

## CCEA GCSE Specification in Gaeilge

For first teaching from September 2010

For first assessment from Summer 2011

For first award in Summer 2012

Subject Code: 5550

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## Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Gaeilge for first teaching from September 2010. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Gaeilge;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Gaeilge; and
- GCSE Controlled Assessment Generic Regulations.

This is a linear specification. We will make the first award based on this specification in summer 2012.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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## 1 Introduction

This specification sets out the content and assessment details for our GCSE Gaeilge course. First teaching begins from September 2010, and we will make the first awards for this specification in 2012. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

The specification builds on the broad objectives of the Northern Ireland Curriculum.

The study of Gaeilge within the framework of our GCSE specification can contribute to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities within the Irish-medium context.

### 1.1 Aims

This specification aims to encourage students to:

- develop a positive attitude towards the Irish language and its associated culture and literature;
- make informed decisions about their career choices;
- become effective and accurate users of Irish;
- enhance the wide range of Irish language skills they have acquired in Irish-medium education;
- derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study; and
- be effective members of their community, including the Irish language community.

### 1.2 Key features

The key features of the specification appear below:

- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- It allows students the opportunity to develop and apply skills to real-life contexts. These skills are embedded within this specification.
- The specification involves both external assessment (reading and writing in Gaeilge) and controlled assessment (listening, speaking, reading and writing in Gaeilge).
- Both types of assessment involve items that address the range of language skills acquired by students in Irish language immersion programmes.
- The course offers opportunities to build on the skills and capabilities acquired in Key Stage 3.

### 1.3 Prior attainment

Students undertaking this course do not need a prior level of attainment. However, the specification is designed to promote continuity, coherence and progression for students who have a background in Irish-medium education. It builds on the knowledge, understanding and skills developed in elements of the Key Stage 3 curriculum.

## 1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 5550.

### **Progression to another school/college**

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

## 2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
<b>Listening and Speaking in Gaeilge (AO1)</b>	<p>Controlled assessment</p> <p>Students prepare and complete <b>three tasks</b> under supervision:</p> <ul style="list-style-type: none"> <li>• Task 1: a presentation (<b>3 mins</b>) with question and answer session (<b>2 mins</b>);</li> <li>• Task 2: a one-to-one discussion (<b>4–6 mins</b>); and</li> <li>• Task 3: a group discussion* (<b>4–6 mins</b>).</li> </ul> <p>Teachers mark the tasks and we moderate them.</p> <p>*For timings of group discussions, see further details in Section 6: Task taking.</p>	30%	Summer (beginning in 2012)
<b>Reading and Writing in Gaeilge (AO2 and AO3)</b>	<p>Controlled assessment</p> <p>Students prepare and complete <b>two tasks</b> under supervision:</p> <ul style="list-style-type: none"> <li>• Task 1: a written response to two literary texts (<b>1 hour</b>); and</li> <li>• Task 2: a written response to non-fictional reading (<b>1 hour</b>).</li> </ul> <p>Teachers mark the tasks and we moderate them.</p>	30%	Summer (beginning in 2012)
<b>Reading in Gaeilge (AO2)</b>	<p>One externally assessed written paper</p> <p><b>1 hour 30 mins</b></p> <p>Section 1 involves information handling.</p> <p>Section 2 involves comparison and cross-referencing.</p> <p>Section 3 requires translation from Irish into English.</p>	20%	Summer (beginning in 2012)
<b>Writing in Gaeilge (AO3)</b>	<p>One externally assessed written paper</p> <p><b>1 hour 30 mins</b></p> <p>Section 1 involves functional writing.</p> <p>Section 2 involves translation from English into Irish.</p>	20%	Summer (beginning in 2012)

### 3 Subject Content

We have divided the course into five contexts for learning. The content of each context, as well as the respective learning outcomes, appears below. Contexts 1–4 are assessed by both controlled and external assessment. Context 5 is assessed by controlled assessment only. For grammatical structures, see Appendix 1.

#### 3.1 Context 1: The Individual and Society

Contexts 1–4 are assessed by both controlled and external assessment.

