Impact of Revised Oral Irish Examination at Leaving Certificate Level

Research Report

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LIST OF ABBREVIATIONS

NCCA  National Council for Curriculum and Assessment
HL    Higher Level
OL    Ordinary Level
DES   Department of Education and Skills
SEC   State Examinations Commission
DEIS  Delivering Equality of Opportunity in Schools
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Impact of Revised Oral Irish Examination at Leaving Certificate Level

SECTION ONE: INTRODUCTION
This section introduces the research study in terms of background and requirement it fulfills.

General Introduction
The National Council for Curriculum and Assessment (NCCA) has commissioned a research study into the revised Leaving Certificate Oral Irish Examination and its impact on student performance. While revisions have been introduced across all levels of the examination – Higher, Ordinary, and Foundation, the researchers’ focus was to investigate the impact of these revisions at Higher and Ordinary levels only.

This research study comprises two parts: the impact of the revisions on student performance in the oral examination, and the impact of the revisions on student performance in the written examination. This report outlines the findings of the research study.

Background to Research Study
Substantial changes to the allocation of marks in the Leaving Certificate Irish Examination were announced in 2007 by the then Minister for Education and Science, Mary Hanafin, with the intention of promoting the oral and communicative aspects of the language.

The most significant change was the increase in marks awarded for the Oral Irish Examination from 25% to 40% across all levels. Consequently, the allocation of marks to other component parts of the Irish examination was reduced – the aural examination was reduced from 20% to 10% at Ordinary Level and from 20% to 16.7% at Higher Level.

The allocation of marks for the written examination was reduced to 50% at both levels. The announcement of the revised marking scheme resulted in amendments and adjustments being made to the syllabi at all levels. These changes came into effect for the 2012 examination.
The following tables outline the original marking scheme for the Leaving Certificate Irish Examination in 2011 (and preceding years) and the revised marking scheme for the Leaving Certificate Irish Examination in 2012 (and thereafter) across both higher and ordinary levels.

**Table 1: Allocation of Marks in the Leaving Certificate Irish Examination in 2011 (HL)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>150</td>
</tr>
<tr>
<td>Written Composition</td>
<td>100</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>70</td>
</tr>
<tr>
<td>Aural</td>
<td>100</td>
</tr>
<tr>
<td>Literature:</td>
<td>150</td>
</tr>
<tr>
<td>Prose 1 (40 marks)</td>
<td></td>
</tr>
<tr>
<td>Additional Prose (40 marks)</td>
<td></td>
</tr>
<tr>
<td>Poetry 1 (35 marks)</td>
<td></td>
</tr>
<tr>
<td>Additional Poetry (35 marks)</td>
<td></td>
</tr>
<tr>
<td>History of the Irish Language</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

**Table 2: Allocation of Marks in the Leaving Certificate Irish Examination in 2012 and thereafter (HL)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>240</td>
</tr>
<tr>
<td>Written Composition</td>
<td>100</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>100</td>
</tr>
<tr>
<td>Aural</td>
<td>60</td>
</tr>
<tr>
<td>Literature:</td>
<td>100</td>
</tr>
<tr>
<td>Prose 1 (30 marks)</td>
<td></td>
</tr>
<tr>
<td>Poetry 1 (30 marks)</td>
<td></td>
</tr>
<tr>
<td>Additional Literature</td>
<td></td>
</tr>
<tr>
<td>Additional Prose or Additional Poems (40 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>
### Table 3: Allocation of Marks in the Leaving Certificate Irish Examination in 2011 (OL)

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>150</td>
</tr>
<tr>
<td>Written Composition</td>
<td>120</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>100</td>
</tr>
<tr>
<td>Aural</td>
<td>120</td>
</tr>
<tr>
<td>Literature:</td>
<td></td>
</tr>
<tr>
<td>Prose (55 marks)</td>
<td>110</td>
</tr>
<tr>
<td>Poetry (55 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

### Table 4: Allocation of Marks in the Leaving Certificate Irish Examination in 2012 and thereafter (OL)

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>240</td>
</tr>
<tr>
<td>Written Composition</td>
<td>100</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>100</td>
</tr>
<tr>
<td>Aural</td>
<td>60</td>
</tr>
<tr>
<td>Literature:</td>
<td></td>
</tr>
<tr>
<td>Prose (50 marks)</td>
<td>100</td>
</tr>
<tr>
<td>Poetry (50 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>
Reactions to the Revised Marking Scheme

The Department of Education and Science, now known as the Department of Education and Skills (DES), issued a circular to schools (Circular 0020/2010) in March 2010 outlining the updated syllabi for the Leaving Certificate Irish Examination. Further clarification was delivered in December 2010 via DES Circular 0071/2010.

The syllabus and assessment revisions received a mixed reaction from the teacher cohort. Some believed that these revisions would have a positive influence on the acquisition and use of spoken Irish amongst senior cycle students. Others expressed concern, however, in terms of the reduction in marks awarded for literature and written production, namely that these changes might ultimately lead to diminished knowledge and skills pertaining to those areas. Concern was also conveyed in relation to the range and quality of learning content at higher level. Some teachers were of the view that it would neither challenge nor meet the requirements of native and fluent speakers of Irish in Irish-medium schools (Gaelcholáistí and Scoileanna Gaeltachta) and English-medium schools.¹

Some teachers expressed concern regarding the time allocated to the oral examination, which remained unchanged at 15 minutes. They believed that students might not have enough time to demonstrate their conversational skills due to the time constraints for general conversation to occur. On the other hand, many people felt that the revisions were an improvement on the existing layout. It was felt that greater emphasis would be placed on the spoken language in the classroom due to the increase in marks for the oral examination. Indeed, some teachers felt that 50% of the marks should be awarded for the oral examination rather than newly prescribed 40%.²

“In téim anois ar Ghaeilge labhartha”, “iontach don teanga”, a deir múinteoirí. “Bacheart 50% de na marcanna a bheith air seo”, “deis le haghardh marcanna maithe”, “éasca do dhailte maithe”, “cabhraíonn sé le féinmhuinín sa teanga” a deir freagróirí eile.

In July 2010, with a view to considering the impact of the revised syllabi and examination structure, the newly appointed Minister for Education and Skills, Mary Coughlan, requested the NCCA to monitor and review the effects of the revised Leaving Certificate Irish Examination at both ordinary and higher levels. This research study is one component of an evidence base that will assist the NCCA in carrying out their review.

¹ Gaelscoileanna Teo, Rún ó CCB 29 Samhain 2010 “Cáineann an Chomhdháil seo na leasuithe a rinneadh ar Shiollabas Gaeilge na hArdeistiméireachta Ardeibhil gan sainriachtanais na scoileanna Gaeltachta agus lán-Ghaeilge a chur san áireamh.”
² Suirbhé Taighde: Comhar na Múinteoirí Gaeilge Samhain 2013
Revised Oral Irish Component of the Leaving Certificate Examination

The overall structure of the examination changed in 2012 with the additional marks awarded for the oral Irish component (an increase from 25% to 40%). The structure of the original oral examination was as follows:

**Table 5: Original Oral Examination Structure (2011 and Preceding Years)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prose Reading</td>
<td>30 marks</td>
</tr>
<tr>
<td>Conversation</td>
<td>120 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150 marks</strong></td>
</tr>
</tbody>
</table>

In 2012 and in subsequent years, the structure of the oral examination was as follows:

**Table 6: Revised Oral Examination Structure (2012 and Thereafter)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>5 marks</td>
</tr>
<tr>
<td>Poetry Reading</td>
<td>35 marks</td>
</tr>
<tr>
<td>Description of Picture Series</td>
<td>80 marks</td>
</tr>
<tr>
<td>Conversation</td>
<td>120 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240 marks</strong></td>
</tr>
</tbody>
</table>

As depicted in the above table, the Reception and Picture Series components are new to the oral examination as of 2012, with a combined total of 85 marks being awarded to both components. Prose Reading has been replaced by Poetry Reading with an additional five marks awarded for this component. Marks awarded for the Conversation component, however, have remained the same.
SECTION TWO: THE RESEARCH STUDY

This section outlines the research aims and provides an introduction to the research team.

Research Aims

The overarching aim of the research is to investigate the impact of the revisions to the oral component of the Leaving Certificate Irish Examination at both higher and ordinary levels. In particular, the research aims to explore the impact these changes have had on:

- Student competence in spoken Irish among the senior cycle cohort;
- Student competence in written Irish at higher level in particular;
- The specific learning needs of the native and fluent speaker;
- The written and aural aspects of the examination.

This research provides a comparative and contrastive statistical analysis of students’ scores in the Leaving Certificate Irish Examination in 2011 (before the changes were implemented) and in 2015 (after the changes were implemented) at both ordinary and higher level. In addition, the report provides an evaluation of the following aspects:

- Quality of language used
- Oral skills demonstrated
- Communicative competence
- Any notable trends or patterns that may arise during the course of the study
The Research Team
A short biography of each of the researchers can be found below.

Nioclás Mac Fhlanacha
Nioclás worked as an Irish teacher at Leaving Certificate Level in Our Lady’s Secondary School, Castleblayney, Co. Monaghan, between 1973 and 2011. He started working on the oral examinations in 1975 and has worked on them every consecutive year since. He started working as a monitor for the oral examinations, when all students were recorded for the first time in order to facilitate the introduction of the monitoring system. He is a Senior Advising Examiner and Monitor. He was a member of the NCCA Leaving Certificate Irish Committee.

Aodh Ó Máirtín
Aodh worked as an Irish teacher at Leaving Certificate Level in Pobalscoil Chloichcheannfhaola, Falcarragh, Co. Donegal between 1970 and 2010. He has been an examiner for the Leaving Certificate Oral Irish Examinations since 1972 and is a monitor for the Leaving Certificate Oral Irish Examinations. He was a member of the NCCA’s Junior Certificate Irish Committee.

Seán Ó Scanláin
Seán Ó Scanláin was employed as an Irish teacher at Leaving Certificate Level in St Patrick’s College, Lucan, Dublin between 1977 and 2009, and as a deputy principal in the same school between 2009 and 2013. He worked as an examiner at the Leaving Certificate Oral Irish Examinations between 1987 and 2003. He is an Advising Examiner and a Monitor for the Leaving Certificate Oral Irish Examinations.

Michael Hynes
Dr. Michael Hynes is a lecturer and tutor in the School of Political Science and Sociology at the National University of Ireland Galway. He lectures/tutors undergraduate and postgraduate students in the B.A. in Political Science and Sociology and the M.A. in Sustainable Communities and Development. In addition to a number of sociological modules, he instructs students in SP220 – Research Methods for Social and Political Sciences – which entails an understanding of quantitative and qualitative methods of inquiry, including mastering the SPSS statistical package. Michael holds a Master’s Degree in Information Technology and a first class honour’s Bachelor of Science Degree from Dublin City University.

Rose Ní Dhubhda
Rose is originally from the Corca Dhuibhne Gaeltacht. She spent six years working in Ionad na Gaeilge Labhartha in University College Cork where she was involved in Irish, Education, and Multimedia Technology courses, all of which were delivered through the medium of Irish. She commenced employment with Acadamh na hOllscolaíochta Gaeilge in 2007. She is particularly interested in computer assisted translation, language technologies, educational technologies, and digital animation and storytelling. She is a member of Meta-Net, a network of excellence dedicated to fostering the technological foundations of a multilingual European information society. She is also a member of the ILTA (Irish Learning Technology Association) steering committee.
(http://www.nuigalway.ie/acadamh/faoin_acadamh/foireann/Aistriuchan/campus_na_hollscoile/Rose_Ni_dhubhda/index_irish.html).
Máirtín Ó Curraoin
Máirtín Ó Curraoin worked as an Irish teacher at Leaving Certificate level for 37 years, in Gort Vocational School, Co Galway initially and then in St Joseph’s Patrician College, Galway City. He spent 22 years as an examiner at the Oral Irish Leaving Certificate Examinations (1985-2007). He was an appeals examiner between 2004 and 2007. He also acted as an examiner at the Leaving Certificate Irish written examinations at both Ordinary and Higher Level for fifteen years (until 2007). He holds a Masters in Education (M.Ed.) and M.A. in Translation Studies from NUI Galway.

Máire Ní Chatháin
Máire Ní Chatháin is a native Irish speaker from An Spidéal, Co. Galway. She holds a B.A. degree in Irish and English from NUIG. She has spent the last 29 years working with the Irish Language in one capacity or another. She spent 18 years tutoring academic Irish in NUIG. She was an Irish Language tutor on a part time basis in Hibernia College. She is a former Journalist (Foinse newspaper) and broadcaster (RTÉ Raidió na Gaeltachta).

Róisín Adams
Róisín Adams holds a first class honours B.A. in Modern Irish and English literature from Trinity College Dublin as well as a PhD from the same college. She has worked as a tutor in the Irish Department in Trinity College as well as teaching Irish classes for Gaelchultúr.

Ciara Dolphin
Ciara Dolphin holds an M.A. in Modern Irish and has worked as a Primary and Postprimary teacher. She has also worked as a tutor in St Patricks College, Drumcondra, Dublin and as a teacher with Gaeleagras.
Research Sample
The researchers had access to a sample of examination material from students at both Higher and Ordinary Levels for the oral component and at Higher Level for the written component. The sample was randomly generated by the State Examinations Commission (SEC) from student cohorts in the years prior to and following the introduction of the revised examination structure. Sample criteria comprised language of instruction, size, location, and gender. Secondary schools in Ireland include voluntary secondary schools (non-fee-paying and fee-paying), vocational schools and community colleges, community and comprehensive schools. The sample also comprised rural schools; urban schools; fee-paying schools and DEIS schools.

The following table reveals the 20 schools randomly selected by the researchers from the list of 75 schools originally sampled by the SEC as per the requirements of the NCCA:

**Table 7: List of Schools Accepted by the NCCA**

<table>
<thead>
<tr>
<th>Language of Instruction</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish-Medium Schools</td>
<td>6</td>
</tr>
<tr>
<td>English-Medium Schools:</td>
<td>14</td>
</tr>
<tr>
<td>Fee paying (1)</td>
<td></td>
</tr>
<tr>
<td>Non fee paying (12)</td>
<td></td>
</tr>
<tr>
<td>DEIS Schools (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

The research investigates the quality of language employed; the oral skills demonstrated; and students’ communicative competence (both oral and written) in general. The researchers also identified and reported any notable patterns and trends during the course of the study.

