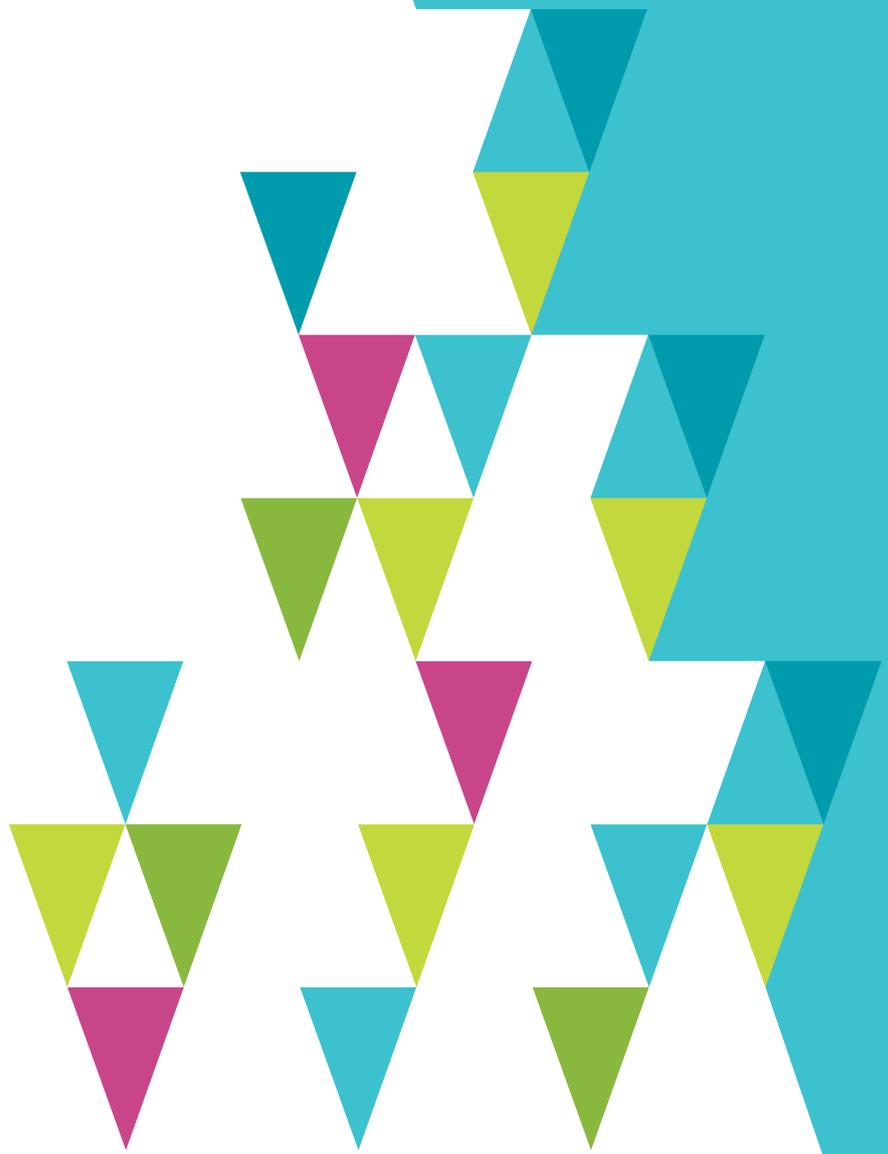# GCSE

CCEA GCSE Specification in
Gaeilge

For first teaching from September 2017
For first assessment in Summer 2019
For first award in Summer 2019
Subject Code: 5012

Contents

1   Introduction

This specification sets out the content and assessment details for our GCSE course in Gaeilge. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles;
- Northern Ireland GCE and GCSE Qualifications Criteria; and
- GCSE Subject Criteria for Gaeilge.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a linear course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1   Aims

This specification aims to encourage students to:

- develop a positive attitude towards the Irish language and its 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;
- enjoy 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 following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- The Cross-Curricular Skills and Thinking Skills and Personal Capabilities are embedded in this specification.
- It includes both external assessment (Reading in Gaeilge and Writing in Gaeilge) and controlled assessment tasks (Listening and Speaking in Gaeilge and Reading and Writing in Gaeilge).
- Both types of assessment address the range of language skills that students acquire in Irish language immersion programmes.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- It offers the opportunity for students to progress to employment.