Content	Learning Outcomes
<b>Self-awareness as a young person in society, school and family life</b>	<p>Through Irish, students should be able to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following:</p> <ul style="list-style-type: none"> <li>• Themselves;</li> <li>• School life: educational issues;</li> <li>• Family life; and</li> <li>• Social life/pastimes.</li> </ul> <p>Students should be able to communicate effectively and creatively in Irish in both speech and writing, and listen and respond to Irish language stimulus material on the above themes.</p>

#### 3.2 Context 2: The World Around Me

Contexts 1–4 are assessed by both controlled and external assessment.

Content	Learning Outcomes
<b>Myself and the world around me</b>	<p>Through Irish, students should be able to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following:</p> <ul style="list-style-type: none"> <li>• Issues affecting teenagers in today’s world, including: <ul style="list-style-type: none"> <li>– Personal issues (for example financial awareness and enterprise);</li> <li>– Social problems (for example substance abuse and racism);</li> <li>– Health issues (for example a balanced diet and exercise); and</li> <li>– Environmental issues (for example pollution, resources and amenities).</li> </ul> </li> </ul> <p>Students should be able to communicate effectively and creatively in Irish in both speech and writing, and listen and respond to Irish language stimulus material on the above themes.</p>

### 3.3 Context 3: Employability and Media Awareness

Contexts 1–4 are assessed by both controlled and external assessment.

Content	Learning Outcomes
<b>Employability and media awareness</b>	<p>Through Irish, students should be able to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following:</p> <ul style="list-style-type: none"> <li>• Vocations for Irish speakers (for example translation, interpreting, journalism), including the Irish language context;</li> <li>• Written media; and</li> <li>• Audio-visual media (BBC, RTÉ, TG4, Raidió na Gaeltachta).</li> </ul> <p>Students should be able to communicate effectively and creatively in Irish in both speech and writing, and listen and respond to Irish language stimulus material on the above themes.</p>

### 3.4 Context 4: The Gaeltacht and the Irish Language

Contexts 1–4 are assessed by both controlled and external assessment.

Content	Learning Outcomes
<b>The Gaeltacht and Irish language</b>	<p>Through Irish, students should be able to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following:</p> <ul style="list-style-type: none"> <li>• The Gaeltacht and other Irish-speaking communities, including: <ul style="list-style-type: none"> <li>– Irish summer colleges;</li> <li>– development of Irish in society;</li> <li>– Irish-speaking areas;</li> <li>– traditions and customs; and</li> <li>– the song tradition in the Irish language, including sean-nós, folklore and storytelling; and</li> </ul> </li> <li>• Examples of Irish language poetry and prose (including fiction and non-fiction).</li> </ul> <p>Students should be able to communicate effectively and creatively in Irish in both speech and writing, and listen and respond to Irish language stimulus material on the above themes. They should also be able to use and discuss proverbs appropriate to this level and context.</p> <p><i>See Appendix 2 for the set list of proverbs.</i></p>

### 3.5 Context 5: Literature in Irish

Context 5 is assessed through controlled assessment only.

Content	Learning Outcomes
<p><b>Literature in Irish</b></p>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• have the opportunity to study literature in Irish;</li> <li>• use Irish language poetry and prose (including fiction and non-fiction);</li> <li>• investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and to the world around them;</li> <li>• be able to communicate effectively in written Irish; and</li> <li>• listen and respond to Irish language stimulus material.</li> </ul> <p>A list of suggested texts, including poetry, is listed in Appendix 3, however, the teacher can choose materials to reflect the interests of the candidates.</p> <p>Those texts in Appendix 3 are not an exhaustive list and serve only to give examples of possible sources from which themes can be explored. Teachers choosing their own materials <b>must</b> seek our approval in advance to ensure that materials meet the requirements of the assessment objectives. Teachers are advised to submit their own materials to us by the end of November each year.</p> <p><b>NB:</b> We will provide further guidance on controlled assessment.</p>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

The availability of examinations and controlled assessment tasks appears in Section 2 of this specification.