Students’ Oral Examination Material
The researchers received the oral material pertaining to students across all twenty schools for 2011 and 2015. This material was in cassette format for 2011 and in Digital Format for 2015. Fifty students were randomly selected from each school (where more than fifty sat the examination) using an online random number generator called Stat Trek.

Students’ Written Examination Material
Once the students in the various schools had been randomly selected, a list of their examination numbers was sent to the SEC along with a request for each student’s corresponding written examination material. Prior to receiving this written material, the SEC removed all original marks awarded. The scripts were made available to the research team on a phased basis.
The Oral Examination
This section outlines the research questions and research approach undertaken in analysing the oral examination material, along with the research instruments employed in this part of the study. For the purpose of this study and in the context of the research questions posited below, ‘change’ refers to any change in the quality of the students’ performance as evidenced by the scores given by the researchers under the various headings in the marking templates.

The quality of each student’s performance under various headings in the 2011 cohort was assessed by the researchers and given a score. A similar exercise was carried out in relation to the 2015 cohort. A number of questions could be answered with a ‘yes’ or ‘no’. A contrastive analysis was then carried out between the two years to measure any change in performance.

Research Questions Pertaining to Oral Component
The following research questions were posed and investigated by the research team during the course of this study:

1. Was there any change between 2011 and 2015 in the range of topics discussed by the student during the conversation?
2. Was there any change between 2011 and 2015 in terms of spontaneity within conversation?
3. Was there any change between the Prose Reading pronunciation and rhythm in 2011 and that of the Poetry Reading in 2015?
4. Was there any change between 2011 and 2015 in the student’s comprehension of questions pertaining to students’ immediate environment?
5. Was there any change between 2011 and 2015 in the student’s comprehension of questions pertaining to areas outside of students’ immediate environment?
6. Was there any change between 2011 and 2015 in the range of vocabulary used by the student in general conversation?
7. Was there any change between 2011 and 2015 in the range of phrases/idiomatic expressions used by the student in general conversation?
8. Was there any change between 2011 and 2015 in the student’s grammatical accuracy under various headings?
9. Was there any difference between the performance of male and female students in the various elements of the oral examination in 2011 and 2015?
10. Was there any difference in the overall performance of Irish-Medium school students between 2011 and 2015?
11. Was there any difference in the overall performance of English-Medium school students between 2011 and 2015?
Research Approach
As previously mentioned, due to the revised syllabus in 2012, the 2011 Leaving Certificate Examination in Irish differed significantly from the Examination held in 2012 and in subsequent years in terms of layout, content, and allocated marks. Nevertheless, students at both higher and ordinary levels complete a common oral examination and therefore no distinction is made between them.

Indeed, the oral researchers would not know which level the student was sitting in the impending written paper. This situation did not change with the introduction of the revised syllabus and examination in 2012. Nevertheless, the number of marks awarded for the oral examination increased from 150 to 240 (25% to 40%). The amount of time allocated to the oral examination (15 minutes) remained the same.

The prose reading in 2011 and the poetry reading in 2015 could be directly compared as pronunciation and rhythm were being assessed in both years. The general conversation elements were directly comparable and the results of these comparisons are described in this report.

In order to ensure comparative analysis of results, however, it was necessary to exclude the reception and picture series components. Nevertheless, the researchers remarked the picture series elements of the 2015 examination for further analyses, such as whether there was any correlation between students’ performance in the picture series under certain headings and their performance in general conversation.

Research Instruments
This section outlines the marking templates and monitoring procedures utilised during the course of this research study. A template was constructed for marking the oral examinations for 2011 and another template for 2015 (see Appendices 1 and 2).

*The descriptors “Very good”, “Good”, “Fair” and “Weak” were used for the four levels of proficiency in the templates.*

A more detailed description of those levels can be found in Appendix 3.

In designing the templates the researchers drew on and adapted the template used by the SEC for the assessment of oral Irish in the Leaving Certificate (see Appendix 4) and also the Student Oral Language Observation Matrix (SOLOM), drawn up by the San Jose Area Bilingual Consortium and that has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education (see Appendix 5).

Transcripts of students’ examinations that correspond to the four descriptors together with comments on each student’s performance under the various elements assessed are given in Appendix 6.

*The designated monitor randomly selected a number of students from different schools and from a variety of categories as follows: Very Good Category = 80%→100%; Good Category = 60%→79%; Fair Category =40%→59%; Weak Category = 0→39% for the purpose of creating a standardised cassette recording.*

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3 To protect the identity of students and schools, all personal references, all references to the schools attended by the students or to the areas in which they lived have been redacted.
The research team then evaluated the oral material contained on this recording independently. The team formed a consensus in terms of expected marks across all categories, creating a standardised cassette to align and maintain marking standards. Inter-rater reliability was maintained at all times. This is ‘the extent to which individuals make the same judgements about how to code a particular response’ (Somekh & Lewin, 2005). To ensure inter-rater reliability during the marking process, the designated monitor randomly selected 14 students from each school, and researchers sent the scoring sheets for these students to him as the study proceeded.

When the designated monitor was satisfied that the marking scheme was being followed correctly and that the marking across the researchers was consistent, the results as per the completed marking sheets were entered for comparative analysis. Each school was given an identification number, as was each student within the school. Statistical analysis was then carried out on this data.

The Written Examination
This section outlines the research approach undertaken in analysing the written examination material and the research instruments employed in this part of the study.

Research Questions Pertaining to Written Component
The following research questions were posed and investigated by the research team during the course of this study:

1. Was there any change between 2011 and 2015 in the students’ ability to handle the topic being discussed in the composition (essay)?
2. Was there any change between 2011 and 2015 in the language quality of the students’ written composition, (including use of verbs, prepositions, genitive case of nouns, spelling accuracy, and syntax)?
3. Was there any change between the students’ understanding of the content of the Aural examination between 2011 and 2015 as evidenced by the accuracy of their answers to the questions?
4. Was there any change between 2011 and 2015 in the language quality of the students’ answers to the questions on the aural material?
5. Was there any change between 2011 and 2015 in the spelling accuracy of the students’ answers to the Aural questions?
6. Was there any change between 2011 and 2015 in the students’ understanding of the content of the Reading Comprehension passage as evidenced by the accuracy of their answers to the questions on the Reading Comprehension passage?
7. Was there any change between 2011 and 2015 in the quality of the students’ language when answers to the reading comprehension questions were given in the students’ own words?
8. Was there any change between 2011 and 2015 in the language quality of the answers given in the students’ own words in the literature section?

Research Approach
The higher level written examination material pertaining to 2011 and 2015 was analysed. The written component was subjected to considerable change in terms of content and allocated marks across various sections of the examination. The literature section in 2012 was reduced in terms of content and marks, and History of the Language (Stair na Teanga) no longer appears as a separate question on the paper. However, three components from the 2011 examination could be directly compared to components in the 2015 examination including written composition, reading comprehension, and aural. It was also possible to compare the language quality of the literature components across both years.

The differentiation of language quality across years was an issue that had to be addressed. In 2011, students were required to answer each question in their own words and language quality was assessed with reference to these answers. In 2015, students were not required to answer the questions in their own words. They could copy the answers directly from the passage. It was not possible, therefore, to assess the student’s language quality from his or her answers to the questions on the passage.

Nonetheless, question 6 was of a more general nature and the answer to this question had to be given in the student’s own words. It also required a longer answer. The researchers decided to use the answer to this question to assess the student’s language quality for the 2015 examination. The following table was used to score the results for Subsection A (Students’ understanding of the reading comprehension material as evidenced by the answers given to questions).

<table>
<thead>
<tr>
<th>Number of correct answers</th>
<th>0-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Weak</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The template for marking the written composition was divided into two sections: Handling of Topic and Language Quality (Appendix 3). The former refers to the way in which the student handled the topic – whether the composition was relevant, well-argued, etc. (See appendix 7). The Language Quality section involved five subsections:

a) **Accuracy of verbs in the indicative mood**, which refers to the student’s ability to distinguish between the various tenses and use the proper endings for each tense.

b) **Correct use of prepositions**, which refers to the student’s ability to use the appropriate prepositions with the nouns.

c) **Correct use of the genitive case**, which refers to the student’s ability to use the genitive case when appropriate and use the correct endings for each declension.

d) **Spelling accuracy**, which refers to the student’s spelling accuracy.

e) **Syntax**, which refers to the student’s ability to use correct syntax.
The length of the written composition varied from student to student. In order to ensure consistency in the marking process between written compositions of varying lengths, it was decided to mark the first two pages of each written composition. However, when the total length of the written composition was two and a half pages or less the whole composition was marked.

**In relation to reading comprehension, the following approach was adopted:**

a) **Student’s understanding of the reading comprehension material as evidenced by the answers given to questions.** This refers to the student’s ability to give the correct answers to the questions asked.

b) **Quality of language as evidenced in the answers given.** This refers to the correct use of verbs, prepositions, nouns, and syntax in the student’s answers.

c) **Spelling accuracy,** which refers to the student’s ability to spell words correctly.

One passage (Passage A) was selected from each year and a comparative analysis was made between them. The number of questions posed per passage differed, however. There were 10 questions in Passage A (2011) and 17 questions in Passage A (2015). In order to ensure consistency in the marking between the two years, it was decided to omit the following questions from Passage A (2015): 1(b)(ii); 2(b)(ii); 3(b)(ii); 4(b)(ii); 5(b)(ii); 6(a); and 6(b). This meant that a total of 10 questions would be marked from each passage for both years.

**The aural section was divided into three subsections:**

a) **Student’s understanding of the aural material as evidenced by the answers given to questions.** This refers to the student’s ability to give the correct answers to the questions asked.

b) **Quality of language as evidenced in the answers given.** This refers to the correct use of verbs, prepositions, nouns and syntax in the student’s answers.

c) **Spelling accuracy,** which refers to the student’s ability to spell words correctly with particular emphasis on place names.

In keeping with the reduction in marks for the aural component in the revised syllabus (from 100 to 60), the number of questions was reduced from 45 in 2011 to 30 in 2012. In order to achieve consistency in the marking process across 2011 and 2015, it was decided to mark only 30 questions from the 2011 aural examination. The answers to Cuid A (Fógra a Tri), Cuid B (Comhrá a Tri) and Cuid C (Píosa a Dó) in the 2011 examination were not marked. This adjustment resulted in 30 answers (out of 45) being marked for the 2011 aural examination. The answers to all 30 questions in the 2015 aural examination were marked. The following table was used to score the results in Subsection A (**Students’ understanding of the aural material as evidenced by the answers given to questions**).

**Table 9: Scoring of Students’ understanding of aural material**

<table>
<thead>
<tr>
<th>Number of correct answers</th>
<th>0-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Weak</td>
<td>Fair</td>
<td>Good</td>
<td>Very Good</td>
</tr>
</tbody>
</table>
The research requirements placed particular emphasis on the assessment of language quality. A comparative analysis of the language quality of the literature component for both years was therefore undertaken. As there is a wide choice of questions in the literature component of the examination, it was decided to use the ‘Prós Ainmnithe/Prós Roghnach’ question for this purpose. The assessment of language quality was based on a sample of the student’s answers that would be one and a half pages in length. Where possible, the answer to one specific question was used. However, when the student’s answer to a particular question was not of the length required for assessment purposes, a second answer was included. In cases where students did not answer any of the ‘Prós Ainmnithe/Prós Roghnach’ questions, another literature component was used to carry out the language quality assessment.

Research Instruments
This section outlines the marking templates and monitoring procedures utilised during the course of this research study.

A template was constructed for scoring the written examinations for 2011 and 2015 (see Appendix 9). As the same components were used for both years, there was no need to construct a second template.

The designated monitor selected and marked four scripts across four different levels that corresponded with the four categories specified in the written template: weak (1); fair (2); good (3); and very good (4). A marking conference was held where each researcher was asked to independently mark all the required elements of the four scripts. The scores awarded by each examiner were discussed and a standard score agreed upon for the purpose of this research study. The researchers then used the scored scripts with the agreed marks as templates for their own work.

To ensure inter-rater reliability, each researcher provided the monitor with completed marking templates for every consignment of 20 scripts. The monitor selected three scripts from different categories (weak, fair, good) and re-assessed them. These scripts were then returned to the researcher and if their scores differed, the researcher was asked to score all the scripts she had scored up to that point and resubmit amended scoring templates to the monitor.

This process continued until all the 2011 scripts had been marked. To ensure consistency in the scoring system across the two years, the same researchers were expected to score the written material from the same schools for both years. As new researchers for the written material had to be recruited in 2016, it was only possible to do this in the case of 15 of the 20 schools. The monitor scored the 2015 material for the remaining 5 schools.

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5 Due to personal reasons, not all researchers continued with the project and new members joined the team
SECTION THREE: RESULTS OF ANALYSIS OF ORAL MATERIAL

This section summarises the main findings of the comparative analysis conducted on the oral examination material for 2011 and 2015. These findings reveal 7 trends that relate to the following elements of the oral examination: range of conversation topics; spontaneity in conversation; reading; understanding of questions relating to immediate environment/questions relating to areas outside of immediate environment; range of vocabulary; range of phrases/idiomatic expressions; and grammatical accuracy under various headings. Each trend is discussed in relation to its associated research question. The remaining four research questions relating to the revised oral examination are also discussed in this section.

Range of Conversation Topics

Was there any change between 2011 and 2015 in the range of topics discussed by the student during the conversational part of the examination?

General conversations revolve around a range of topics relating to the students’ immediate environment such as family, home, school, recreation as well as topics outside of the students’ immediate environment such as social problems, politics, international affairs, Health Service, employment, travel, emigration, etc. The range of topics covered is compared across the years 2011 and 2015 in this report. The findings show that the range of topics covered in the general conversation element of the examination was not as broad in 2015 as it was in 2011 (see Figure 1). It should be noted however that the range of topics discussed in the Irish Medium Schools improved slightly in 2015 from 96.92% in 2011 to 98.74% in 2015 (See Table 11 & Table 12). This increase is insignificant in the context of this research. However, it must also be noted that there was a significant decrease in the range of topics discussed in the English-Medium Schools from 96.86% in 2011 to 87.56% in 2015 (see Table 12). The researchers conclude that the picture series has had a bearing on this outcome. In the case of the weaker students it was observed that examiners had difficulty in moving these students on from picture to picture while more able students tended to linger on each picture in an effort to maximise their language output. This resulted in less time being available for the general conversation element, thus covering fewer topics.