1.3   Prior attainment

Students do not need to have reached a particular level before beginning to study this specification. However, the specification promotes 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 has a national classification code that indicates its subject area. The classification code for this qualification is 5012.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2   Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Component 1: Listening and Speaking in Gaeilge	Controlled assessment Students prepare and complete two tasks under supervision: • Task 1 is a discussion (4–6 mins) on a pre-prepared topic that requires research; and • Task 2 is a group discussion (4–6 mins). Teachers mark the tasks and we moderate them. Teachers must adjust timings to allow each student time to contribute to the group discussion.	20%	**This is a linear qualification.** **Assessment is available in Summer from 2019**
Component 2: Reading and Writing in Gaeilge	Controlled assessment Students prepare and complete a written response to two literary texts (1 hour). Teachers mark the tasks and we moderate them.	20%	
Component 3: Reading in Gaeilge	One externally assessed written examination (1 hour 30 mins) that comprises: • Section 1 Information Handling; • Section 2 Analysis and Descriptive Skills; and • Section 3 Translation from Irish into English, assessing syntax, lexical and grammatical structures.	30%	

Content	Assessment	Weightings	Availability
Component 4: Writing in Gaeilge	One externally assessed written examination (1 hour 30 mins) that comprises: • Section 1 functional writing; • Section 2 use of language (grammar and syntax); and • Section 3 translation from English into Irish, assessing syntax, and lexical and grammatical structures.	30%	**This is a linear qualification.** **Assessment is available in Summer from 2019**

3   Subject Content

We have divided this course into five Contexts for Learning: The Individual and Society, The World Around Me, Employability, Irish Language Communities and Literature in Irish. The content of each context and the respective learning outcomes appear below. The study of Gaeilge within the framework of our GCSE specification can contribute to a student's development by enhancing and encouraging their communicative processes, Thinking Skills and Personal Capabilities in Irish.

3.1   Context for Learning 1: The Individual and Society

In this context, students explore ideas and concepts in their school and family life and in wider society.

This context is assessed both internally and externally.

Content	Learning Outcomes

Self-awareness as a young person in society, school and family life	Students should be able to:
	
	• investigate, demonstrate understanding of, analyse, discuss, offer opinions on and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following topics:
	  – themselves;
	  – school life: educational issues;
	  – gaelscolaíocht and bilingualism;
	  – family life;
	  – social life; and
	  – pastimes;
	
	• communicate effectively and creatively in Irish in both speech and writing; and
	
	• listen and respond to Irish language stimulus material on the above topics.

3.2   Context for Learning 2: The World Around Me

In this context, students learn about themselves and the world around them, expanding their perspective of themselves and others.

This context is assessed both internally and externally.

Content	Learning Outcomes

Myself and the world around me	Students should be able to:
	
	• investigate, demonstrate understanding of, analyse, discuss, offer opinions on and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following topics:
	  – issues affecting teenagers in today's world;
	  – personal issues;
	  – social problems;
	  – health and lifestyle;
	  – social media;
	  – modern technology; and
	  – environmental issues;
	
	• communicate effectively and creatively in Irish in both speech and writing; and
	
	• listen and respond to Irish language stimulus material on the above topics.

3.3   Context for Learning 3: Employability

In this context, students learn about educational pathways and different aspects of the world of work.

This context is assessed both internally and externally.

Content	Learning Outcomes
Employability	Students should be able to: • investigate, demonstrate understanding of, analyse, discuss, offer opinions on and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following topics: – jobs, part-time work, work experience and/or voluntary work; – financial awareness and enterprise; – development of communication and/or interpersonal skills; – educational pathways: vocational versus academic and post-16; – third level education; and – self-employment and entrepreneurship; • communicate effectively and creatively in Irish in both speech and writing; and • listen and respond to Irish language stimulus material on the above topics.