### 4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must demonstrate the following:

AO	Objectives
AO1	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences.</li> <li>• Listen and respond to speakers' ideas and perspectives.</li> <li>• Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li> <li>• Create and sustain different roles.</li> <li>• Evaluate the impact of spoken language choices in their own and others' use.</li> </ul>
AO2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li> <li>• Develop and sustain interpretations of writers' ideas and perspectives.</li> <li>• Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.</li> </ul>
AO3	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to the task and purpose in ways that engage the reader.</li> <li>• Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts using a variety of linguistic and structural features to support cohesion and overall coherence.</li> <li>• Use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</li> </ul> <p><b>At least one third of available credit for AO3 should be awarded for the use of a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</b></p>

### 4.3 Assessment objective weightings

The table below sets out the assessment objectives for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting			Overall Weighting
	External Assessment		Controlled Assessment	
	Paper 1	Paper 2		
<b>AO1</b>	–	–	30%	30%
<b>AO2</b>	20%	–	15%	35%
<b>AO3</b>	–	20%	15%	35%
<b>Total Weighting</b>	<b>20%</b>	<b>20%</b>	<b>60%</b>	<b>100%</b>

### 4.4 Quality of written communication

In GCSE Gaeilge, candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions or tasks that require extended writing in both external and controlled assessment components.

### 4.5 Reporting and grading

We award GCSE qualifications on an eight grade scale from A\*–G, with A\* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

The grades we award match the grade descriptions published by the regulatory authorities (See Section 5).

## 4.6 External assessment

Contexts 1–4 are assessed by both internal and external assessment. Context 5 is assessed internally only. Details on internal, controlled assessment are located in Section 6.

The external assessments for Contexts 1–4 have a **1 hour 30 minutes** Reading paper worth 20 percent and a **1 hour 30 minutes** Writing paper worth 20 percent.

### The Reading paper (Paper 1)

The Reading paper (Paper 1) consists of three questions based on texts of up to **400 words**. It is worth **40 marks**.

Question 1 is a reading comprehension exercise.

In Question 2, candidates must successfully compare and cross-reference aspects of texts and explain convincingly in **approximately 60–80 words** how these:

- vary in purpose; and
- achieve different effects.

In Question 3, candidates translate into English a section (**approximately 150 words**) from the passage provided.

### The Writing paper (Paper 2)

The Writing paper (Paper 2) consists of two questions. It is worth **40 marks**.

Question 1 is an extended essay which is functional in style. Candidates choose from a choice of three options. They should demonstrate the use of a range of vocabulary, structures and tenses, as well as express and justify ideas and points of view. The candidate's response should be **approximately 300–500 words** in length. In response to a variety of forms and genres, candidates should demonstrate their ability to:

- explore, explain and inform;
- describe, argue and persuade; and
- advise, analyse, review and comment.

For Question 2, candidates must translate a passage of **approximately 150 words** from English to Irish.

## 5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates select suitable styles and registers of spoken Irish for a range of situations and contexts, showing assured use of Irish where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They explain with a high degree of competence how they and others use and adapt spoken language for specific purposes. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfill the demands of different roles, whether in formal settings or creative activities.</p> <p>Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts.</p> <p>Candidates' writing shows confident, assured control of a range of forms and styles appropriate to the task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative impact. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.</p>

Grade	Description
<b>C</b>	<p>Candidates adapt their spoken Irish to the demands of different situations and contexts and are confident in their use of language. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.</p> <p>Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make appropriate responses, referring to specific aspects of language, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how these may vary in purpose and how these achieve different effects.</p> <p>Candidates' writing shows competent adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.</p>
<b>F</b>	<p>Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings, using the main features of spoken Irish, as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they demonstrate limited success in meeting the demands of different roles.</p> <p>Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross references that show some awareness of how texts achieve their effects through writers' use of linguistic, structural and presentational devices.</p> <p>Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are generally accurate.</p>

## 6 Guidance on Controlled Assessment

### 6.1 Controlled assessment

Contexts 1–4 are assessed by both internal and external assessment. Context 5 is assessed internally only. Details on external assessment are located in Section 4.

#### AO1: Listening and Speaking

AO1 (Listening and Speaking) is assessed through three controlled tasks taken from three different Contexts. All three tasks are compulsory. The tasks are as follows:

- **Task 1** (Presentation);
- **Task 2** (One-to-one discussion); and
- **Task 3** (Group Discussion).