Figure 1: Comparison Between Range of Topics Discussed in 2011 and 2015
Spontaneity in Conversation

Was there any change between 2011 and 2015 in terms of spontaneity within conversation?

The material available to the researchers was from an official examination setting conducted along official guidelines and based mainly, but not solely, on topics from the official Leaving Certificate syllabus as set down by the Department of Education and Skills. In order to assess the student’s performance as regards spontaneity, the researchers had to rely on the interaction between the student and the examiner during the general conversation element of the examination.

In this context, the researchers focused on the student’s ability to give appropriate responses immediately and without hesitation or the necessity to have the questions repeated a number of times or requiring certain key words or prompts to the various questions from the examiner (see Appendix 6).

The occurrence of spontaneity in conversation is compared across the years 2011 and 2015 in this report. (see Figure 2). The findings show a slight decrease in the number of students who conveyed spontaneity in conversation in 2015 (83.95%) compared to 2011 (85.11%). This decrease is insignificant in the context of the research.

Figure 2: Comparison Between Spontaneity in Conversation in 2011 and 2015
Reading Elements
Was there any change between the Prose Reading pronunciation in 2011 and that of the Poetry Reading in 2015?

The prose/poetry reading elements of the examination are compared across the years 2011 and 2015. Students were required to read a prose passage in 2011 and verses of poetry in 2015. Both elements could be compared directly as the students’ pronunciation and speech rhythm were being assessed in both years. Pronunciation refers to the students’ ability to enunciate the words in the prose/poetry passage. Rhythm refers to the students’ ability to read the passage in a way that sounds natural to the listener using intonation and pausing appropriately.

Students were not required to read the prose/poetry passages in any particular dialect. The findings show that both pronunciation and rhythm improved significantly for the cohort of students categorised as ‘Very Good’, but that improvement was much less noticeable in the case of weaker students. There was a very significant increase in the number of students who scored in the ‘Very Good’ category, 63.63% in 2011 up to 75.06% in 2015. The findings also show that there was a slight decrease in the number of students in the ‘Weak’ category, 3.60% in 2011 down to 2.08% in 2015. (see Figure 3).

However, when the scores in the ‘Good’ and ‘Very Good’ categories are combined across both years it shows a much less dramatic improvement of 5.19% up from 84.88% in 2011 to 90.07% in 2015. This finding indicates that the main trend was a movement of students from the ‘Good’ to the ‘Very Good’ category between 2011 and 2015. A closer look at both elements of the oral examination reveals that the prose passages in 2011 were considerably longer than the poetry passages in 2015 and the researches have concluded that this had a bearing on the findings.

It must also be noted that the prose passages in 2011 were specifically chosen for the oral element of the examination and that the poems chosen for the oral element of the examination in 2015 were the same as those poems prescribed for the literature course at both higher and ordinary level. The researchers have concluded that this also had a bearing on the findings in relation to the reading elements.

Figure 3: Comparison Between Reading Pronunciation in 2011 and 2015
Was there any change between the Prose Reading rhythm in 2011 and that of the Poetry Reading in 2015?

The scores for rhythm were very similar to those for pronunciation. There was a significant increase in the number of students who scored in the ‘Very Good’ category, 63.63% in 2011 increased to 75.06 in 2015. There was also a decrease in the number of students in the ‘Weak’ category, 3.60% in 2011 dropped to 2.08% in 2015 (see Figure.4).

In considering this finding one must be cognizant of the fact that the prose passages did not form part of the literature course in the written element of the examination, for either the ordinary or higher students, but were specifically chosen for the oral element of the examination in 2011 and that the selected poems for the 2015 oral element of the examination also formed part of the literature course for both ordinary and higher level students. The researchers have concluded that this had a bearing on this finding.

Understanding of Questions Pertaining to Immediate Environment

Was there any change between 2011 and 2015 in the student’s understanding of questions pertaining to their immediate environment?

An analysis was undertaken of the students’ understanding of questions relating to topics from their immediate environment such as family, school, pastimes and their ability to respond to such questions for both the 2011 and 2015 examination. The findings show that there was a slight but insignificant decline in the ‘Weak’ category between 2011 and 2015, 3.72% in 2011 down to 2.89% in 2015 while a decline is also observed in the ‘Very Good’ category, 69.03% in 2011 down to 65.94% in 2015. (see Figure.5).

This decrease in the ‘Very Good’ category is not very significant equating to a 3.09% decrease. However, there was almost a similar increase, (3.62%) in the ‘Good’ Category in 2015. Nevertheless, when combining the ‘Good’ and ‘Very Good’ categories there is virtually no change between 2011 and 2015. The findings indicate that the main trend here is a movement from the ‘Very Good’ to the ‘Good’ category.

The researchers observed that in some cases students did not respond correctly to questions such as ‘What will you do when you are finished with this school?’ (Cad a dhéanfaidh tú nuair a bhíodh tú criochtain i leith an scóil seo?). Students sometimes started talking about going home, doing their homework, or eating their
dinner. After repeating the question and/or prompting the student with another question, such as ‘What course will you do? (Cén cúrsa a dhéanfaidh tú?), they still found such a question difficult to answer correctly. Other questions posing difficulties such as ‘What position do you play on the team?’ (Cá n-imríonn tú ar an bhfoireann?) The examiner often repeated the question without getting any response until the key words ‘i lár na páirce’ would form part of the question.

The fact that a substantial amount of classroom preparation time in 2015 is now required for the picture series may suggest that some of the topics relating to the students’ immediate environment were not quite as comprehensively prepared in 2015.

In a small number of cases it was observed that some of the more proficient students were a bit hesitant or reluctant to engage with the examiner and respond to such questions as ‘What work do you do in the garden?’ (Cén obair a dhéanann tú sa ghairdín?) or ‘What is growing in the garden?’ (Cad tá ag fás sa ghairdín). These students were more eager to discuss what one might describe as more substantial topics, primarily topics from outside their immediate environment.

**Figure 5: Comparison Between understanding of Questions Pertaining to Immediate environment in 2011 and 2015**

![Chart showing comparison between understanding of questions in 2011 and 2015](chart.png)

**Understanding of Questions Pertaining to Areas Outside of Immediate Environment**

*Was there any change between 2011 and 2015 in the student’s understanding of questions pertaining to areas outside of students’ immediate environment?*

Students’ level of understanding of and engagement with topics relating to areas outside of their immediate environment such as politics, social problems, the Health Service etc is analysed across 2011 and 2015. The findings show a slight increase in the number of students in the very good category, 58.82% in 2011 up to 60.62% in 2015 (see Figure 6).

This increase indicates that some of the more proficient students in 2015 were more comfortable and willing to engage with the examiner when discussing what may be perceived as more substantial topics. This would suggest that more time is being spent on preparation for the oral element of the examination due to the increase in the marks allotted to this part of the examination.
However, when combining the ‘Good’ and the ‘Very Good’ categories across both years both outcomes are virtually similar, 78.99% in 2011 and 77.25% in 2015. Nevertheless, there was also a slight increase in the number of students in the ‘Weak’ category, 8.52% in 2011 increased to 9.82% in 2015. A possible explanation for this may be that weaker students are spending more of the available time preparing the picture series on a stand-alone basis.

Figure 6: Comparison Between Understanding of Questions Pertaining to Topics Outside Immediate Environment in 2011 and 2015
Range of Vocabulary

Was there any change between 2011 and 2015 in the range of vocabulary used by the student in general conversation?

The range of vocabulary displayed by students in both 2011 and 2015 was analysed and the scores compared. The researchers investigated the extent of the students’ vocabulary and its appropriateness to the topic being discussed. The evidence shows that there was an increase in the percentage of students in the ‘Very Good’ category, 34.69% in 2011 increased to 39.61% in 2015.

There was also a decrease in the number of students in the ‘Weak’ category, 10.68% in 2011 decreased to 6.70% in 2015 (see Figure 7). These findings would suggest that more time was given to the preparation for the oral element of the examination in 2015.

Figure 7: Comparison Between Range of Vocabulary in 2011 and 2015
Range of Phrases

*Was there any change between 2011 and 2015 in the range of phrases/idiomatic expressions used by the students in general conversation?*

This refers to the ability of students to use expressions and phrases that are unique to the Irish language and their ability to weave them into the conversation in a natural way. Examples of such phrases include ‘bíonn polaiteoirí ag tochas ar a gceirtlín féin’, ‘is é an dá mhar a chéile é’, ‘an ghrian ag scoilteadh na gcloch,’ ‘ar mhuin na muice,’ ‘níl aon tinteán mar do thin teán féin’ etc. The findings show that the students’ performance in this component of the examination was generally weak in both years (see Figure 8). This would suggest that this element of the language is not being prioritised or emphasised during the preparation for the oral component of the examination.

*Figure 8: Comparison Between Range of Phrases in 2011 and 2015*

![Graph showing comparison between range of phrases in 2011 and 2015](image)

Grammatical Accuracy

*Was there any change between 2011 and 2015 in the student’s grammatical accuracy?*

The students’ mastery of Irish grammar as evidenced in the general conversation was analysed for both 2011 and 2015. This analysis was conducted under four separate headings: (i) use of verbs in the indicative mood, (ii) use of verbs in the conditional mood, (iii) use of indirect speech, (iv) other aspects of grammar in relation to the use of nouns, pronouns, prepositions, prepositional pronouns, adjectives, etc. The findings under each of these four headings are outlined below.

*Was there any change between 2011 and 2015 in the student’s grammatical accuracy when using verbs in the indicative mood?*

It was observed that there was little change in the percentage of students within the ‘Weak’ category across both years, 8.64% in 2011 decreased to 8.55% in 2015. The percentage of students in the ‘Very Good’ category increased from 45.38% in 2011 to 48.50% in 2015. This equates to an improvement of 3.12%. However, when combining the ‘Good’ and ‘Very Good’ categories there is virtually no change, 72.03% in 2011 and 72.40% in 2015 (see Figure 9). These findings indicate that the main trend was in students moving from the ‘Good’ category to the ‘Very Good’ category. This suggests that the more proficient students were focusing more on
the oral component of the examination in 2015 probably because of the increase in the total marks allocated for this part of the examination.

Figure 9: Comparison Between Accuracy of Verbs in the Indicative Mood in 2011 and 2015

![Comparison Between Accuracy of Verbs in the Indicative Mood](image)

Was there any change between 2011 and 2015 in the student’s grammatical accuracy in the use of verbs in the conditional mood?

The evidence shows that the students’ command of the correct use of the conditional mood was weak in both the 2011 and the 2015 examination. The percentage of students in the ‘Weak’ category in 2011 was high at 72.99% while the percentage in the ‘Very Good’ category was low at 2.64%. However, the evidence for 2015 shows that the percentage in the ‘Weak’ category increased significantly to 89.84%, equating to an increase of 16.85%. (see Figure 10).

When considering these findings, it must be noted that in the 2011 examination examiners were inclined to ask questions which necessitated a response from the student in the conditional mood such as

‘What would you do if you were the principal of this school? (Céard a dhéanfá dá mbeifeá i do phríomhóide ar an scoil seo?) ‘What would you do if you were the Taoiseach?’ (Céard a dhéanfá da mbeifeá ido Thaoiseach?) ‘What would you do if you won the Lotto?’ (Céard a dhéanfá dá mbuafá an Lotto?)’

In these situations, the students often gave pre-prepared responses. However, in the 2015 examination these types of questions were not as frequently used and examiners tended to introduce the conditional mood into the conversation in a more informal way.
When these findings are considered, in conjunction with the students’ ability to deal with the Bubble Speech elements of the picture series, one could conclude that the score of 89.84% in the weak category for the 2015 examination is a more accurate reflection, overall, of the students’ command of the conditional mood.

Figure 10: Comparison Between Accuracy of Verbs in the Conditional Mood in 2011 and 2015

![Comparison Between Accuracy of Verbs in the Conditional Mood in 2011 and 2015](chart)

Was there any change between 2011 and 2015 in the student’s grammatical accuracy in the use of indirect speech?

The evidence shows that the students’ ability to use indirect speech accurately was weak in 2011 with 62.79% of the students in the ‘Weak’ category. However, the percentage of students within the ‘Weak’ category increased to 69.28% in 2015. The percentage of students in the ‘Very Good’ category decreased from 6.24% in 2011 to 3.12% in 2015 (see Figure 11). These findings indicate that the effect of the changes was greater among the weaker students. The increase in the percentage of students in the ‘Weak’ category was 6.49% while the decrease in the ‘Very Good’ category was 3.12%. This merits further investigation.

Figure 11: Comparison Between Accuracy of Verbs in Indirect Speech in 2011 and 2015

![Comparison Between Accuracy of Verbs in Indirect Speech in 2011 and 2015](chart)
Was there any change between 2011 and 2015 in the student’s grammatical accuracy in relation to the correct use of nouns, pronouns, prepositions, prepositional pronouns, adjectives etc.?

The percentage of students within the ‘Weak’ category decreased from 11.04% in 2011 to 7.97% in 2015. The percentage of students in the ‘Very Good’ category increased significantly from 34.93% in 2011 to 42.73% in 2015, an increase of 7.80%. However, when the ‘Good’ and ‘Very Good’ categories are combined the increase is much less significant with an increase of just 3.44% (see Figure 12). In considering these findings, it should be noted that the more significant trend is the more proficient students moving from the ‘Good’ to the ‘Very Good’ category.

Figure 12: Comparison Between Grammatical Accuracy in Relation to the Correct Use of Nouns, Pronouns, Prepositions, Prepositional Pronouns, Adjectives etc.
Performance of Male and Female Students

Was there any difference between the performance of male and female students in the various elements of the Oral Examination in 2011 when compared with 2015?

The researchers compared the students’ performance in all aspects of the 2011 and 2015 oral component of the examination. The evidence reveals a slight improvement but not a very significant one in Irish language competence for 2015 for both male and female students. The more significant improvement is evident in the reading component (see Table 10).

