their own and then in a pair; then move and exchange and add to ideas; followed by general feedback.</p>
<i>Create a radio/audio clip based on specific indications</i>	<p>Plan content based on indications for example a 5 - 10 minute clip; must contain an advert; short interview or review; some music etc.,</p>
<i>Walking debate</i>	<p>A contentious statement/a series of contentious statements are displayed; Students take a post-it - 'Agree' /'Disagree' and move to the statement and post their opinion. When asked they have to give and explain their opinion.</p>
<i>Debate</i>	<p>A traditional style debate came be organised with students having been given a motion, success criteria and time to prepare.</p>
<i>'Treasure chest'</i>	<p>Students are invited to prepare a real or virtual 'treasure chest' of objects, items, images, sounds etc., which might represent their interests, a holiday they took, their home country etc. They are invited to present the contents to their classmates explaining their importance.</p>

Beyond and linked to the classroom
<i>E-communication*</i>
<i>Use of blogs*</i>
<i>E-twinning*</i>
<i>Meet-ups - real or virtual*</i>
<i>Interviewing of target language speakers.*</i>
<i>Exchange</i>
<i>Active research*</i>

<i>Inter-school activities - quiz*</i>
<i>Cultural events</i>
<i>TV*</i>
<i>Radio*</i>
<i>Podcasts*</i>
<i>Press*</i>
<i>Film*</i>

6.2.2.2. Suggestions for Assessing Listening and Speaking Competence in ONL

The aim of learning a language, especially if it is another national language, is communication. This can be done first and foremost through speaking and listening and, to a further extent, through reading and writing. Sometimes these main four communicative language skills are not given equal importance in class. Some teachers tend to see writing and reading skills as more important than the competence to speak and understand the target language. Others may have different views and perceptions. It is highly recommended that for the teaching of ONL, teachers find a balance and provide for their students sufficient learning and assessment opportunities in class so that they acquire and master the necessary skills and competences in all four skills of the language. This applies also for formal assessment. All four language skills need to be assessed and form part of the final mark given to the student, together with other aspects of language learning, as indicated in the attainment descriptors list of language competencies.

The following are some suggested practices and exemplars that teachers can use for assessing speaking and listening competence. The list is not exhaustive and it serves as a spring board for teachers to create other activities according to the students' needs and abilities in acquiring the indicated proficiency, especially in these two important communicative language skills.

CYCLE 1 (S1-S3) LISTENING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	Understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements	<p>1. use of short texts read aloud and in person by the teacher/examiner in class on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p> <p>2. use of recorded texts, which can have a visual of the narrator/place/person etc., on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p> <p>3. use of short video clips on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, simple dialogue, description of a person, object or place, message, interview, letter, announcement/s such as those heard on board (flight/boat), in a supermarket, on public transport stations, and so on.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Clearly articulated and very slow, with frequent pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Clearly articulated and very slow, with frequent pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be clearly articulated and very slow, with frequent pauses.</p> <p>Clip to be shown twice and the students can read the questions beforehand.</p>

CYCLE 2 (S4-5) LISTENING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	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	<p>1. use of texts read aloud and in person by the teacher/examiner in class on a topic relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p> <p>2. use of recorded texts, which can have a visual/s of the narrator/place/person etc., relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p> <p>3. use of video clips/short films on a topic relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, dialogue, simple short conversation, simple descriptions of subjects related to personal experience and of wider interest, message, interview, letter, announcement/s.</p> <p>TV and radio programmes such as short documentaries related to personal experience and of wider interest, short films related to Irish/Maltese culture including society, history, current affairs, literature and its context, news items related to personal experience, sports news, musical programmes and advertising clips.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Slow and clearly articulated, with some pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Slow and clearly articulated, with some pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be slow and clearly articulated, with some pauses. Clip to be shown twice and the students can read the questions beforehand.</p>

CYCLE 3 (S6-7) LISTENING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	Understand standard speech relating to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.	<p>1. Use of texts read aloud and in person by the teacher/examiner in class on topics of general interest and current affairs such as news items to assess students' understanding through pre-set questions.</p> <p>2. Use of recorded texts, which can have a visual/s of the narrator/place/person etc., relating to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes and internet podcasts to assess students' understanding through pre-set questions.</p> <p>3. Use of video clips/short films on topics relating to general interest and current affairs such as news items to assess students' understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, dialogue, short debate, conversation, descriptions of subjects related to topics of general interest and of wider interest, message, interview, letter, announcement/s.</p> <p>TV and radio programmes such as short documentaries related to topics of general interest and current affairs and topics of wider interest; short films related to Irish/Maltese culture including society, history, current affairs, literature and its context; news items related to topics of general interest and current affairs, sports news, musical programmes and reviews of books, films, events, etc.,</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Read at normal pace and clearly articulated. Text to be read twice and the students can read the questions beforehand.</p> <p>Read at normal pace and clearly articulated. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be at normal pace and clearly articulated. Clips/short films to be shown twice and the students can read the questions beforehand.</p>

CYCLE 1 (S1-S3) SPEAKING: ORAL INTERACTION (OI) AND ORAL PRODUCTION (OP)

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	EXEMPLARS
<p>SPEAKING</p>	<p>Takes part in conversations about familiar topics and activities. (OI)</p> <p>Describe his/her personal world (family, hobbies, town, school etc.) with some reference to the past and future. (OP)</p>	<p>Use of picture or set of pictures, short text read beforehand, short video clips, related to familiar topics and activities to serve as prompts for a short conversation. This can also be done using a role play.</p> <p>Use of pictures and/or realia such as models, place maps and objects, to serve as prompts in highlighting similarities and/or differences for the student to describe his/her personal world, with some reference to the past and future; for example, two different pictures/photos of a class in a different era; figurines in traditional clothes in contrast with pictures of contemporary attire; old toys compared to contemporary games...</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>

CYCLE 2 (S4-5) SPEAKING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	EXEMPLARS
SPEAKING	<p>Takes part in conversations and exchange information about everyday life and topics of general interest. (OI)</p> <p>Orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story of the plot of a book or film. (OP)</p>	<p>Text/picture/related-questions to prompt a conversation and exchange information about everyday life and topics of general interest such as brochure, cartoons, newspaper headlines, menu. This can also be done using a role play.</p> <p>Set of picture stories/ images for the students to narrate the story. They can also be asked on how to relate the story to their personal experiences.</p> <p>The student can be presented with different scenarios, themes, topics where s/he is required to describe his/her experiences, hopes and plans.</p> <p>Orally presents, with support of digital means (such as a Power Point presentation using pictures only), the story and plot of a previously read book or watched film.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>

CYCLE 3 (S6-7) SPEAKING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	EXEMPLARS
SPEAKING	<p>Interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity. (OI)</p> <p>Present clear, detailed description on a wide range of subjects related to his/her fields of interest and give reasons and explanation for opinions and plans. (OP)</p>	<p>Use of pictures/video clips/text/ sustained by questions to stimulate discussions and expression of opinions.</p> <p>Presentation/s on a pre-given theme/title/argument related to the student's field of interest where s/he is expected to give a detailed description, explanations and opinions on the subject matter.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>