In Task 1, candidates give a five minute presentation on material within Contexts 1–4 under formal supervision. Three minutes are allocated for the presentation. Two minutes are allocated for a question and answer session, which the teacher must facilitate. Candidates must demonstrate an ability to investigate, understand, analyse, discuss, offer opinions and express knowledge of ideas and concepts in relation to their own lives and the world around them. The task is worth 20 marks.

In Task 2, candidates take part in a one-to-one discussion with the teacher under formal supervision. The discussion should cover topics from Contexts 1–4 and last between 4–6 minutes. The task is worth 20 marks.

In Task 3, candidates take part in a group discussion and must be active contributors to the discussion. A group discussion could, for example, take the format of a residents' committee meeting to discuss some anti-social issues in the area. In the group discussion, each candidate must take on a particular role, for example chairman, local resident, council representative, etc. The task is worth 20 marks.

#### AO2: Reading and AO3: Writing

AO2 (Reading) and AO3 (Writing) are internally assessed through two extended writing tasks. These are based on literary texts, one of which is non-fictional. We select the tasks' themes from a variety of genres such as drama, poetry, novels, short stories, biographies, historical and journalistic. The candidate's final version for each Reading and Writing task should be approximately 300–500 words in length and completed under formal supervision in separate sittings for each task. For both the extended writing tasks, the candidate's written response must reference and make use of the material they studied. Each task is worth 30 marks.

The first extended writing task requires candidates to compare and contrast two literary tasks, which they must study in relation to the set theme.

## 6.2 Controlled assessment review

We will replace our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

## 6.3 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

AO	Objectives
AO1	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences.</li> <li>• Listen and respond to speakers' ideas and perspectives.</li> <li>• Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li> <li>• Create and sustain different roles.</li> <li>• Evaluate the impact of spoken language choices in their own and others' use.</li> </ul>
AO2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li> <li>• Develop and sustain interpretations of writers' ideas and perspectives.</li> <li>• Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.</li> </ul>
AO3	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to the task and purpose in ways that engage the reader.</li> <li>• Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts using a variety of linguistic and structural features to support cohesion and overall coherence.</li> <li>• Use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</li> </ul> <p><b>At least one third of available credit for AO3 should be awarded for the use of a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</b></p>

In addition, elements of all these skills may be assessed externally.

## 6.4 Level of control

Rules for controlled assessment in GCSE Gaeilge are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

## 6.5 Task setting

The level of control for task setting for Listening and Speaking is limited. We provide exemplar tasks.

The level of control for the two tasks in Reading and Writing in Gaeilge is high. We set the tasks which we replace each year.

Specific details of the controls for each controlled assessment component are given in the next sub-section.

The Listening and Speaking controlled assessments provide centres with the opportunity to put the tasks in contexts that best suit their specific circumstances. This includes adapting, contextualising and designing the tasks to suit their needs. This also includes the availability of and access to resources.

**Please note that centres may not amend the Reading and Writing controlled assessments.**

## 6.6 Task taking

### Listening and Speaking tasks

#### Preparation

The level of control for preparation of these tasks is medium.

Areas of Control	Detail of Control
<b>Authenticity</b>	<p>Candidates can complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates.</p> <p>On the authentication documentation that we provide, teachers must record any advice given to candidates over and above that given to the class as a whole.</p>
<b>Feedback</b>	<p>We encourage teachers to give feedback during the preparation process on the following:</p> <ul style="list-style-type: none"> <li>• the tasks to be completed;</li> <li>• the structure of the response; and</li> <li>• how performance will be marked according to the assessment criteria.</li> </ul> <p>Responsibility for planning a task for assessment lies entirely with the candidate.</p> <p>Candidates should reach their own conclusions.</p>
<b>Time Limit</b>	<p>Candidates have <b>8 hours</b> to prepare this task. Time must be set aside within the <b>8 hours</b> to allow the candidate to write up the task and to present and take questions.</p> <p>Task 1: <b>3 hours</b> in total            Task 2: <b>2 hours 30 mins</b> in total            Task 3: <b>2 hours 30 mins</b> in total</p>
<b>Collaboration</b>	<p>The work of candidates may be informed by working with others, but candidates must be assessed on their individual response.</p>
<b>Resources</b>	<p>Candidates may have access to a dictionary and other resource materials, such as textbooks, books, magazines or newspapers in the target language.</p> <p>They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but they must not exceed the word limit.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p>