- The findings show an overall improvement in the reading of the poetry in 2015 in comparison to the reading of the prose passages in 2011 for both male and female students. In the case of the male students there was an improvement of 15.06% in the number of students in the ‘Very Good’ category in 2015 over 2011 whereas in the case of the female students the increase was much less significant at 7.43%. When considering the significant difference of 15.06% for the male students in 2015 against 7.43% for the female students in 2011 it must be noted that only 56.75% of the male students were in the ‘Very good’ category in 2011 whereas in 2011 71.21% of the female students were in the ‘Very Good’ category. However, when the ‘Good’ and ‘Very Good’ categories are combined across both years the improvement is almost similar with 5.72% of an increase in the case of the male students and 4.62% in the case of the female students.

- Students’ scores in the use of the conditional mood were poor in general in 2011 with only 8.92% of the male students and only 16.92% of the female students in the ‘Good’ and ‘Very Good’ categories combined. The 2015 scores indicate a further decline in the student’s competence in their use of the conditional mood and this decline was slightly greater among female students. When the ‘Good’ and ‘Very Good’ categories are combined the decline in 2015 among the male students was 6.28% and 7.70% among the female students. The only conclusion one can draw from these findings is that the competence of students in the correct use of the conditional mood for both male and female students is very poor overall.

- Students’ scores in the correct use of indirect speech is very poor overall for both male and female students with a higher percentage (20.96%) of female students in 2011 in the ‘Good’ and ‘Very Good’ categories combined compared with only 15.10% of male students, a difference of 5.86%. However, the scores show a decrease to 10.57% in the percentage of male students in the ‘Good’ and ‘Very Good’ categories combined for 2015. This is a decrease of 4.53% for the male students while the decrease from 20.96% to 18.21% for female students is less significant at 2.75%.

- Students’ scores indicate a broad range of topics being discussed in 2011 and also in 2015 for both male and female students. The evidence indicates a decrease in the range of topics discussed in 2015 compared to 2011 both among male and female students. The decrease of 7.84% was greater among male students compared to a decrease of 4.46% for female students (see Table 10).
The findings show that in 2011 the female students performed better than the male students under all the headings and that outcome was replicated in 2015 with the female students again performing better.

### Table 10: Comparison between performance of male and female students in 2011 and 2015

<table>
<thead>
<tr>
<th></th>
<th>% Male 2011</th>
<th>% Female 2011</th>
<th>% Male 2015</th>
<th>% Female 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>56.75</td>
<td>71.21</td>
<td>71.81</td>
<td>78.64</td>
</tr>
<tr>
<td>Good</td>
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<td>16.52</td>
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</tr>
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<td>Fair</td>
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<td>9.09</td>
<td>9.03</td>
<td>6.55</td>
</tr>
<tr>
<td>Weak</td>
<td>3.66</td>
<td>3.54</td>
<td>2.64</td>
<td>1.46</td>
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<tr>
<td><strong>Understanding Immediate Topics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
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<td>75.00</td>
<td>60.35</td>
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<td>3.54</td>
<td>3.96</td>
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<tr>
<td><strong>Understanding External Topics</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>52.63</td>
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<td>90.40</td>
<td>78.85</td>
<td>89.56</td>
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<tr>
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<td>19.68</td>
<td>9.60</td>
<td>21.15</td>
<td>10.44</td>
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<tr>
<td><strong>Broad Range of Topics</strong></td>
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<td></td>
</tr>
<tr>
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<td>2.29</td>
<td>4.04</td>
<td>10.13</td>
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</table>
Performance of Irish-Medium Students

Was there any difference between the performance of Irish-Medium schools in the various elements of the oral examination between 2011 and 2015?

Several observations were made when the performance of students in Irish-Medium schools was compared across 2011 and 2015. (see Table 11). It was noted that, when the ‘Good’ and ‘Very Good’ categories were combined there was an improvement of 3% in the reading component. When considering this improvement, it should be noted that the percentage for both ‘Good’ and ‘Very Good’ categories combined was already high in 2011 at 95%. The findings show an improvement of 3.99% in the grammatical accuracy in relation to the correct use of nouns, pronouns, prepositions, prepositional pronouns, adjectives, etc., in the ‘Good’ and ‘Very Good’ categories combined and an increase of 9.55% in the accuracy of verbs in the indicative mood in the ‘Very Good’ category. Findings reveal that when the ‘Good’ and ‘Very Good’ categories are combined that there was a decrease of 16.66% in the students’ performance in terms of the range of phrases and proverbs used. The researchers have observed that Irish-Medium students in 2015 did not focus on phrases and proverbs to the same extent as the more proficient students from English-Medium schools. (see Table 12).

There was a decrease of 15.86% in the students’ performance in terms of the use of the conditional mood and a decrease of 23.06% in their accuracy in the use of indirect speech between 2011 and 2015. The researchers have concluded that the changes introduced to the oral element of the examination have had both a positive and negative effect on the performance of students in these schools. (see Table 11).

<table>
<thead>
<tr>
<th>TABLE 11: COMPARISON BETWEEN PERFORMANCE OF STUDENTS IN IRISH-MEDIUM SCHOOLS IN 2011 AND 2015 (ORAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td><strong>General Conversation Immediate Topics</strong></td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td><strong>General Conversation Outside Topics</strong></td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td><strong>Range of Vocabulary</strong></td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td><strong>Range Of Phrases</strong></td>
</tr>
<tr>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
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<td>Very Good</td>
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<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Weak</td>
</tr>
</tbody>
</table>
Performance of English-Medium Students

*Was there any difference between the performance of English-medium schools in the various elements of the oral examination between 2011 and 2015?*

Several observations were made when the performance of students of English-Medium schools was compared across 2011 and 2015 (see Table 12). The findings indicate that the change had a positive effect on the performance of students in certain categories of language production while a negative effect is evident in other categories. The findings indicate a very significant increase of 14.57% in 2015 for the ‘Very Good’ category in the reading component of the examination.

As previously referenced in this report a number of different factors are likely to have had a bearing on this result. However, when the ‘Good’ and ‘Very Good’ categories are combined the improvement of 6.64% in the reading scores in 2015 is not quite as significant. The findings show an improvement of 8.80% in the range of vocabulary employed and an improvement of 5.05% in grammatical accuracy in relation to nouns, pronouns, prepositions, prepositional pronouns, adjectives etc.

The scoring shows a decrease of 4.39% in students in the ‘Weak’ category in 2015 in the use of indirect speech. It must be noted however that the performance in relation to the use of indirect speech remains very poor overall. When the ‘Good’ and ‘Very Good’ categories are combined the performance in the use of phrases and proverbs improved by 6.38%.

This increase is mainly attributed to the use of such phrases as ‘Bhí an ghrian ag scoittheadh na gcloch’, ‘bhí sé ag stealladh báistí’, ‘Bhí muid ar mhuin na muice,’ ‘Níl aon tinteán mar do thintean féin’ etc. The researchers have observed that the more proficient students in the English-Medium schools are focusing more on such phrases and proverbs in order to demonstrate their language production ability. The scores also show a significant decrease of 9.3% in the range of topics discussed by English-Medium students in 2015 when compared to 2011.

This raises a number of important issues such as (i) how the picture series impinges on the time allotted to the general conversation component of the oral examination (ii) that no additional time was allotted to take account of the introduction of a new component (iii) that the oral examination is a common examination for both Higher and Ordinary level students. These issues merit further investigation.
### Table 12: Comparison between performance of students in English-medium schools in 2011 and 2015 (oral)

<table>
<thead>
<tr>
<th>Category</th>
<th>2011</th>
<th>2015</th>
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<tr>
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<td>10.37</td>
</tr>
<tr>
<td>Weak</td>
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<td>2.71</td>
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<tr>
<td><strong>General Conversation</strong></td>
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<td></td>
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<tr>
<td>Immediate Topics</td>
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<td>Weak</td>
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<td>4.15</td>
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SECTION FOUR: RESULTS OF ANALYSIS OF WRITTEN MATERIAL

This section outlines the main trends observed in the comparative analysis of the written material for 2011 and 2015. These trends relate to the following elements of the written examination: written composition (handling of topic, language quality); aural (understanding of material, language quality, spelling accuracy); reading comprehension (understanding of material, language quality, spelling accuracy); and literature (language quality).

Composition Ability

*Was there any change between 2011 and 2015 in the students’ ability to handle the topic being discussed in the essay?*

The layout of the Composition section of the examination paper changed with the introduction of the revised syllabus. The number of sections has been reduced from four to three, while the choice of nine topics remains the same.

The essay/newspaper/magazine article titles are combined in section A, which now has five titles instead of three. This means that there were more topics available to students in 2015 in section A compared to 2011. The topics cover a broad range of subjects – from new technology to drug and alcohol abuse to the state of the Irish language, and many students chose one topic from this section.

The *Age of New Technology* and *Alcohol and Drug Abuse* appear to be the most popular selections in 2015. The researchers believe that the narrower range of three topics pertaining to the 2011 examination was more abstract and restrictive, and therefore posed more difficulty for the average student. The topics included *Social Interaction in the Age of the Internet*, *The Rights of Children*, and *Community Leaders*.

Students were expected to be able to organise their thoughts on their chosen topic in a logical manner. Quality of topic knowledge and natural use of language were also expected. The analysis reveals that there was a slight decrease within the combined ‘Weak/Fair’ categories in 2011 and 2015 (21.57% v 20.90%). There was a marked increase in the percentage of students within the ‘Very Good’ category (from 36.29% to 42.52%). Most of this increase can be attributed to students moving from the ‘Good’ to the ‘Very Good’ category.

*Figure 13: Comparison Between Handling of Essay Topic in 2011 and 2015*
Quality of Written Composition

Was there any change between 2011 and 2015 in the language quality of the students’ written compositions (including use of verbs, prepositions, genitive case of nouns, spelling accuracy and syntax)?

Language quality refers to the general quality of the students’ written composition and, in particular, their use of verbs in both the indicative and conditional moods, their use of the correct preposition before the noun, their correct use of the genitive case, their use of correct syntax, and their spelling accuracy. A fuller discussion and exemplification of this aspect can be found in Appendix 7. 80% of the marks awarded for the composition section in the Leaving Certificate revolve around ‘language quality’.

It is therefore a very important element of this section of the examination. Overall, the language quality of students in 2015 was similar to that of 2011. The figures indicate that there was a slight increase in the ‘Very Good’ category for most elements, while there was also an increase in the number of students falling into the ‘Weak’ category. In both years, most students fell into the ‘Fair’ and ‘Good’ categories.

It should be noted that only Higher Level material was analysed for both 2011 and 2015, where one might expect the level of grammatical accuracy to be good. Based on the analysis of data in this study, it is clear that knowledge of grammar is weak among many students and this was also observed by researchers when viewing responses to formal grammar questions in the Reading Comprehension section in 2015.

In terms of the students’ use of verbs in the composition element, Figure 14 below shows that the percentage of students in the ‘Weak’ category increased from 10.48% in 2011 to 17.69% in 2015, while the percentage of students in the ‘Very Good’ category decreased slightly from 16.13% to 15.16%. When the ‘Weak’ and ‘Fair’ categories are combined, the results for 2011 and 2015 are very similar (51.08% v 50%) as are the combined ‘Good’ and ‘Very Good’ categories (48.91% v 49.70%).

This would indicate that as regards the accurate use of verbs in written composition, while there was little movement between the ‘good’ and ‘very good’ categories, a significant number of students dropped from the ‘fair’ to the ‘weak’ category in 2015.

Figure 14: Comparison Between Accuracy of Verb Use in 2011 and 2015
In terms of the students’ correct use of prepositions in the composition element, Figure 15 below shows that the percentage of students in the ‘Weak’ category increased from 9.27% in 2011 to 14.70% in 2015, while those in the ‘Very Good’ category increased from 5.65% in 2011 to 10.16% in 2015. When the ‘Weak’ and ‘Fair’ categories are combined, the data reveal a decrease between 2011 and 2015 (from 62.09% to 60.98%). When the ‘Good’ and ‘Very Good’ categories are combined, there was a slight increase between 2011 and 2015 (37.91% v 38.92%).

In general, the results indicate that competence in the correct use of prepositions in the composition component of the written examination was generally weaker in 2015 than in 2011.

Figure 15: Comparison Between Accuracy of Preposition Use in 2011 and 2015

In terms of the students’ accuracy in their use of the genitive case in the composition element, Figure 16 below shows that the percentage of students in the ‘Weak’ category increased between 2011 and 2015 from 11.29% to 18.55%, while the percentage in the ‘Very Good’ category also increased from 4.64% to 9.09%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reflect a slight decrease between 2011 and 2015 (from 65.93% to 63.82%). When the ‘Good’ and ‘Very Good’ categories are combined, the data reveal an increase between 2011 and 2015 (34.08% v 36.18%).
These results show that most of the movement took place between ‘fair and ‘weak’ and also between ‘good’ and ‘very good’. It seems that students who were already reasonably proficient are becoming more proficient and that those who were on the margins between ‘fair’ and ‘weak’ are dropping into the ‘weak’ category.

Figure 16: Comparison Between Accurate Use of Genitive Case in 2011 and 2015

In terms of the students’ spelling accuracy in the composition element, Figure 17 below shows that the percentage of students within the ‘Weak’ category rose between 2011 and 2015 from 11.69% to 13.87%, while the percentage in the ‘Very Good’ category also increased from 3.83% to 5.59%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reflect a slight decrease between 2011 and 2015 from 65.93% to 63.82%. When the ‘Good’ and ‘Very Good’ categories are combined, the data reveal an increase between 2011 and 2015 from 40.73% to 45.59%.

The results show that there was no significant movement between 2011 and 2015 except for a slight increase in the numbers in the ‘weak’ and ‘very good’ categories.

Figure 17: Comparison Between Spelling Accuracy in 2011 and 2015
In terms of the students’ accuracy in their use of syntax in the composition element, Figure 18 below shows that the percentage of students in the ‘Weak’ category increased between 2011 and 2015 from 17.74% to 23.65%, while the percentage in the ‘Very Good’ category also increased from 11.09% to 13.90%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reveal that there was an increase between 2011 and 2015 from 52.01% to 54.88%. When the ‘Good’ and ‘Very Good’ categories are combined, there was a decrease from 47.99% to 45.13%.