3.4 Context for Learning 4: Irish Language Communities

In this context, students focus on communities and their development especially in the area of the Irish language. They investigate the Irish language in their own locality and other Irish speaking communities in Ireland and beyond.

This context is assessed both internally and externally.

Content	Learning Outcomes
Irish language communities and the development of the Irish language	Students should be able to: • investigate, demonstrate understanding of, analyse, discuss, offer opinions on and express knowledge of ideas and concepts in relation to their own lives and the world around them on the following topics: – an Ghaeltacht; – Irish language communities in the Gaeltacht and/or urban Gaeltacht; – Irish language globally; – aspects of Irish culture; – place names, local history and heritage; and – Irish language groups and societies; • communicate effectively and creatively in Irish in both speech and writing; and • listen and respond to Irish language stimulus material on the above topics.

3.5 Context for Learning 5: Literature in Irish

In this context, students explore a range of Irish literature. They can choose from a list of texts, including poetry, provided in Appendix 3 or select their own material to study.

Teachers can choose materials to reflect the interests of their students.

Teachers should inform the Subject Officer for GCSE Gaeilge if they intend to use materials not listed in Appendix 3 before they start teaching this context.

This context is internally assessed.

Content	Description
Literature in Irish	Students should be able to: • study literature in Irish; • use Irish language poetry, prose and a range of contemporary articles; • investigate, demonstrate understanding of, analyse, discuss, offer opinions on and express knowledge of ideas and concepts in relation to their own lives and to the world around them; • communicate effectively in written Irish; and • listen and respond to Irish language stimulus material.

4   Scheme of Assessment

4.1   Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019 and in each following year until we revise the specification.

This is a linear specification; candidates must take all the assessments at the end of the course. Candidates who wish to improve their overall grade must retake the qualification. They must retake all externally assessed components, and they can either retake the controlled assessment components or reuse (carry forward) the controlled assessment marks they have already been awarded.

If candidates retake a controlled assessment component, they must complete the task(s) set for the series in which they are seeking a new grade. For up-to-date details on tasks, see your subject microsite at www.ccea.org.uk

4.2   Assessment objectives

There are three assessment objectives for this specification. Candidates must:

AO1   speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences;
listen and respond to speakers' ideas and perspectives;
interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together;
undertake and sustain different roles; and
evaluate the impact of spoken language choices in their own and others' use;

AO2   read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate;
develop and sustain interpretations of writers' ideas and perspectives; and
explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader;

AO3   write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader;
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; and
use a range of sentence structures for clarity, purpose and effect, employing accurate punctuation, spelling and grammar.

At least one third of the available credit for AO3 should be awarded for the range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling. Therefore, separate marking criteria will be used for this element of AO3.

4.3   Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Weighting (%)				Overall Weighting (%)
	Controlled Assessment		External Assessment		
	Component 1	Component 2	Component 3	Component 4	
AO1	20				20
AO2		10	30		40
AO3		10		30	40
Total Weighting	20	20	30	30	100

4.4   Quality of written communication

In GCSE Gaeilge, candidates must demonstrate their quality of written communication. They need to:

- 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 that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

4.5   Reporting and grading

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

4.6   External assessment

Contexts 1 to 4 are assessed by both internal and external assessment. Context 5 is assessed internally only. For details on controlled assessment, see Section 6.

The external assessments for contexts 1–4 have a **1 hour 30 minute** Reading paper worth 30 percent and a **1 hour 30 minute** Writing paper worth 30 percent.

Reading paper (Paper 1/Páipéar 1)

The Reading paper (Paper 1/Páipéar 1) consists of three sections based on texts no longer than **500 words**. It is worth **60 marks**.

One 1 hour 30 minute externally assessed written paper

Section 1 Information Handling
Candidates read an extended stimulus passage to:
• select appropriate and relevant information to:
  – answer all questions in Irish;
  – read and understand texts;
  – choose appropriate materials for purpose; and
  – explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.

