

FACTFILE: GCSE IRISH



Writing 11

CONTEXT 3: SCHOOL LIFE, STUDIES AND THE WORLD OF WORK



Part-time jobs and money management



Introduction

Here are some key points to help you study this topic.

Learning Outcomes

You should be able to:

- communicate in writing for a variety of purposes;
- write short texts, using simple sentences and familiar language to convey meaning and exchange information;
- translate sentences from English into Irish to convey key messages accurately and to apply grammatical knowledge of language and structures in context;
- produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings;

- make accurate use of a variety of vocabulary and grammatical structures;
- manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes (including using appropriate style and register); and
- make independent and creative use of the language to identify key points, express and justify your thoughts and points of view.

These lists are neither prescriptive nor exhaustive.

Skills

- One of the most basic skills necessary in writing is to read the question carefully and fully address all the requirements of the task.
- You need to display good knowledge and command of the subject matter being tested and the key vocabulary that corresponds to it.
- Good time management usually helps enhance your scores.
- Aim to write with a high degree of competence, accuracy and fluency as these are important criteria for allocating marks.
- Be fully aware of the distribution of marks between communication and grammatical structures at the outset of the task, and address both carefully in writing your response. This can be found in the specification.

Preparation

- At foundation level, a comprehensive answer will address the question in full and will be clear and easy to understand. At higher level, there should be some evidence of development of task as well as the inclusion of personal views and opinions.
- Familiarising yourself with phrases used to express an opinion will help to achieve this higher level criterion. Such phrases, and other useful structures for writing, can be found in the specification and on the CCEA Microsite.
- Consult a variety of websites and articles, both in textbooks and magazines, to give you ideas about what to write.
- Become familiar with the CCEA vocabulary listings for the content area, i.e. types of part-time job, work duties, money management and spending money.
- Be confident in your ability to manipulate verbs in all tenses, in particular irregular verbs, which will inevitably feature to a large extent in all writing tasks.
- Review with care common verbs, imperative mood, dates, months and common plurals as listed in the grammar section of the specification.

Practice

- Select a writing task that interests you, as you are more likely to write with enthusiasm. Write about your own experiences, e.g. whether or not you/your friends have a part-time job, what these jobs involve and how you spend your earnings or pocket money.
- Always check carefully what you have written, in particular check the verbs you have used against your verb table, aiming to present more than just one tense.
- Try to have 5 minutes left at the end to review your answer in full, and make any adjustments.
- Always try to read a piece someone else has written, especially if your teacher recommends it, and see how differently they tackled the task.
- Review from sample exercises from the Textbook Pages 146–150, and the CCEA Microsite.

Revision

- Review your corrected pieces of work and make note of your common mistakes. Consulting this before writing another piece will make your work more accurate.
- Think of another task or two you might be asked to write relating to part-time work and plan a possible response.
- Note idiomatic phrases that you might come across in related readings i.e. BBC Bitesize or in your textbook and review these with care, ahead of attempting any writing exercise.