The results here show that there was no great difference between the performance of students between 2011 and 2015 except for a slight increase in the ‘very good’ category and a greater increase in the ‘weak’ category.

**Figure 18: Comparison Between Accuracy of Syntax in 2011 and 2015**

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**Question Comprehension in Aural Examination**

*Was there any change between the students’ understanding of the content of the aural examination between 2011 and 2015 as evidenced by the accuracy of their answers to the questions asked?*

This refers to the students’ ability to provide the correct answers to the questions posed in the aural examination. The total number of correct answers indicates their level of understanding of the material. The findings suggest that the level of understanding of the aural material was high for both years, but a decrease was observed in 2015.

The percentage of students in the ‘Weak’ category increased from 4.66% in 2011 to 13.87% in 2015, while the percentage within the ‘Very Good’ category also increased slightly from 49.60% to 50.27%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reflect an increase from 24.09% in 2011 to 29.55% in 2015. When the ‘Good’ and ‘Very Good’ categories are combined, the data convey that there was a decrease from 75.92% in 2011 to 70.45% in 2015.
These results indicate that between 2011 and 2015 the most significant change was an increase in the percentage in the ‘weak’ category with a corresponding decrease in the ‘fair’ and ‘good’ categories.

Figure 19: Comparison Between Question Comprehension in Aural in 2011 and 2015

Quality of Aural Examination Answers

Was there any change between 2011 and 2015 in the language quality of the students’ answers to the questions on the aural material?

Language quality in the aural examination refers to the accuracy of the language used in the students’ answers, with particular emphasis on verbs, prepositions, genitive case, and syntax. The trend in the composition section, which showed an increase in the percentage of students falling into the ‘Weak’ category, was also evident in the aural examination. The percentage of students in the ‘Weak’ category increased between 2011 and 2015 from 11.54% to 24.14%, while the percentage in the ‘Very Good’ category decreased slightly from 20.45% to 18.56%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reveal that there was an increase between 2011 and 2015 from 46.76% in 2011 to 55.67% in 2015. When the ‘Good’ and ‘Very Good’ categories are combined, the data reflect a decrease between 2011 and 2015 (53.24% v 44.33%). The results indicate that there was a very significant drop in the language quality of students in the aural part of the examination between 2011 and 2015.

Figure 20: Comparison Between Language Quality in Aural in 2011 and 2015
Spelling Accuracy in Aural Examination Answers

Was there any change between 2011 and 2015 in the spelling accuracy of the students’ answers to the aural questions?

Spelling accuracy in the aural examination refers to the accuracy of students’ spelling in their answers, with particular emphasis on the spelling of place names. This element of the examination showed a small improvement in the ‘Very Good’ category between 2011 and 2015, while the percentage of students in the ‘Weak’ category across both years was quite high and even increased in 2015.

It is worth noting, however, that the level of spelling accuracy was high in the composition section, while lower in the aural section. This may be explained by the fact that answers to the aural section generally contain place names, which many students have difficulty in spelling correctly.

The percentage of students in the ‘Weak’ category increased between 2011 and 2015 from 25.45% to 27.62%, while the percentage in the ‘Very Good’ category also increased from 7.49% to 12.27%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reflect a slight decrease from 61.54% in 2011 to 60.47% in 2015. When the ‘Good’ and ‘Very Good’ categories are combined, the data reveal that there was a slight increase between 2011 and 2015 (38.46% v 39.53%).

Figure 21: Comparison Between Spelling Accuracy in Aural in 2011 and 2015
Understanding of Reading Comprehension

Was there any change between 2011 and 2015 in the students’ understanding of the content of the reading comprehension passage as evidenced by the accuracy of their answers to the questions in this section?

This refers to the students’ understanding of the reading comprehension passage as evidenced by the accuracy of the answers they gave to the questions. There was a significant increase in the percentage of students in the ‘Very Good’ category between 2011 and 2015, while the percentage across all other categories decreased. The percentage of students in the ‘Weak’ category decreased from 1.62% in 2011 to 0.72% in 2015, while the percentage in the ‘Very Good’ category increased from 56.97% to 84.68%. When the ‘Weak’ and ‘Fair’ categories are combined, the data convey that there was a large decrease between 2011 and 2015 from 14.55% to 3.78%.

When the ‘Good’ and ‘Very good’ categories are combined, the data reflect an increase from 85.45% in 2011 to 96.21% in 2015. The researchers believe passages in both years would have presented the same level of difficulty to students. However, 2011 students were required to give answers in their own words and this may have had a negative impact on the accuracy of their answers, while in 2015 students could copy their answers directly from the text.

Figure 22: Comparison Between Understanding of Questions in Reading Comprehension in 2011 and 2015
Quality of Answers to Reading Comprehension Questions

*Was there any change between 2011 and 2015 in the quality of the students’ language when answers to the reading comprehension questions were given in the students’ own words?*

This refers to the language quality of the students’ answers to questions on the reading comprehension passage. 2011 students were required to answer each question in their own words and were penalized if they did not, while 2015 students could copy their answers directly from the text without incurring any penalty. Therefore, the same criteria could not be used to compare the language quality across both years.

Nevertheless, question 6(b) in the 2015 examination required students to give a 60-word answer in their own words, and this answer was used to assess the students’ language quality for the 2015 examination. 2011 students’ language quality was assessed with reference to each individual answer.

There was an increase in the percentage of students in the ‘Weak’ category between 2011 and 2015 from 15.96% to 21.98%, while the percentage in the ‘Very Good’ category increased from 5.66% to 7.75%. When the ‘Weak’ and ‘Fair’ categories were analysed together, it was observed that there was a decrease from 61.21% to 54.05%, while the percentage in the combined ‘Good’ and ‘Very Good’ categories increased from 38.79% in 2011 to 45.95% in 2015.

The results show that significantly more students fell into the weak category between 2011 and 2015 while the numbers in the ‘very good’ category also increased slightly.

*Figure 23: Comparison Between Quality of Language when Answers Given in Own Words in Reading Comprehension in 2011 and 2015*
Quality of Answers to Literature Question

Was there any change between 2011 and 2015 in the language quality of the answers given in the students’ own words in the literature section?

This refers to the language quality of the students’ answers to questions relating to the literature component. It refers in particular to the level of accuracy demonstrated by students in their use of verbs in both the indicative and conditional moods, the use of the correct preposition before the noun, the correct use of the genitive case, the use of correct syntax, and spelling accuracy.

The percentage of students in the ‘Weak’ category increased between 2011 and 2015 from 16.29% to 21.47%, while the percentage in the ‘Very Good’ category increased from 8.87% to 11.19%. When the ‘Weak’ and ‘Fair’ categories are combined, the data reveal a slight decrease between 2011 and 2015 from 59.55% in 2011 to 58.53% in 2015. When the ‘Good’ and ‘Very Good’ categories are analysed together, the data reflect a small increase from 40.83% to 41.47%. Findings suggest that there was hardly any difference in the performance of students between 2011 and 2015.

Figure 24: Comparison Between Quality of Language in Answers to Literature Questions in 2011 and 2015
Performance of Irish-Medium Students

Was there any change between 2011 and 2015 in the performance of Irish-Medium students in the written examination?

The performance of Irish-medium students in all components of the written examination were compared across 2011 and 2015. The findings indicate a significant improvement in the students’ handling of essay topics along with the quality of language used in 2015. This improvement was more obvious in certain elements such as their correct use of prepositions and of the genitive case.

Regarding the aural examination and their provision of correct responses, there was an increase in the number of students falling into the ‘Very Good’ category from 73.15% in 2011 to 92.66% in 2015, while the language quality of these answers deteriorated slightly (37.96% to 33.49%). Spelling accuracy improved significantly with the percentage within the ‘Very Good’ category increasing from 13.43% in 2011 to 27.98% in 2015. It was also evident that there was an improvement in language quality, in general, in the literature section between 2011 and 2015. In terms of the reading comprehension component, there was an improvement in the students’ ability to answer questions correctly, while the language quality of answers in students’ own words also improved.

In relation to the students’ handling of essay topics, the percentage of students falling into the ‘Very Good’ category increased significantly from 35.48% in 2011 to 51.83% in 2015, while the percentage in the ‘Weak’ category fell from 2.76% to .92%. When the ‘Good’ and ‘Very Good’ categories are analysed together, there is a significant increase from 72.81% to 84.86%. When the ‘Fair’ and ‘Weak’ categories are combined, the data reflect a significant from 27.18% in 2011 to 15.14% in 2015.

With regard to students’ correct use of verbs, the percentage of students in the ‘Very Good’ category fell from 18.89% in 2011 to 16.59% in 2015, while the percentage within the ‘Weak’ category fell from 10.14% to 7.83%. Combining the ‘Good’ and ‘Very Good’ categories, the data reveal that there was an increase from 52.99% to 60.37%. When the ‘Fair’ and ‘Weak’ categories are combined, data convey a decrease from 46.01% to 39.63%.

Regarding students’ correct use of prepositions, the percentage of students in the ‘Very Good’ category increased from 6.45% in 2011 to 13.02% in 2015, while the percentage in the ‘Weak’ category fell from 9.68% to 5.12%. When the ‘Good’ and ‘Very Good’ categories are combined, the data portray an increase from 41.01% to 50.23%. When the ‘Fair’ and ‘Weak’ categories are analysed together, the data reveal a decrease from 58.99% in 2011 to 49.77% in 2015.

In terms of the students’ correct use of the genitive case, the percentage within the ‘Very Good’ category increased significantly from 5.07% to 11.16%, while there was a slight drop in the ‘Weak’ category when it fell from 11.98% in 2011 to 11.63% in 2015. When the ‘Good’ and ‘Very Good’ categories were analysed together, there was an increase from 36.41% in 2011 to 45.11% in 2015. When the ‘Fair’ and ‘Weak’ categories are combined, the number of students fell from 63.59% in 2011 to 54.89% in 2015.

In regard to students’ spelling accuracy, the percentage of students in the ‘Very Good’ category increased from 4.15% to 7.34%, while the percentage in the ‘Weak’ category fell significantly from 11.98% to 5.5%. When the ‘Good’ and ‘Very Good’ categories are combined together, there is an increase from 42.40% in 2011 to 60.09% in 2015. When the ‘Fair’ and ‘Weak’ categories are combined, there is a decrease from 57.60% to 39.90%.
With regard to students’ **use of accurate syntax**, the percentage in the ‘Very Good’ category increased from 17.51% to 20.18%, while the percentage in the weak category fell significantly from 16.59% in 2011 to 9.63% in 2015. When the Good’ and ‘Very Good’ categories are analysed together, the data reflect an increase from 54.38% in 2011 to 61.01% in 2015. When the ‘Fair’ and ‘Weak’ categories are combined, there is a decrease from 45.62% in 2011 to 38.99% in 2015.

In terms of the **aural examination and students’ understanding of questions**, the percentage of students in the ‘Very Good’ category increased from 73.15% in 2011 to 92.66% in 2015, while the percentage in the ‘Weak’ category fell from 2.31% to 1.38%. When the Good’ and ‘Very Good’ categories are combined, there was an increase from 90.28% to 92.66%. When the ‘Fair’ and ‘Weak’ categories are combined, the data reflect a decrease from 9.72% to 7.34%.

Regarding students’ **language quality**, the percentage in the ‘Very Good’ category decreased from 37.96% in 2011 to 33.49% in 2015, while the percentage in the ‘Weak’ category grew from 5.56% to 6.42%. When the ‘Good’ and ‘Very Good’ categories are combined, there was a decrease between 2011 and 2015 from 75.00% to 69.73%. When the ‘Fair’ and ‘Weak’ categories are taken together, there was an increase from 25.00% to 30.27%.

In terms of students’ **spelling accuracy**, those in the ‘Very Good’ category increased from 13.43% in 2011 to 27.98% in 2015, while the percentage in the ‘Weak’ category fell slightly from 9.72% to 9.63%. When the ‘Good’ and ‘Very Good’ categories are analysed together, there was an increase from 56.49% to 66.06%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 43.52% to 33.94%.

In relation to the **reading comprehension component and students’ understanding of questions**, the percentage of students in the ‘Very Good’ category increased from 75.93% to 85.78%, while the percentage in the ‘Weak’ category fell slightly from 0.93% to 0.00%. Combining the ‘Good’ and ‘Very Good’ categories conveys an increase from 94.45% to 96.33%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 5.56% to 3.67%.

In terms of students’ **ability to answer in their own words**, there is a slight increase in the ‘Very Good’ category from 28.11% in 2011 to 28.44% in 2015, while there was a slight increase within the ‘Weak’ category from 6.91% to 7.34%. Combining the ‘Good’ and ‘Very Good’ categories conveys an increase from 63.59% to 69.27%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 36.40% to 30.73%.

In terms of the **quality of language used in answering in their own words**, there was an increase in the ‘Very Good’ category from 9.26% in 2011 to 15.14% in 2015, while there was an increase in the ‘Weak’ category from 12.96% to 13.76%. Combining the ‘Good’ and ‘Very Good’ categories conveys an increase from 51.88% to 58.26%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 48.15% to 41.74%.

In terms of the **literature component and quality of language employed by students**, there was an increase in the ‘Very Good’ category from 12.86% to 18.52%, while there was a decrease in the ‘Weak’ category from 11.90% to 8.80%. Combining the ‘Good’ and ‘Very Good’ categories reveals an increase from 51.43% to 57.87%. When the ‘Fair’ and ‘Weak’ categories are analysed together, there was a decrease from 48.57% to 42.13%.
Table 13: Comparison between performance of students in Irish-medium schools in 2011 and 2015 (written)

<table>
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<tr>
<th>Written Examination Component</th>
<th>Category</th>
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<th>Irish-Medium Students 2015</th>
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Performance of English-Medium Students

Was there any change in the performance of students in English-medium schools in the written examination between 2011 and 2015?

In terms of students’ ability to handle essay topics, there was a slight decrease in the ‘Very Good’ category from 36.92% to 36.50%, while there was an increase in the ‘Weak’ category from 0.36% to 3.86%. Combining the ‘Good’ and ‘Very Good’ categories conveys a decrease from 81.80% to 75.37%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 17.21% to 24.63%.

Regarding students’ correct use of verbs, there was a decrease in the ‘Very Good’ category from 18.89% in 2011 to 14.24% in 2015, while there was an increase in the ‘Weak’ category from 10.14% to 24.04%. Combining the ‘Good’ and ‘Very Good’ categories conveys a decrease from 52.99% to 41.54%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 47.01% to 58.46%.