Question 1 has four parts: Part (a) is worth 5 marks, Part (b) is worth 8 marks, Part (c) is worth 6 marks and Part (d) is worth 8 marks.

Section 2 Analysis and Descriptive Skills
Candidates read an additional extended stimulus passage to:
• select appropriate relevant information;
• use analysis and descriptive skills to:
  – answer all questions in Irish;
  – read and understand texts;
  – choose appropriate materials for purpose; and
  – explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader; and
• develop and sustain interpretations of writers' ideas and perspectives.

Question 2 has two parts: Part (a) is worth 8 marks and Part (b) is worth 15 marks. Marks are awarded using a banded mark scheme.

Section 3 Translation
Candidates translate from Irish into English addressing syntax, lexical and grammatical structures, requiring:
• clear understanding of the text to effectively adapt forms and select vocabulary appropriate to purpose; and
• command of idiom.

Question 3 is worth 10 marks. Marks are awarded using a banded mark scheme.

Writing paper (Paper 2/Páipéar 2)

The Writing paper (Paper 2/Páipéar 2) consists of three sections. It is worth **60 marks**.

Section 1 Extended Writing

Candidates respond to a written stimulus question, undertaking one functional writing task in Irish from a choice of three.

Question 1 is worth 35 marks. Marks are awarded using a banded mark scheme.

Section 2 Use of Language: Grammar and Syntax Based Task

Candidates translate five sentences from English into Irish:

• using and adapting forms and selecting vocabulary appropriate to task and purpose;
• organising information into structured sentences;
• using sentence structures for clarity, purpose and effect; and
• employing accurate punctuation, spelling and grammar.

Question 2 has five parts, each worth two marks.

Section 3 Translation

Candidates translate from English into Irish, addressing:

• syntax, lexical and grammatical structures requiring clear understanding of the text and effectively adapting forms and selecting vocabulary appropriately to purpose; and
• command of idiom.

Question 3 is worth 15 marks. Marks are awarded using a banded mark scheme.

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	Candidates select styles and registers of spoken Irish suitable for a range of situations and contexts, showing assured use of Irish. They confidently vary sentence structures and choose from a broad 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 fulfil the demands of different roles, whether in formal settings or creative activities.
	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 and/or analysis. They choose apt quotations and make comparisons and cross references that illuminate the purpose and meanings of texts.
	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 and/or creative impact. They use linguistic and structural features skilfully to sequence texts and achieve coherence. They use a range of accurate sentence structures that ensure clarity. Their choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.
C	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 they communicate information, ideas and feelings clearly and engage the listener's interest. They explain and evaluate how they and others use and adapt spoken language for specific purposes. They make significant contributions to discussion by listening carefully and developing their own and others' ideas and they participate effectively in creative activities.

Grade	Description
	Candidates understand and demonstrate how a range of texts conveys meaning and information. 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 achieve different effects. 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. They use paragraphing effectively to make the sequence of events or development of ideas coherent and clear to the reader. They use varied and sometimes bold sentence structures and accurate punctuation and spelling.
F	Candidates speak with diminished confidence in familiar situations, showing little awareness of purpose and of listeners' needs. Their attempt to convey information, develop ideas and describe feelings, using the main features of spoken Irish, is weak. They listen with some concentration but relevant responses to others' ideas and opinions are limited. 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. Candidates describe the main ideas, topics and/or arguments 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. Candidates' writing shows some adaptation of form and style for different tasks and purposes and communicates simply and clearly with the reader. Sentences sequence events or ideas logically. Candidates sometimes choose vocabulary for variety and interest. They use straightforward but effective paragraphing and usually structure sentences correctly, including some that are complex. Spelling and basic punctuation are generally accurate.

6   Guidance on Controlled Assessment

6.1   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.

6.2   Overview of controlled assessment

Component 1: Listening and Speaking in Gaeilge

Listening and Speaking (AO1) in Gaeilge is assessed through **two** controlled tasks, taken from Contexts for Learning 1 to 4, which will be conducted by the teacher. Teachers mark these tasks and we moderate them.