**Final production of the Listening and Speaking tasks**

Areas of Control	Detail of Control
<b>Authenticity</b>	<p>Candidates must complete their final production of the speaking task under formal supervision.</p> <p>While the tasks are being assessed the level of control should be formal. This means that candidates must be under the direct supervision of the teacher for the duration of the assessment.</p> <p>On the authentication documentation that we provide, teachers must record any advice given to candidates over and above that given to the class as a whole.</p>
<b>Feedback</b>	Teachers must not give feedback at this stage.
<b>Time Limit</b>	<p>Task 1: <b>5 mins</b>  Task 2: approx. <b>4–6 mins</b>  Task 3: approx. <b>4–6 mins</b></p> <p>Teachers should increase the time limit for Task 3 (Group Discussion) to reflect the number of candidates taking part.</p>
<b>Collaboration</b>	Candidates may be assessed individually, in pairs or in groups, but each candidate must be given an individual mark for their contribution to the task.
<b>Resources</b>	Candidates may use the pro forma that they have prepared (with no more than 40 words written on it). <b>They may not have access to other resources.</b>

## Reading and Writing tasks

### Preparation

The level of control for preparation of these tasks is medium.

Teachers may not give the details of the tasks to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
<b>Authenticity</b>	Candidates can carry out planning and preparation under informal supervision.
<b>Feedback</b>	<p>We encourage teachers to give feedback during the preparation process on the following:</p> <ul style="list-style-type: none"> <li>• the tasks to be completed;</li> <li>• the structure of the response; and</li> <li>• how performance will be marked according to the assessment criteria.</li> </ul> <p>Responsibility for planning a task for assessment lies entirely with the candidate.</p> <p>Candidates should reach their own conclusions.</p>
<b>Time Limit</b>	Candidates have <b>6–8 hours</b> to prepare for these tasks.
<b>Collaboration</b>	The work of candidates may be informed by working with others, but candidates must be assessed on their individual response.
<b>Resources</b>	<p>Candidates' access to resources is determined by those available to the centre.</p> <p>Candidates are allowed access to an unannotated copy of the stimulus text.</p> <p>Candidates are allowed access to dictionaries, thesauri, grammar and spell check programs, <b>and the internet</b>.</p> <p>Candidates may use these resources to prepare a pro forma. It must contain a maximum of 40 words. This may include some headings or bullet points. It may include verbs or phrases, but it <b>must not</b> contain any continuous phrases or paragraphs. They must not exceed the word limit.</p>

## Final production of the Reading and Writing tasks

The level of control for final production of these tasks is medium.

Areas of Control	Detail of Control
<b>Authenticity</b>	Candidates must complete their work under informal supervision.  Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
<b>Feedback</b>	Teachers must not give feedback at this stage.
<b>Time Limit</b>	Task 1: <b>1 hour</b> Task 2: <b>1 hour</b>
<b>Collaboration</b>	As a guide, candidates should produce approximately 300–500 words for each task.
<b>Resources</b>	Candidates' access to resources is determined by those available to the centre.  Candidates are allowed access to an unannotated copy of the stimulus text.  Candidates are not allowed access to dictionaries, thesauri, grammar and spell check programmes, nor the internet.  Candidates may use the pro forma that they have prepared (with no more than 40 words written on it). This may include some headings or bullet points. It may include verbs or phrases, but it <b>must not</b> contain any continuous phrases or paragraphs. They may not have access to other resources.

## 6.7 Task marking

The level of control for marking all five tasks is medium.

Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

You can find the assessment criteria for the controlled assessment units in the *GCSE Gaeilge Specimen Assessment Materials* on [www.ccea.org.uk](http://www.ccea.org.uk)

We conduct agreement trials each year. At these we brief teachers on the application of the assessment criteria and exemplify standards for controlled assessment tasks. Teachers receive training on how to mark and apply standards and engage in trial marking.