As regards students’ correct use of prepositions, there was an increase in the ‘Very Good’ category from 5.02% to 8.33%, while there was an increase in the ‘Weak’ category from 8.96% to 20.83%. When the ‘Good’ and ‘Very Good’ categories are combined, the data reflect a decrease from 35.49% to 31.84%. When the ‘Fair’ and ‘Weak’ categories are viewed together, there was an increase from 64.52% to 68.15%.

Regarding students’ correct use of the genitive case, there was an increase within the ‘Very Good’ category from 4.30% to 11.16%, while there was an increase in the ‘Weak’ category from 10.75% to 11.63%. Combining the ‘Good’ and ‘Very Good’ categories conveys an increase from 32.26% to 45.11%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 67.74% to 54.89%.

In terms of students’ spelling, there was an increase in the ‘Very Good’ category from 3.58% to 4.45%, while there was an increase in the ‘Weak’ category from 11.47% to 19.29%. Combining the ‘Good’ and ‘Very Good’ categories reflects a decrease from 39.42% to 36.20%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 60.57% to 63.80%.

As regards students’ correct use of syntax, there was an increase in the ‘Very Good’ category from 6.09% to 9.82%, while there was an increase in the ‘Weak’ category from 18.64% to 32.74%. When the ‘Good’ and ‘Very Good’ categories are combined, the data reflect a decrease from 43.01% to 34.82%. When the ‘Fair’ and ‘Weak’ categories are taken together, there was an increase from 56.99% to 65.18%.

In terms of the aural component and students’ understanding of questions, there was a decrease in the ‘Very Good’ category from 31.29% to 29.97%, while there was an increase in the ‘Weak’ category from 6.47% to 21.96%. Combining the ‘Good’ and ‘Very Good’ categories conveys a decrease from 64.74% to 56.08%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 35.25% to 43.92%.

Regarding the quality of language employed by students, there was an increase within the ‘Very Good’ category from 6.83% to 8.90%, while there was an increase in the ‘Weak’ category from 16.19% to 35.61%. Combining the ‘Good’ and ‘Very Good’ categories conveys a decrease from 36.33% to 27.89%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 63.67% to 72.11%.
As regards students’ spelling, there was a very slight drop in the ‘Very Good’ category from 2.88% to 2.08%, while there was an increase in the ‘Weak’ category from 28.78% to 39.32%. When the ‘Good’ and ‘Very Good’ categories are combined, the data reflect a decrease from 24.46% to 22.32%. When the ‘Fair’ and ‘Weak’ categories are viewed together, there was an increase from 75.54% to 77.78%.

In relation to the reading comprehension and students’ understanding of questions, there was a large increase in the ‘Very Good’ category from 42.29% to 83.98%, while there was a slight decline in the ‘Weak’ category from 2.15% to 1.19%. Combining the ‘Good’ and ‘Very Good’ categories conveys an increase from 78.49% to 96.15%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a sharp decrease from 21.50% to 3.86%.

In terms of the students’ ability to answer in their own words, there was an increase in the ‘Very Good’ category from 9.32% to 13.35%, while there was an increase in the ‘Weak’ category from 12.54% to 21.66%. Combining the ‘Good’ and ‘Very Good’ categories conveys a slight increase from 44.09% to 45.10%. When the ‘Fair’ and ‘Weak’ categories are combined, there was a decrease from 55.91% to 54.91%.

As regards the quality of language used by students when answering in their own words, there was a slight increase in the ‘Very Good’ category from 2.87% to 2.97%, while there was an increase in the ‘Weak’ category from 18.28% to 27.30%. When the ‘Good’ and ‘Very Good’ categories are combined, the data reflect an increase from 28.68% to 37.98%. When the ‘Fair’ and ‘Weak’ categories are analysed together, there was a decrease from 71.33% to 62.02%.

In relation to the literature component and the quality of language employed by students, there was a slight increase in the ‘Very Good’ category from 5.82% to 6.38%, while there was an increase in the ‘Weak’ category from 19.64% to 29.79%. Combining the ‘Good’ and ‘Very Good’ categories reveals a decrease from 32.73% to 30.70%. When the ‘Fair’ and ‘Weak’ categories are combined, there was an increase from 67.28% to 69.30%.

### Table 14: Comparison Between Performance of Students in English-Medium Schools in 2011 and 2015 (Written)

<table>
<thead>
<tr>
<th>Written Examination Component</th>
<th>Category</th>
<th>English-Medium Schools 2011</th>
<th>English-Medium Schools 2015</th>
</tr>
</thead>
<tbody>
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<td>36.50</td>
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<td>3.86</td>
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<td>18.89</td>
<td>14.24</td>
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<td>8.96</td>
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<td>19.29</td>
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</tr>
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<td>6.09</td>
<td>9.82</td>
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<td>29.97</td>
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</tr>
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<td></td>
<td>33.45</td>
<td>26.11</td>
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</tr>
<tr>
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<td>6.47</td>
<td>21.96</td>
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<td>21.58</td>
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</tr>
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<td>Reading Comprehension: Understanding Questions</td>
<td>42.29</td>
<td>83.98</td>
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<tr>
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<td>36.20</td>
<td>12.17</td>
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<td>1.19</td>
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</tr>
<tr>
<td>Reading Comprehension: Answers in Own Words</td>
<td>9.32</td>
<td>13.35</td>
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</tr>
<tr>
<td></td>
<td>34.77</td>
<td>31.75</td>
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</tr>
<tr>
<td></td>
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<td>Good</td>
<td>Weak</td>
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</tr>
<tr>
<td><strong>Reading Comprehension:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>43.37</td>
<td>25.81</td>
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</tr>
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</tr>
<tr>
<td>Fair</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literature: Language quality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>5.82</td>
<td>6.91</td>
<td>47.64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Fair</td>
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<td></td>
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</tr>
<tr>
<td>Weak</td>
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</tbody>
</table>
Concluding Remarks

Oral Examination.

- The results of the analysis indicate an overall improvement in the reading competence of students between 2011 and 2015 (see Figure 3 and Figure 4). When the Irish-medium school cohort is separated from the English-medium school cohort, it becomes clear that this improvement is more evident in the latter cohort. A number of possible contributory factors should be considered here. Firstly, the percentage of Irish-medium students (82.69%) falling within the ‘Very Good’ category was already high, while the percentage of English-medium students (54.97%) within the ‘Very Good’ category was lower. There was, therefore, much more room for improvement in the English-medium school cohort. Secondly, there was a disparity between the reading requirements in the 2011 and 2015 examinations.

- Students’ understanding of questions (relating both immediate and external environment) broadly similar between 2011 and 2015 (see Figure 5 & Figure 6).

- The results indicate an overall increase in the range of vocabulary employed by students between 2011 and 2015 (see Figure 7). The increase was higher in the ‘Very Good’ category of the Irish-medium cohort, 63.46% v 73.22% (see Table 11) compared to that of English-medium cohort 21.64% v 26.79% (see Table 12). However, when the ‘Good’ and ‘Very Good’ categories are combined the findings show a very insignificant increase of 0.23% for students of Irish–Medium schools as the percentage for these combined categories is 97.69% for 2011. The increase of 8.80% is much more significant for these two combined categories for students of English-Medium schools. It must be noted however, that the total percentage for these combined categories for 2011 in English Medium Schools is much lower at 53.40%. The researchers conclude that the fact that the Oral Examination is a common examination for Higher and Ordinary Level students has a bearing on these findings.

- The results indicate a low level of competence in the use of phrases, idiomatic expressions across both years and across all types of schools (see Figure 8). There was a significant decrease in the performance of students of Irish-Medium schools in this regard (see Table 11). The results show a decrease in the percentage of students in the ‘Very Good’, ‘Good’ and ‘Fair’ categories and a very significant increase of 30.84% of students in the ‘Weak’ category in 2015. In the English-Medium schools the findings show an improvement in all categories in the performance of students in relation to the range of phrases used in 2015 (see Table 12). There was an improvement of 6.38% in the Very Good category, a 4.15% improvement in the ‘Good’ category, a 2.76% improvement in the ‘Fair’ category and a reduction of 9.13% in the ‘Weak’ category. However, it must be noted that despite these improvements the performance of students remains very poor. One can conclude from these findings that students are not focusing on this aspect of language acquisition and production in their preparation for the oral examination.

- There was a slight improvement in overall performance in relation to the use of verbs in the Indicative Mood between 2011 and 2015 in Irish and English Medium schools (see Figure 9). This would suggest that more time is devoted to the preparation of topics for the Oral Examination in 2015. However, it must be noted that the improvement is more significant within the Irish-medium cohort in the very good category (74.63% v 81.17%) against 32.11% v 36.04% in the very good category in the English medium schools (see Table 11 and Table 12). This raises an important question about the fact that the Oral Examination is a common examination for both Higher and ordinary level students. This merits further investigation.
The results indicate that there was a decrease in students’ use of the Conditional Mood within all cohorts between 2011 and 2015. This decrease was more prominent in Irish-medium schools within the ‘Weak’ category, where the percentage increased from 50.38% to 75.31% (see Table 11 and Table 12). It is important to note, however, that the researchers observed that examiners did not rely to the same extent in 2015 on standard questions such as ‘What would you do if you were Taoiseach?’ ‘Céard a dhéanfá dá mbeifeá i do Thaoiseach?,’ ‘What would you do if you won the Lotto?’ ‘Céard a dhéanfá dá mbuafá an Lotto?,.’ Such questions in 2011 afforded the students the opportunity to demonstrate their competence in this area by providing well-rehearsed answers to predictable questions. Examiners in 2015 were more inclined to weave the conditional mood into the conversation in a more natural way. The researchers have concluded, therefore, that the results for 2015 may indicate the students’ true competence in their use of the conditional mood.

The results indicate that the students’ competence in the use of indirect speech was weaker in 2015 compared to 2011 (see Figure 11). This was more significant in Irish-medium schools (see Table 11 and Table 12). There was an increase of 27.59% in the number of students falling within the ‘Weak’ category (23.46% v 51.05%) between 2011 and 2015. It is important to note, however, that the percentage of 2011 English-medium students falling within the ‘Weak’ category was very high at 80.63% compared to 23.46% in Irish-medium schools.

There was a marked improvement overall in other grammatical accuracy across both cohorts in relation to the correct use of nouns, pronouns, prepositions, prepositional prepositions, adjectives etc. (see Figure 12). However, this improvement was higher within the Irish-medium cohort. (see Table 11 and Table 12). One can conclude from this finding that more classroom time is now being devoted to preparation of this aspect of language learning.

No significant change was observed in the level of spontaneity in general conversation between 2011 and 2015 (see Figure 2 and Appendix 6). Students in the ‘Good’ and ‘Very Good’ categories demonstrated a high level of spontaneity in their immediate and appropriate responses to the wide range of questions on a broad range of topics throughout the conversation. Students in the Fair category frequently demonstrated spontaneity by giving immediate and appropriate responses to questions. However, responses from students in the weak category were often hesitant, stilted and lacking spontaneity.

Analysis of gender reveals that female students scored higher compared to male students, and that the rate of change between 2011 and 2015 was similar across both genders (see Table 10).

An analysis of the picture series component in 2015 was conducted and the researchers noted a number of issues. It was observed that there was a disparity in the complexity and challenging nature of the various picture series. The amount of Bubble speech included differs substantially from one picture series to another. The Bubble speech creates difficulty for most students but especially for the Fair to Weak student. The researchers observed how this new component of the oral examination impinges on the time available for the general conversation element. The researchers formed the opinion that the current assessment model for the picture series is an important issue and it raises an important question as to whether this form of assessment enables the aims of the introduction of the picture series to be achieved. These are important issues that merit further investigation.

A contrastive analysis was conducted between the performance of the students in some aspects of the picture series and the student’s performance in those aspects in the general conversation element of the examination (see Appendix 10).

The researchers have noted that two additional components, the Welcoming and the Picture Series, were added to the existing elements of reading and general conversation and formed a major part of the
oral examination in 2015 but no additional time was made available for the overall oral examination. This is an important question that merits investigation if the aims associated with the introduction of the changes, as were outlined in section one of this report ‘with the intention of promoting the oral and communicative aspects of the language’, are to be achieved.

**Written Examination**

- The findings reveal that overall the students were better able to handle essay topics in 2015 compared to 2011. It should be noted, however, that 2015 students had a broader and more predictable range of topics from which to choose. The improvement was most notable in the ‘Very Good’ category and was more evident in Irish-medium schools than in English-medium schools.

- Findings indicate that there was an increase in the percentage of students in both the ‘Weak’ and ‘Very Good’ categories across the various elements of language quality assessed in the composition component. This increase was much more pronounced, however, within the ‘Weak’ category across English-medium schools. The researchers have found that students’ knowledge of grammar is generally weak in all types of schools, and particularly so in English-medium schools, and that the revised syllabus has not reversed this trend, especially among weaker students. Indeed, the researchers observed that many 2015 students did not attempt the grammar questions in the reading comprehension component and, when attempted, incorrect answers were often given. The researchers also found that students holding a reasonably good understanding of grammar rules seemed to improve further as evidenced by more students moving up from the ‘Good’ to the ‘Very Good’ category.

- Findings in relation to the literature component reveal a similar pattern to those pertaining to the composition component above, where there was an increase in the percentage of students in both the ‘Weak’ and ‘Very Good’ categories. The researchers noted that many of the students within the ‘Good’ and ‘Very Good’ categories, composed essays that seemed to have been well prepared and where the language employed was of high quality. This high quality of language was also evident in their responses to literature questions, where the questions would have been less predictable and where it would have been more difficult for students to mask their lack of grammatical accuracy.

- Within the aural component, students’ ability to answer correctly appears to have weakened in 2015, along with the quality of language used. This decline is much more prominent within English-medium schools, however. This continued the trend that was evident in the language quality demonstrated in the Composition section in English-medium schools. It should be noted, however, that the amount of marks allocated to the aural section was reduced from 100 to 60. It may be the case that less class time was devoted to the aural element of the curriculum than heretofore, due to this reduction in marks.