Task 1 is a 4 to 6 minute discussion with the teacher on a pre-prepared topic that requires research, worth 20 marks (weighting 10 percent). The teacher guides candidates in their research of a topic chosen from a Context for Learning. The teacher must detail and verify evidence of the research each candidate undertakes.

Task 1 is recorded for moderation purposes. This allows the selection of candidates for the purpose of moderation and to scrutinise the application of the mark scheme.

Task 2 is a 4 to 6 minute (per student) group discussion worth 20 marks (weighting 10 percent). The teacher selects a topic from Contexts for Learning 1 to 4. Candidates actively participate in a group discussion, responding to comments from peers and offering relevant comments and suggestions on the subject matter. Teachers must adjust timings to allow each candidate to contribute to the discussion. The group should have no more than six candidates. The teacher conducts the group discussion. Teachers mark both tasks and we moderate them.

We provide sample tasks in advance of the moderation process. Normally this will be six weeks before moderation of Task 2. Candidates can view the sample tasks and prepare notes. The visiting moderator observes and reviews the teacher's marking to ensure that they have applied the mark scheme appropriately.

Component 2: Reading and Writing in Gaeilge

In Reading and Writing in Gaeilge, candidates prepare and complete one task under supervision. Candidates respond in writing to two literary texts (1 hour). Teachers mark the tasks and we moderate them.

Reading and Writing (AO2) in Gaeilge is internally assessed through one extended writing task based on literary texts. One of these must be non-fictional. We select the topics for the tasks from a variety of genres such as drama, poetry, novels and short stories, biographies, historical and journalistic. The candidate must complete this under formal supervision. For extended writing tasks, the candidate's written response must reference and make use of the material they studied. This task is worth 40 marks (weighting 20 percent).

6.3 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- Listening and Speaking in Gaeilge; and
- Reading and Writing in Gaeilge.

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 is limited for Listening and Speaking in Gaeilge. This means that the centre sets the task.

The level of control for task setting is high for Reading and Writing in Gaeilge. This means that we have provided the task, although centres select the reading materials.

Centres have the opportunity to contextualise the controlled assessment task to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

6.6 Task taking

Component 1: Listening and Speaking in Gaeilge

Preparation for the Listening and Speaking in Tasks 1 and 2

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	Candidates complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates. Although candidates can work in small groups, each must reach their own conclusions.
Feedback	During the preparation process for both tasks, teachers should give candidates feedback on: • the tasks they must complete; • the structure of their responses; and • how their performance will be marked according to the assessment criteria. The candidate is responsible for planning the task for assessment.
Time Limit/ Word Limit	Candidates have **5 hours** to prepare these two tasks. Time must be set aside within the **5 hours** to allow the candidates to write up each task. In Task 1, candidates have up to **3 hours** to prepare the task. They review the content of their research materials and prepare for a discussion with their teacher. In Task 2, candidates have up to **2 hours** to prepare the task. Task 2 is a group discussion for **up to six** candidates. The teacher chooses the task. Candidates can prepare their work for the discussion by: • revising relevant materials they have used in class, such as books or videos, or outside school, for example homework; • reviewing relevant media such as news reports or radio commentary; • searching online for relevant content; and/or • listening to debates on television or radio.
Collaboration	Candidates' work may be informed by working with others, but they must be assessed on their individual response.

Areas of Control	Detail of Control
Resources	Candidates may have access to a dictionary and other resource materials, such as textbooks, books, magazines or newspapers, in the target language. Candidates may use these resources to prepare a pro forma, writing **no more than 40 words**. Candidates **must** reference any resources that they use, including those accessed via the internet.