## 6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

## 6.9 Moderation

Centres must submit their marks and samples to us by May in any year. Centres must record and submit to us both the presentation (Task 1) and one-to-one discussion (Task 2). For the Group Discussion, we provide a visiting moderator.

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessments.

**See Appendix 4 for a glossary of controlled assessment terms.**

## 7 Links

### 7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- exemplar controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- schemes of work;
- a resource list; and
- an *Exemplification of Examination Performance* publication.

You can find our annual support programme of events and materials on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities for students to:
  - express themselves functionally and creatively in speaking and writing;
  - communicate in ways that make them effective and involved as citizens;
  - operate confidently and to convey their ideas and opinions clearly; and
  - explore and respond to the views and feelings of others;
- progress from Key Stage 3 Northern Ireland Curriculum requirements by providing opportunities for students to:
  - engage with a range of stimuli to develop creative and critical thinking skills;
  - demonstrate self-management;
  - work effectively with others;
  - evaluate their own and others' work; and
  - communicate effectively in oral, visual and written formats, showing awareness of audience and purpose and attention to accuracy;

- develop an awareness of spiritual, moral, social and cultural issues by providing opportunities for students to:
  - explore these issues as presented in literature;
  - understand how reading reflects and informs about other cultures;
  - understand the power language has in relation to these issues;
  - explore how language can be used to educate and inform; and
  - explore the difference between fact and opinion; and
- make effective use of technology by providing opportunities for students to:
  - explore the effects of media;
  - explore the impact of technology on the use of language; and
  - explore modern methods of communication and how language is adapted.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

## 7.3 Integration of Skills

### Functional elements

This specification provides opportunities for students to develop the application of skills to ‘real-life contexts’. Functional Irish requires learners to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly. The aim is to encourage learners to demonstrate their speaking and listening, reading and writing skills in a range of contexts and for various purposes. These skills are embedded within this specification.

### Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

## 7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

## 7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is available in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.***

## 7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Eimear Dolan  
(telephone: (028) 9026 1200, extension 2552, email: [edolan@ccea.org.uk](mailto:edolan@ccea.org.uk))
- Officer with Subject Responsibility: Seán McNally  
(telephone: (028) 9026 1200, email: [smcnally@ccea.org.uk](mailto:smcnally@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

## Appendix 1

### List of Grammatical Structures

During this course, we expect GCSE Gaeilge students to recognise and develop skills in the use of aspects, grammar and syntax of the Irish language. While we recognise that they may not use *all* of the aspects and structures, students should be able to recognise them as well as acceptable equivalents.

In assessments, candidates have an opportunity to apply their knowledge and understanding of the structures. Students acquire the use of grammar, structures and accuracy through the integration of language learning and learning in the identified contexts within this specification. We expect candidates to have a working knowledge of the following aspects of Irish grammar:

#### Nouns

gender  
singular and plural forms  
genitive, vocative cases  
aspiration, eclipses

#### Articles

definite  
singular and plural forms including genitive

#### Adjectives

agreement – number, position  
comparative/Superlative, equative (*níos/ is, chomb le*)  
demonstrative (*seo, sin, úd*)  
possessive (*mo, do, a*, etc.)  
with copula (*is beag nár/ is fíor go*, etc.)  
with modifiers (*an-mhaith, iontach maith, maith go leor*)  
genitive (*carr an fhir mbóir, carr na mná móire*)  
comparative/superlative – past (*níba, ba/ ab*, etc.)  
superlative with preposition (*ar an duine is fearr/ ar na daoine is fearr*)

#### Adverbs

of place, time, quantity

#### Adverbial Phrases

openers (*i dtús báire, is é mo bharúil féin*, etc.)  
middlers (*áfach, ámb, ar an drochuair*, etc.)  
closers (*mar fhocal scoir, i dtaca le hól, etc.*)