- Findings suggest that there was an improvement in students’ ability to answer questions correctly within the reading comprehension component. In the 2015 examination students were not required to provide answers in their own words and this could be the reason for this improvement. The number of marks allocated to this section has increased from 75 to 100, and it may also be the case that more class time was dedicated to this section of the examination.

- No meaningful comparison could be made between the performance of students in the oral and written components of the examination as the written material available to the researchers related to
the Higher Level only. The material available for the oral component related to both Higher and Ordinary Level. As the Oral Examination is a common one, the researchers could not distinguish between Higher and Ordinary Level students in the oral component.

Limitations of This Research Study

- The study contrasts the performance of students in 2011 (before the change to the syllabus) with the performance of students in one other year after the change (2015). This limits the statistical validity of the findings in relation to identifying a trend, as factors other than the change in the syllabus might influence the performance of students in a particular school in any given year.

- The size of the sample (1000 students per year) is relatively small when compared with the overall cohort of students (more than 40,000) sitting the Leaving Certificate Irish Examination at Higher and Ordinary Level each year.

- Due to data availability issues, it was not possible to specifically study the requirements of the native speaker
Areas for Further Investigation and Research

- A common oral examination does not seem to be meeting the needs of all students who sit the Leaving Certificate Irish Examination at both Ordinary and Higher level. Many students demonstrate a relatively high level of competence in spoken Irish as evidenced by their performance in the Oral Irish examination. Some of these students, particularly native speakers, students from Irish medium schools and the more proficient students from English medium schools, could develop their oral language skills further and are not sufficiently challenged by the common examination as currently constituted. On the other hand, there is a cohort of students who, for various reasons, do not perform well in the common examination and for whom the oral examination may be a negative experience. The researchers are of the view that this matter merits further investigation and research.

- The use of the picture sequence as a tool for examining spoken language interaction needs further consideration. Many weaker students have difficulty with this component of the oral examination, particularly the speech bubbles. Greater consideration should be given to the selection process to achieve better consistency between the level of difficulty and complexity in the various picture sequences. The evidence shows that the current assessment model for the picture series is not contributing to any significant improvement in the communicative skills and fluency of students. The use of the picture sequences as pedagogical tools would merit further investigation as language acquisition in the picture series does not seem to have a crossover effect in the general conversation component of the examination. This report recommends further investigation of a different assessment model, one that would entail greater interaction between the student and the examiner. This would have implications for the teaching and preparation methods that would be appropriate to any such new form of assessment.

- The current time of 15 minutes allotted to the Oral Examination merits consideration in order to take account of the two additional components, the Welcoming and especially the picture series. The evidence indicates that the time spent on the picture sequences tends to impinge on the amount of time available for the general conversation part of the examination, resulting in a reduction in the range of topics discussed or a reduction in the amount of time spent on each topic. The researchers are aware that any extension of the time period allotted could have logistical and other implications in relation to the conduct of the State Examinations.

- The results indicate that the written language quality (grammatical accuracy) of students in English-Medium schools has declined, with more of those students now falling into the ‘Weak’ category. This is despite the fact that a more formal grammar element has been introduced in the revised curriculum in the reading comprehension section on the Higher Level paper. Higher Level students are now required to answer formal grammar questions in the written examination. However, it is evident that this requirement has not had a positive effect on the ability of many students in English-Medium schools to apply the basic rules of Irish Grammar. The reasons for this continuing decline need to be investigated further and appropriate remedial action identified.
Appendices
The following section includes a list of appendices relating to the research conducted.

Appendix 1: Oral Examinations Template 2011

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Student ID Number</th>
<th>Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish Medium Schools/ English-Medium/ DEIS / Private Secondary/ Vocational School/Community School/Comprehensive</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of School</th>
<th>Ulster/Connacht/MunsterLeinster (outside Dublin) Dublin</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prose Reading/ Level</th>
<th>Weak 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Very good 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pronunciation and rhythm of the candidate’s prose reading was...</td>
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</table>

<table>
<thead>
<tr>
<th>General Conversation/ Level</th>
<th>Weak 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Very good 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding: The student’s understanding of questions relating to his/her immediate environment was...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Understanding: The student’s understanding of topics on the syllabus that were outside his/her immediate environment was... |
|------------------------|------------------|------------------|------------------|------------------|
| Vocabulary: The range of vocabulary used by the student during the conversation was... |
| Vocabulary: The range of phrases and idiomatic expressions used by the student during the conversation was... |
| Grammatical Accuracy/ Level | Weak 1 | Fair 2 | Good 3 | Very good 4 |
| The level of grammatical accuracy of verbs in the indicative mood was... |</p>
<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s use of the conditional mood when appropriate was...</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s mastery of other elements of Irish Grammar as evidenced in his/her conversation was...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other significant aspects of the student’s oral competence (please tick yes or no)</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>A wide range of topics was covered in the general conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s conversation was spontaneous</td>
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</table>
## Appendix 2: Oral Examinations Template 2015

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<th>Student’s ID Number</th>
<th>Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>Irish-Medium Schools/ English-Medium Private Secondary /Secondary School/ DEIS Community /Vocational /Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Location of school</td>
<td>Ulster/ Connacht /Munster/ Dublin/ Leinster outside Dublin</td>
<td></td>
</tr>
<tr>
<td>Poetry Reading/ Level</td>
<td>Weak 1</td>
<td>Fair 2</td>
</tr>
<tr>
<td>The pronunciation and rhythm of the candidate’s poetry reading was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Series/ Level</td>
<td>Weak 1</td>
<td>Fair 2</td>
</tr>
<tr>
<td>Understanding: The candidate’s understanding of the events depicted in each picture was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding: The candidate’s understanding of the various hints in the speech bubbles was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing the pictures: The candidate’s ability to describe the events in the pictures was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary: The range of the candidate’s vocabulary when describing the events in the pictures was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary: The student’s use of phraseology appropriate to the events depicted in the pictures was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatical Accuracy/ Level</td>
<td>Weak 1</td>
<td>Fair 2</td>
</tr>
<tr>
<td>The student’s use of the indicative mood was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s use of the conditional mood...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s use of indirect speech was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s ability to ask questions based on the events depicted in the pictures and was...</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The candidate’s ability to answer questions based on the events depicted in the pictures and Reception was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other significant aspects of the student’s performance in the ‘picture series’ part of the examination (Please tick yes or no)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>The student could only ask simple questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student could ask complex questions accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student could relate the speech bubbles in indirect speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student used the past tense for the most part when describing the events depicted in the pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Conversation/Level</td>
<td>Weak 1</td>
<td>Fair 2</td>
</tr>
<tr>
<td>Understanding: The student’s understanding of questions relating to his/her immediate environment was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding: The student’s understanding of topics on the syllabus that were outside his/her immediate environment was...</td>
<td></td>
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</tr>
<tr>
<td>Vocabulary: The range of vocabulary used by the student during the conversation was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary: The range of phrases and idiomatic expressions used by the student during the conversation was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatical Accuracy/Level</td>
<td>Weak 1</td>
<td>Fair 2</td>
</tr>
<tr>
<td>The level of grammatical accuracy of verbs in the indicative mood was...</td>
<td></td>
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</tr>
<tr>
<td>The student’s use of the conditional mood when appropriate was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s mastery of the principal elements of Irish Grammar as evidenced in his/her conversation was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s use of indirect speech was...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other significant matters that came to your attention during the general conversation part of the examination. Please tick Yes or No.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>• A broad range of topics was covered during the conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The student’s conversation was spontaneous.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Oral Examinations Descriptors for Templates

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak Category</td>
<td>0% → 39%</td>
</tr>
<tr>
<td>Fair Category</td>
<td>40% → 59%</td>
</tr>
<tr>
<td>Good Category</td>
<td>60% → 79%</td>
</tr>
<tr>
<td>Very Good Category</td>
<td>80% → 100%</td>
</tr>
</tbody>
</table>

**Weak Category: 0% → 39%**

When it is evident from the student’s language production that his/her vocabulary is limited, that he/she can only understand basic simple questions, that an examiner must ask a question a number of times, the need to rephrase the question in a different way, that it is necessary to give keywords or hints to elicit a response, the student’s responses are often stilted and hesitant with a lack of continuity, that the student’s responses are grammatically inaccurate for the most part, the conversation is restricted to a few topics relating only to the student’s immediate environment.

**Fair Category: 40% → 59%**

When it is evident from the student’s language production that he/she has a reasonably broad vocabulary that enables him/her to express opinions reasonably well, able to give appropriate responses to examiner’s questions and inputs reasonably often, that the student is capable of carrying on a reasonable conversation, that the conversation is based mainly on topics relating to his/her immediate environment, that the student’s responses are reasonably free flowing not too hesitant or stilted, the student demonstrates a reasonable mastery of the verbs in the Indicative Mood, demonstrates a reasonable command of other main elements of Irish grammar in relation to nouns, pronouns, prepositions, prepositional pronouns, adjectives etc. much of the time.

**Good Category: 60% → 79%**

When it is evident from the student’s language production that he/she has a broad rich vocabulary that enables him/her to understand a wide range of questions based on a wide range of topics, the ability to respond accurately and effortlessly to examiner’s questions and inputs most of the time, the ability to express himself/herself freely and naturally for the most part, the ability to reveal and develop his/her opinions and ideas on a wide range of topics most of the time. When it is evident that the student demonstrates a good mastery of verbs in the indicative mood for the most part and demonstrates a good mastery of the correct use of the main elements of Irish grammar most of the time.

**Very Good Category: 80% → 100%**

When it is evident from the student’s language production that he/she a very broad and a very rich vocabulary, responses are always very appropriate to the topics under discussion, that the student’s responses are practically always very natural and free flowing, is effortlessly able to express opinions on any topic from his/her immediate environment or on topics from outside of his/her immediate environment, the ability to broaden and develop the conversation in a natural free flowing manner. When it is evident that the student’s correct use of verbs and command of the various tenses is very accurate throughout the conversation, that the student’s conversation demonstrates the correct use of the main elements of Irish grammar almost all the time.
Appendix 4: Oral Examinations SECDescriptors

The Marking of the Oral Test

(a) Reception: 5 marks for 5 items of information.

(b) Poetry Recitation: 35 marks

Top Third: The candidate’s effort in the range very good to excellent in terms of rhythm and pronunciation and comprehensibility - an appropriate mark between 24 and 35.

Middle Third: The candidate’s effort in the range fair to good in terms of rhythm and pronunciation and comprehensibility - an appropriate mark between 14 and 23.

Bottom Third: The candidate’s effort in the range very weak to weak in terms of rhythm and pronunciation and comprehensibility – an appropriate mark between 0 and 13.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>29-35</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>24-28</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>19-23</td>
</tr>
<tr>
<td>D</td>
<td>Fair</td>
<td>14-18</td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>9-13</td>
</tr>
<tr>
<td>F</td>
<td>Very Weak</td>
<td>0-8</td>
</tr>
</tbody>
</table>

(c) Description of a series of pictures: 80 marks

Top Third: The candidate’s effort in the range very good to excellent in terms of giving a description of the series of pictures and displaying a mastery in asking and in answering questions and expressing opinions - an appropriate mark between 56 and 80.

Middle Third: The candidate’s effort in the range fair to good in terms of giving a description of the series of pictures and displaying a mastery in asking and in answering questions and expressing opinions - an appropriate mark between 32 and 55.

Bottom Third: The candidate’s effort in the range very weak to weak with a short, weak undeveloped description, a breakdown in communication, limited ability - an appropriate mark between 0 and 31.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>68-80</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>56-67</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>44-55</td>
</tr>
<tr>
<td>D</td>
<td>Fair</td>
<td>32-43</td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>20-31</td>
</tr>
<tr>
<td>F</td>
<td>Very Weak</td>
<td>019</td>
</tr>
</tbody>
</table>

(d) General Conversation

75 marks for Irish Repertoire; 45 marks for Language Ability. Marking as at present: 6 classes in the two
categories: A – excellent; B – very good; C – good; D – fair; E – weak; F – very weak.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Irish Repertoire</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>64-75</td>
<td>39-45</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>53-63</td>
<td>32-38</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>42-52</td>
<td>25-31</td>
</tr>
<tr>
<td>D</td>
<td>Fair</td>
<td>30-41</td>
<td>18-24</td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>19-29</td>
<td>12-17</td>
</tr>
<tr>
<td>F</td>
<td>Very Weak</td>
<td>0-18</td>
<td>0-11</td>
</tr>
</tbody>
</table>
## Appendix 5: Oral Examinations SOLOM Matrix

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Observed:</td>
<td>Administered By (signature):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Comprehension</strong></td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech. Although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions.</td>
</tr>
<tr>
<td><strong>B. Fluency</strong></td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant: often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression</td>
<td>Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.</td>
</tr>
<tr>
<td><strong>C. Vocabulary</strong></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited: comprehension quite difficult.</td>
<td>Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.</td>
<td>Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximate that of a native speaker.</td>
</tr>
<tr>
<td><strong>D. Pronunciation</strong></td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximate that of a native speaker.</td>
</tr>
<tr>
<td><strong>E. Grammar</strong></td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase and/or</td>
<td>Makes frequent errors of grammar and word order that occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word order errors that do not</td>
<td>Grammar and word order approximate that of a native speaker.</td>
</tr>
<tr>
<td>restrict him/herself to basic patterns.</td>
<td>obscure meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6: Oral Examinations Transcripts of Examinations with Comments

2011 Sample 1: Category - Very good

Conversation 2011

Scrúdaitheoir: Anois ...... bhí ............... go léir agam roimhe seo tusa an chéad bhuaachaill a tháinig isteach. Anois an bhfuil tú i do chónai in aice láimhe nó cén áit a bhfuil tú i do chónai?

Dalta: Tá mé I mo chónaí taobh ...... taobh amuigh den........

Scrúdaitheoir: Ó sea

Dalta: Áit iontach álaimn atá ann. Tá áthas mórmhorm bhfuil mé i mo chónaí ansin. D’fhás ....... suas ansin ........

Scrúdaitheoir: Ó sea:

Dalta: Tá mise I mo chónaí .... ansin le mo theaghlach, tá teaghlach mór agam.

Scrúdaitheoir: Cé mhéad atá sa teaghlach?

Dalta: Tá ceathrar sa teaghlach agus m’áthair agus m’údathair ....... agus d’fhás ....... suas ansin.