Final production of the Listening and Speaking in Gaeilge Task 1

The level of control for completing this task is high.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their final production of the speaking task under formal supervision. This means that candidates must be under the direct supervision of the teacher for the duration of the assessment.
Feedback	Teachers **must not** give feedback to candidates at this stage.
Resources	Candidates may use their prepared pro forma of **no more than 40 words**. They must not have access to any other resources.
Time Limit	Task 1: 4–6 mins

Final production of the Listening and Speaking in Gaeilge Task 2

The level of control for completing this task is high.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their final production of the speaking task under formal supervision. This means that candidates must be under the direct supervision of the teacher for the duration of the assessment.
Feedback	Teachers **must not** give feedback to candidates at this stage.
Resources	Candidates may use their prepared pro forma of **no more than 40 words**. They must not have access to any other resources.
Time Limit	Task 2: 4–6 mins per candidate Teachers must adjust the time limit for Task 2 (group discussion) to reflect the number of candidates taking part.

Component 2: Reading and Writing in Gaeilge

Preparation for the Reading and Writing task

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	Candidates complete their work under informal supervision. This can involve working in pairs or in small groups with other candidates. Although candidates can work in small groups, each must reach their own conclusions.
Feedback	During the preparation process, teachers should give feedback on: ● the tasks to be completed; ● the structure of the response; and ● how the performance will be marked according to the assessment criteria. The candidate is responsible for planning the task for assessment. Candidates should reach their own conclusions.
Collaboration	Candidates can work in small groups but it is essential that the teacher can identify individual contributions.

Areas of Control	Detail of Control
Resources	Candidates' access to resources is determined by those available to the centre. For the Reading task, candidates have access to an unannotated copy of the stimulus text. Candidates can use dictionaries, thesauruses, grammar and spell check programs and the internet to prepare a pro forma of **no more than 40 words**. This may include some headings or bullet points. It may include verbs or phrases, but it **must not** contain full sentences or complete paragraphs. Candidates must not exceed the word limit. Candidates **must** reference any resources that they use, including those accessed via the internet.

Final production of the Reading and Writing in Gaeilge task

The level of control for completing this task is high.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their work under formal supervision. This means that candidates must be under the direct supervision of the teacher for the duration of the assessment. Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
Feedback	Teachers **must not** give feedback at this stage.
Time Limit	**1 hour**
Resources	Candidates have access to an unannotated copy of the stimulus text. Candidates **must not** use dictionaries, thesauruses, grammar and spell check programs or the internet. Candidates may use their prepared pro forma of **no more than 40 words**. They **must not** have access to other resources.

6.7 Task marking

The level of control for Listening and Speaking in Gaeilge and for Reading and Writing in Gaeilge 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 in each response.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

You can find the assessment criteria for the controlled assessment tasks in the GCSE Gaeilge specimen assessment materials on www.ccea.org.uk

6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.9 Moderation

Listening and Speaking in Gaeilge
Centres must submit their marks and samples to us by **1 May** for Task 1 (Listening and Speaking in Gaeilge) in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

Visiting moderators attend centres to moderate Task 2 Group Discussion (Listening and Speaking in Gaeilge). This is to ensure that the teacher is applying the mark schemes appropriately. To facilitate this, candidates carry out a group discussion on a topic chosen from samples that we supply.

Reading and Writing in Gaeilge
Centres must submit their marks and samples to us by **1 May** for Task 2 (Reading and Writing in Gaeilge) in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

See Appendix 1 for a glossary of controlled assessment terms.

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
Students should be able to: • communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example organise the structure and content of their written response to present ideas effectively*;   • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example convey complex information clearly, showing sensitivity to the register to achieve effects*;   • participate in discussions, debates and interviews, *for example work as a pair or in a group and make valid contributions by asking relevant questions*;   • interpret, analyse and present information in oral, written and ICT formats, *for example use technology such as a PowerPoint presentation to communicate information in an original way*; and   • explore and respond, both imaginatively and critically, to a variety of texts, *for example evaluate information from different sources and draw conclusions*.
Using Mathematics
Students should be able to: • use mathematical language and notation with confidence, *for example recognise patterns for numbers and understand mathematical data in the target language*;   • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example interpret diagrams and timetables*;   • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example obtain, process and interpret mathematical data to justify their conclusions*;   • interpret and analyse a wide range of mathematical data, *for example use statistical data from a range of sources to draw conclusions*; and   • assess probability and risk in a range of simulated and real-life contexts, *for example analyse mathematical data to evaluate the consequences of risk-taking behaviour*.