## Copula

present (*is/ní, an/nach, gur, nach*)  
past/conditional (*ba/níor(bh), ar(bh)/nár(bh), gur(bh)/nár(bh)*)  
with definite/indefinite nouns (*is é an múinteoir é/is múinteoir é*)  
with adjective + definite nouns (*is breá an ceoltóir é*)  
to express ownership (*is le Seán é*)  
to express feeling/emotion (*is maith liom*)  
for emphasis (*is go Doire a chuaigh sé*)  
with adverbs (*is minic a théann sé*)  
with adjectivals (*is ionann iad, is maith sin*)  
with domiciles (*is as Doire mé/dom*)

## Verbs

regular and irregular forms of verbs, including negative forms, interrogative forms and indirect speech

tenses: present, past, future, including autonomous forms

moods: imperative, conditional, including autonomous forms

direct relative clauses (*an duine a bhí ag caint*)

direct relative questions (*cé a bhí ag caint?*)

indirect relative clauses (*an duine a raibh mé ag caint leis*)

indirect relative clauses with adverbs (*dóigh, áit, fáth, treo, am*)

indirect relative questions (*cé leis a raibh tú ag caint?*)

dependent forms (*fuil, raibh, deachaigh, dearna, etc.*)

use of verb *Bí* (*tá sé ar scoil/bíonn sé ar scoil*):

with measurement/time (*tá sé a trí a chlog*)

location (*tá sé ag an doras*)

obligation (*tá orm dul abhaile*)

in idiomatic phrases (*tá cóta agam/orm/liom/uaim*)

to express state, health or emotion (*tá sé ina chónaí, tá biseach air, tá áthas air*)

in progressive phrases (*tá sé ag léamh*)

past habitual (*bhíodh sé, chuirfeadh sé, théadh sé, and ba ghnách leis dul*)

subjunctive mood (present: *go gcuire tú* and past: *nára gcuire tú*)

universality (*sin a bhfuil agam, etc.*)

subjunctive of copula (*gurab amhlaidh duit*)

verbal patterns (*níl sé chomb maith agus a shíl mé a bheadh sé/cad é a chreideann tú a chonaic tú?*)

## Verbal noun

formation (*bailigh>bailiú, déan>déanamh, etc.*)

with object pronouns (*á bhaint*)

as imperative (*dúirt sé liom imeacht*)

as active voice (*tá siad do mo bhualadh*)

to express state (*ar oscailt*)

to express purpose/intention (*chun/leis na soithí a n*)

## Verbal adjective

perfective (*tá sé déanta agam*)

## Prepositions

prepositional pronouns (*agam, agat*, etc.)

simple prepositions (*ambail, mar, gan*, etc.)

prepositions causing genitive (*chun, timpeall*, etc.)

with articles (*leis an, sa*, etc.)

use in time (*sa deireadh, ar ball, leis sin*, etc.)

state (*ar buile, faoi bhrón, ina chónaí*, etc.)

in idiomatic structures (*Tá aithne agam air*, etc.)

with adjectives (*bródúil as, buíoch de*, etc.)

with verbs (*iarr ar, abair le, mol do*, etc.)

compound preps (*ar son, faoi choinne*, etc.)

## Number, quantity and time

ordinals, cardinals, personal

## Appendix 2

### List of Proverbs for Context 4

We update this list of proverbs every two years and replace at least 30 percent of them. Proverbs appearing in question papers are drawn from the list designated for that two-year period.

Proverb	Context(s)
1. Ná déan nós ná bris nós.	The World Around Me
2. Is glas na cnoic i bhfad uainn.	The World Around Me
3. Ní mar a shíltear a bhítear.	Employability and Media Awareness
4. Ní aon tinteán mar do thinteán féin.	The Individual and Society
5. Mol an óige agus tiocfaidh sí.	The Individual and Society
6. Ní neart go cur le chéile.	The Gaeltacht and the Irish Language Employability and Media Awareness The World Around Me
7. Is é an rud atá sa chú atá sa choileán.	The Individual and Society
8. Cam nó díreach an ród is é an bealach mór an t-aicearra.	Employability and Media Awareness
9. Is ait an mac an saol.	The World Around Me
10. Nuair a bhíonn an deoch istigh bíonn an chiall amuigh.	The World Around Me
11. Aithníonn ciaróg ciaróg eile.	The World Around Me
12. Ná déan feoil de dhuine amháin agus iasc de dhuine eile.	The World Around Me The Individual and Society
13. Ar scáth a chéile a mhaireann daoine.	The Gaeltacht and the Irish Language The Individual and Society The World Around Me
14. Beatha teanga í a labhairt.	The Gaeltacht and the Irish Language