Using ICT
Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example research a topic online and present the information using a PowerPoint presentation to create an impact*.

7.2   Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example produce time plans for carrying out research*;
- set personal learning goals and targets to meet deadlines, *for example plan their Reading and Writing task*;
- monitor, review and evaluate their progress and improve their learning, *for example review their oral performance to improve it*; and
- effectively manage their time, *for example plan tasks they need to complete and deciding the time to assign to each task*.

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example engage in a discussion with peers and teachers to inform them about the requirements of their tasks*;
- participate in effective teams and accept responsibility for achieving collective goals, *for example work with others to prepare a mock oral that they can use together*; and
- listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example work with others to investigate how to plan and apply information to complete their Listening and Speaking task*.

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example discuss how they can identify different language registers when they speak to their peers or teachers*;
- propose justified explanations, *for example listen to radio stations or television programmes to explain regional dialects*;
- reason, form opinions and justify their views, *for example record a group discussion and review this content*;
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example listen to peers in a speaking group and analyse the sentence structures, particular vocabulary or emphasis they may use*;
- analyse and evaluate multiple perspectives, *for example compare recordings of a radio programme and a television programme about the same subject*; and
- explore unfamiliar views without prejudice, *for example engage with others who do not speak Irish but who have learned another foreign language*.

Problem Solving (cont.)
Students should be able to: • weigh up options and justify decisions, *for example by identifying a range of places where Irish is available or could be in the future*; and   • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example identify how a range of small Irish speaking groups across a city may be able to come together more easily*.

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Gaeilge microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 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

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

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

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

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing 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. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4   Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Joan Jennings
  (telephone: (028) 9026 1200, extension 2552, email: jjennings@ccea.org.uk)

- Subject Officer with overall responsibility: Seán McNally
  (telephone: (028) 9026 1200, extension 2325, email: smcnally@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)

- Business Assurance (Complaints and Appeals)
  (telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
Controlled assessment	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
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision **(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.
Informal supervision **(Medium level of control)**	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision **(Limited level of control)**	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Appendix 1

Term	Definition
Mark scheme	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
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	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 organisation
Task setting	The specification of the assessment requirements Tasks may be set by awarding organisations and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding organisation specified requirements.
Task taking	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.
Unit	The smallest part of a qualification that is formally reported May comprise separately assessed components

Appendix 2

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

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

The article
definite
singular and plural forms including genitive

Adjectives
agreement – number, position comparative/superlative, equative
(*níos/is, chomh … 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 mhóir, 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, ámh, ar an drochuair*, etc.)

closers (*mar fhocal scoir, i dtaca le holc*, 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 (present continuous) *(bíonn sé ar scoil gach lá)*:

    tá (simple present)

    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, chuireadh sé, théadh sé,* and *ba ghnách leis dul*)

subjunctive mood (present: *go gcuire tú* and negative: *nár chuire tú*)

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

subjunctive of copula (*gurab amhlaidh duit*)

verbal patterns (*níl sé chomh 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 ní*)

Verbal adjective

perfective (*tá sé déanta agam*)

Prepositions

prepositional pronouns (*agam, agat,* etc.) simple prepositions
(*amhail, 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 prepositions (*ar son, faoi choinne,* etc.)

Number, quantity and time

ordinals, cardinals, personal numbers

Appendix 3

List of suggested texts, including poetry

Aisling nó Iníon A
le Eilís Ní Dhuibhne (Cois Life)

Ón tsuíomh: *Scéal Aisling atá san úrscéal comhaimseartha seo. Is déagóir í a tógadh i dteaghlach an-choimeádach traidisiúnta i mBaile Átha Cliath. Ceistíonn sí prionsabail a máthar, prionsabail dhiongbháilte na heite deise. Agus an choimhlint eatarthu ag géarú, tarlaíonn tubaiste a athraíonn a saol go hiomlán agus a spreagann ceisteanna faoi gach rud a chreid siad cheana. Úrscéal dár ré féin ina ndéantar mórcheisteanna conspóideacha a phlé, ginmhilleadh ina measc.*