## Appendix 3

### Leabharliosta GCSE Gaeilge

Sna samplaí seo de ghearrscéalta agus dánta beidh na mórthéamaí seo le sonrú iontu, ag bráth ar an scéal nó an dán:

- An Ghaeltacht;
- An Grá;
- Díoltas;
- Uaigneas & Brón;
- Saol an duine óig;
- Tábhacht na háite dúchais; agus
- An Bás.

Gearrscéalta	Foinse
Aba-Cara-Lú	Pádraig Ó Conaire
An bhfaca éinne agaibh Roy Keane?	Le Micheál Ó Ruairc
An Óige, an Saol Mór agus an Bás	Seanchas Rann na Feirste
An Otharlann	Fionntán de Brún
An Phluais Ama	Claire Dagger
Bean an Fhir Rua	Seanchas Rann na Feirste
Cócó	Diarmaid Ó Gráinne
Filleann an Deamhan	Claire Dagger
James Gallagher	Caisleáin Óir
Na Bradmharcaigh	Ray Ó Laighléis
Sách Sean	Micheál Ó Conghaile (aistrithe go Gaeilge)
Scéal Iúir Chinn Trá	Maith thú, a Mhicí
Vous etes Anglais	Séamas Ó Grianna

Dán	Údar
A Chéad Lá ar Scoil	Pádraig Mac Suibhne
A mhuirnín óg	Seán Bán Mac Grianna
An Baitsiléir	Seán Bán Mac Grianna
An Drúcht Geal Ceo	Séamas Ó Grianna
An Reiteog Mharfach	Déaglán Ó Coilgne
Banríon na Mara	Liam Mac Carráin
Béal Feirste Cois Cuain	Liam Mac Carráin
Bean an tSléibhe ag caoineadh a mic	Pádraig Mac Piarais
Bríd Óg Ní Mháille	Ní Fios
Caoineadh	Cathal Ó Searcaigh
Chlaon mé mo cheann	Séamus Ó Néill
Craos agus Díth	Liam Mac Carráin
Cumha	Gaelcheol Tíre, Pádraig Ó hAoláin
Cumha an Fhile	Seán Bán Mac Grianna
Faoiside Seanbháid	Seán Bán Mac Grianna
Garmhac	Liam Mac Carráin
Impí	Caitlín Maude
Leanbán mo chléibh	Peadar Ó Doirnín
Mairseáil Uí Néill	Anaithnid
Oid an Oireachtais	Dúghlas de hÍde
Podráid den ghabha mar ealaíontóir óg	Cathal Ó Searcaigh
Tá mé i mo shuí	Seanamhrán

## Appendix 4

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
<b>Component</b>	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks. May contain one or more tasks
<b>Controlled assessment</b>	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
<b>External assessment</b>	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
<b>Formal supervision</b> (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
<b>Informal supervision</b> (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> <li>• ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>• ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
<b>Limited supervision</b> (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
<b>Mark scheme</b>	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task. Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. May also include information about unacceptable answers
<b>Task</b>	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
<b>Task marking</b>	Specifies the way in which credit is awarded for candidates' outcomes. Involves the use of mark schemes and/or marking criteria produced by the awarding body
<b>Task setting</b>	The specification of the assessment requirements. Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.
<b>Task taking</b>	The conditions for candidate support and supervision, and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
<b>Unit</b>	The smallest part of a qualification that is formally reported and can be separately certificated. May comprise separately assessed components.

### Summary of Changes since First Issue

(all document changes are marked in red)

<b>Revision History Number</b>	<b>Date of Change</b>	<b>Page Number</b>	<b>Change Made</b>
Version 1	N/A	N/A	First issue
Version 2	10 November 2010	18 and 19	Additions to <b>Resources</b> sections