Coolbáire
le Pádraig Standún (Cló Iar-Chonnacht)

Ón tsuíomh: *Ocht mbliana déag d'aois atá Lorcán Ó Tuathail, imreoir gairmiúil sacair de bhunadh na hÉireann atá ag cur faoi sa Spáinn ó bhí sé an-óg. Cúl báire cumasach é, a bhíonn ag imirt ar cheann d'fhoirne sóisearacha FC Barcelona. Nuair a fhaigheann sé an deis imirt ar fhoireann na sinsear, tá sé ar mhuin na muice ...*

Dialann Dúradán (Diary of a Wimpy Kid)
le Jeff Kinney, arna aistriú ag Máirín Ní Mhárta (Futa Fata)

Doras Fuinneog Scuab
le Seán Mac Mathúna (Leabhar Breac)

Blurba ón tsuíomh: *'Buachaill agus cailín sna déaga ar a gcamchuairt trí shráideanna fuara Bhaile Átha Cliath. Doras an t-ainm atá ar an bhuachaill, Fuinneog atá ar an chailín. Cuireann siad aithne ar mhadra, Scuab. Tá an triúr acu ar a dteitheadh ó ghardaí, ó shagairt agus ó dhaoine fásta.'*

Éalú
le Áine Uí Fhoghlú (Cló Iar-Chonnacht)

An foréigean baile – bean óg ón Pholainn ina himiriceach in Éirinn, pósta ar fhear brúidiúil.
Gaeilge shoiléir shimplí.

An Mianadóir
le Jackie Mac Donncha (Cló Iar-Chonnacht)

Ón tsuíomh: *Úrscéilín do léitheoirí óga le Jackie Mac Donncha. Feiliúnach do léitheoirí idir 13 agus 16 bliain d'aois. Filleann fear ar a cheantar dúchais tar éis blianta a chaitheamh thar lear ach ní aithníonn sé duine ar bith thart sa cheantar níos mó. Iadsan a raibh aithne orthu tá siad imithe ar shlí na fírinne. Ach an dream atá ina gcónaí san áit anois, an dream óg, go háirithe, amhrasach faoi.*

Raic
le Máire Uí Dhufaigh (Leabhar Breac)
Grúpa cairde saor ón scoil don tsamhradh. Ag leanúint ó leabhar na bliana seo caite –
An Garda Cósta

Orna Ní Choileáin. ***I Measc Vaimpírí***

Oileán an Órchiste
Treasure Island le Robert Louis Stevenson aistrithe go Gaeilge ag Darach Ó Scolaí.
(ar an liosta Chlub leabhar 'Líofa')

Daideo
le hÁine Ní Ghlinn
Buaiteoir leabhar na bliana do dhaoine óga (Duais Réics Carló) 2014 – (gairid go leor)

Dordán (Éilís Ní Dhuibhne)
Tá Natasha ag déanamh réidh do na scrúduithe ach tá a tuismitheoirí in achrann le chéile go mór.

Strainséirí Ó Raghallaigh, Colmán (2007) Ciníochas ceilte in Éirinn an lae inniu.

Cleasaithe le Catherine Johnson
Clón an Bháis le Steve Barlow and Steve Skidmore
Donncha Dubh le Peter Clover
Foghlaithe Mara le Paul Dowswell
Geronimo le Tanya Landman
Na Gadaithe le Josh Lacey
Taibhse sa Ghleann le Jonathon Stroud

Poetry

Cathal Ó Searcaigh	*Anseo ag Stáisiún Chaiseal na gCorr*
	An Tobar
Seamus Heaney	*Buile Shuibhne* (translation)
Nuala Ní Dhomhnaill	*Oileán*
Gréagóir ó Dúill	*I gCuimhne 75,000 Éireannach*
An Duanaire	*Tú Féin is Mé Féin*
(Translated by Thomas Kinsella)	

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