Scrúdaitheoir: Agus an bhfuil sibh go léir ag dul ar scoil?

Dalta: Sea, Níl, mise agus ...... an t-aon bheirt atá ag dul ar scoil anseo. Tá an .... eile ...... ina chónaí i .......Sin é an .... is síne.

Scrúdaitheoir: Ó an bhfuil?

Dalta: Tá sé ag obair faoi chlár........an t-ainm atá air. Jab maith atá aige ansin ach tá ...... ina chónaí san ...... bhog sé sall ann thart .... ó shin. Tá sé ina chónaí i ...... agus fuair sé jab mór thart fá sé mhí ó shin just nuair a bhog sé thall ansin.

Scrúdaitheoir: Bhi an t-ádh leis:

Dalta: Sea sea, bhí an t-ádh leis iontach maith. Nil fhios agam anois cén t-ainm atá ar an gcomhlacht...... comhlacht maith sílim.

Scrúdaitheoir: Agus cén sórt oibre é?

Dalta: Nil fhios agam really, just tá sé ag obair .... in ..... Ní raibh mé ag caint leis, faoi, móráin just rud beag. Dúirt sé go bhfuil an aimsir thall ansin iontach maith, tá caitheamh aimsirí maith thall ansin fosta.

Scrúdaitheoir: An dtiocfaidh sé ar ais an dóigh leat?

Dalta: Nil fhios agam, dúirt sé níl sé ag iarraidh teacht ar ais. Dá mbeadh seans agamsa rachainn sall ansin i mbliana.

Scrúdaitheoir: An rachfá?

Dalta: Sea rachainn.
Scrúdaitheoir: Sea, ach, a gus an bhfuil tú ag iarraidh dul ann tar éis na hArdteiste nó ar mhaith leat dul?

Dalta: Níl mar tá mé ag dul go dtí an Ollscoil i ndiaidh na hArdteiste ach sa samhradh beidh mé ag dul sall go dtí ...... ag iarraidh obair, tá ...... liom ag obair thall ansin, is, ........,an bhfuil fhios agat tá ...... thall ansin aige.

Scrúdaitheoir: Ó an bhfuil?

Dalta: Bhí post aige ...... mise ach just go bhfuil mé ag iarraidh áit le fanacht ach tá sé iontach deacair, tá sé daor ...... ach post maith atá ann thart fá sé chéad punt.

Scrúdaitheoir; Ah tá an t-ádh dearg leat ansin!

Dalta: Beidh airgead mór déanta agam má fhaighim lóistín don samhradh. Beidh an t-airgead sin úsáideach don Choláiste.

Scrúdaitheoir: Agus cad ca b mhaith leat a dhéanamh sa Choláiste?

Dalta: Bhuel, tá suim mhór agam san ........ mar tá mé go maith ag an ....... sa scoil seo agus má tá tú go maith ag an ........ beidh tú ábalta dul isteach agus post iontach maith a fháil.

Scrúdaitheoir: Ach níl uaigneas ort go leor postanna in Éirinn?

Dalta:  Ah níl níl, níl in Éirinn but muna mbíonn post agam in Éirinn rachainn go dtí an Astráil nó Meiriceá nó Londain nó áit éicint mar sin agus bionn post maith thall ansin.

Scrúdaitheoir; Má amharcann tú thall ansin?

Dalta: Sea sea má amharcann tú.  Tá mé ag iarraidh múinteoireacht a dhéanamh fosta fá choinne ...... seo b’fhéidir mar tá Gaelaig mhaith agam b’fhéidir múinteoireacht sa scoil seo. Tá na pointí iontach ard fá choinne múinteoireachta, thart fá cúig chéad pointe.

Scrúdaitheoir: Cén áit a rachfá chun an cúrsa

Dalta: Gaillimh rachainn síos go dtí Gaillimh síos go dtí NUI.  Níl fhios agam cén ceann atáim ag iarraidh a dhéanamh.

Scrúdaitheoir: Cé mhéad bliain a bheidh tú ansin?

Dalta: Fá choinne .......... tá sé thart fá .... bliana ach fá choinne múinteoireachta níl sé ach thart fá trí nó ceathair bliana. Tá an t-am ag éirí gairid anois fá choinne decisions a dhéanamh.

Scrúdaitheoir: Ceart go leor. Is maith leat an scoil seo!

Dalta: Is maith liom an timpeallacht that fán scoil. Is maith liom ...... duine atá sa scoil. Just is maith liom a bheith sa mbaile.

Scrúdaitheoir: An mbeidh uaigneas ort ag fágáil na scoile?

Dalta: Beidh, Beidh, Beidh uaigneas mór orm ag fágáil na scoile seo ach beidh mé ag dul go dtí áit úr, daoine úra a fheiceáil agus úirean úra, níl fhios agam, níl mórán úirean thart anseo fá ........Beidh an Coláiste ais níos mó.

Scrúdaitheoir: An raibh tú riamh i nGaillimh?

Dalta: Bhí bhí mé ...... thart fá cúpla mí ó shin lár mí Feabhra. Tá mo chairde ...... sa Choláiste agus just bhí mé ...... ansin thart fá sheachtain amháin, bhain mé an-sult as tá learr móir oíche maith againn agus tá na pubs ag dul mall ...... oíche agus bhí na dioscós ag dul ...... oíche fosta.
Scrúdaitheoir: Tá sé i bhfad níos gnóthaí ná timpeall na háite seo?
Dalta: Sea Sea tá, i bhfad níos mó craic ...... ansin, tá mo chairde ansin agus beidh roinnt eile de mo chairde ag dul ......fosta.
Scrúdaitheoir: Sea beidh duine nó dhó ag dul? Ach níl mórrán fostaíochta timpeall na háite seo an bhfuil?
Dalta: Nó níl nuair a dhún ........
Scrúdaitheoir: Cad a bhí ...........ag déanamh?
Dalta: Bhí ...... thuas ansin, ........................................
Scrúdaitheoir: Sea tuigim ceart go leor!
Dalta: Bhí thart fá ...... daoine ag obair ann. Bhí ...... daoine ag obair anseo ach tá an ..... druidte síos anois, nil ach thart fá ...... ag obair ansin anois
Scrúdaitheoir: Cad tá ag tarlúint do na daoine sin?
Dalta: Nil fhios agam. Nil mórrán postanna thart fán áit seo Postanna ...... nil fhios agam cá fhad a mhairfidh sé .
Ceart go leor agus an bhféachann tusa ar an teilifis?
Dalta: Ah ...... nuair a bhionn am agam ón staidéar agus ón iascaireacht ...... ar an teilifis.
Scrúdaitheoir: Cén sórt clárace is maith leat?
Dalta: Desperate Housewives. Is maith liom Desperate Housewives, Fosta bhí ..........ar siúl cúpla mí ó shin ach tá sé criochnaíthe anois bionn suim móir agam sa chlár sin an clár ar RTE iontach maith dúil mhór agam ann agus ..........
Scrúdaitheoir: Agus dúirt tú, creidim go mbíonn tú ag imirt peile an mbionn?
Dalta: Sea bím ag imirt peile fá choinne an cheantar seo, peil gaelic just an chuid is mó ach .......... bím ...... fá choinne........
Scrúdaitheoir: Agus cén áit, cúl báire?
Dalta: Nil mé i mo ...... fá choinne Gaelic téim suas ...... tosaigh fá choinne Gaelic
Scrúdaitheoir: Tá tú tapaí go leor, is dócha?
Dalta: Sea táim iontach ...... fá choinne ........ tosaí bím i gcónaí ag rith thart ar fud na páirce
Scrúdaitheoir: An bhfuil an fhoireann go maith?
Dalta: Tá. Tá mé ag imirt fa choinne .......... an bhliain seo. .......... Dé Domhnaigh bhíomar ag imirt i gcoinne .......... Bhí an fhoireann iontach, ........................
Scrúdaitheoir: Agus an bhfuil foireann maith sa scoil?
Dalta: Tá foireann iontach maith sa scoil. Tá muid istigh sa, ah nil fhios agam, bhí muid .... i ...... trí seachtaini ó shin ag imirt Coláiste...... i ...... agus bhí an bua againn ...... ansin fosta.
Scrúdaitheoir: Agus an raibh sibh ag ceiliúradh nuair a tháinig sibh ar ais?
Dalta: Sea rinneamar roinnt ceiliúradh, bhí cuid de na ...... ag ól ach .......... 

Scrúdaithetheoir: An raibh siad ag ól, taobh amuigh den scoil is dócha?

Dalta: Yea nuair a d’imigh siad amach ag an deireadh seachtaine bhí siad amuigh sna pubs ar fad. 

Scrúdaithetheoir: Ni imríonn tú galf nó an rud mar sin?

Dalta? No ní imríonn mé Galf tá ...... i gcónaí ag imirt Gailf agus tá mo ........... ag imirt gailf. Tá ...... go maith. Bionn sé amuigh ...... lá sa tseachtain ......ag buailadh na liathróidí ........

Scrúdaithetheoir: Tá sibh an-ghar don ...... mar sin?

Dalta: Tá tá muid an-chónarách don .......... 

Scrúdaithetheoir: An bhfuil Galf chúrsa, machaire gailf?

Dalta: Sea tá, fad dhá ......... an baile mór, tá an galf cúrsa ansin, Bionn ...... i gcónaí thios ann.

Scrúdaithetheoir: An iocann sé?

Dalta: No, tá cead aige dul amach, am ar bith sa gheimhreadh nó am ar bith sa samhradh. Sea tá sé iontach maith. Bionn ...... i gcónaí ag imirt galfosta

Scrúdaithetheoir: An bhfuil sé go maith aige?

Dalta: Alright, mo ...... níos fearr anois, tá sé ag éirí nios fearr ar scor ar bith, tá ...... i gcónaí iontach feargach fá choinne seo.

Scrúdaithetheoir: Ha ha, mar tá ...... á bhualadh anois? Cad iad na hábhair scoile atá á staidéar agat?

Dalta: Táim ag déanamh sé ábhar an bhliain seo, matamaicitic fá choinne......Bh’fhearr liomsa na h-ábhair mar ...... bím i gcónaí ag déanamh ...... fuair mé ...... ard sna ...... tá mé maith ag ........ fosta.

Scrúdaithetheoir: An bhfuil móran daoine ag déanamh ...... ?

Dalta: Tá...... sa rang.

Scrúdaithetheoir: Sea tarlaionn sé sin. Nil tú ag déanamh ......an bhfuil?

Dalta: nil

Scrúdaithetheoir: Nil. Sea beidh tú ag déanamh na .......... ansin. Tá an tionscnamh críochnaithe agat?

Dalta: Tá an tionscnamh thar a bheith críochnaithe agam, tionscnamh iontach deacair a bhí ann an bhliain seo.

Scrúdaithetheoir: An ea?

Dalta: Bionn tú ag dul thart ar an leac oighre leis tá sé thar a bheith críochnaithe agamsa anois, thart ...... seachtain beidh sé críochnaithe, tá an tionscnamh faoi fhoirgnimh iontach deacair, tá mé ag déanamh ............

Scrúdaithetheoir: An bhfanann sibh siar tar éis na scoile?

Dalta: Fanann, ...... oíche sa tseachtain, tá fhios agat ansin, bhí muid tráthnóta ..........d’fhán muid istigh go dtí ...... tá mé iontach buartha fá choinne na cruinnithe...

Scrúdaithetheoir: An raibh Fraincis ar an liosta. An raibh béaltrialt?

Scrúdaitheoir: An cheist deiridh anois. An dtiomáineann tú?
Dalta: Tiomáinim carr......... Tá carr agamsa thart fá....... ó shin.

Scrúdaitheoir: Cá bhfuair tú an ......?
Dalta: Tá mé ag obair páirtaimseartha. Ní bhím ag ....... fosta agus tá mé iontach maith ag sábháil suas.

Scrúdaitheoir: Tá sin go hiontach. An bhfuil an ceadúnas agat?
Dalta: Sea, tá an ceadúnas agam agus tá an scrúdú déanta agam fosta.

Scrúdaitheoir: Agus deirtear go mbionn a lán trioblóidí ar na bóithre?
Dalta: Bíonn na Gardaí ag teacht síos iontach trom ar na ....... óga seacht mbliana déag nó ocht mbliana déag d’aois

Scrúdaitheoir: Cailleadh a lán daoine óga ar na bóithre i .......
Dalta: Sea seacht daoine óga i dtimpistí bóthair

Scrúdaitheoir: Sea tá na bóithre cúng agus tá siad casta in áiteanna!
Dalta: Seisear nó seachtar coiriúcháil, tá sé iontach dainséarach. Caithfidh tú a bheith iontach cúramach agus tiomáint go mall fosta.

Scrúdaitheoir: Caithfidh mé deireadh a chur leis an scrúdú, bhí sé an-suimiúil a bheith ag caint leat.

Comments: This was a very good performance with natural free flowing conversation throughout, a very good understanding of all the questions and a broad rich vocabulary. The natural free flowing communication between the student and the examiner from beginning to end shows that the student had no difficulty understanding the various questions and inputs from the examiner and responding immediately and appropriately to them. No topic was too difficult or challenging for him and he had no difficulty expressing his thoughts and feelings spontaneously. As further evidenced by the examples below, there was no hint of reliance on pre-prepared material being reproduced.

- Scrúdaitheoir: Agus an bhfuil síbh go léir ag dul ar scoil?
  Dalta: Sea, Nil, mise agus ........ an t-aon bheirt atá ag dul ar scoil anseo. Tá an ...... eile ........ ina chónaí i ........ Sin é an ....... is sine.

- Scrúdaitheoir: Agus cén sórt obair é?
  Dalta: Nil fhios agam, really, just, tá sé ag obair istigh in oifig. Ní raibh mé ag caint leis, faoi, móran, just, rud beag. Dúirt sé go bhfuil an aimsir thall ansin iontach maith, tá caitheamh aimsirí maith thall ansin fosta.
• Scrúdaitheoir: Agus cad ba mhaith leat a dhéanamh sa Choláiste?
Dalta: Bhuel tá suim mhór agam san ....... mar tá mé go maith ag an ....... sa scoil seo agus má tá tú go maith ag an ....... beidh tú ábalta dul isteach agus post iontach maith a fháil.

• Scrúdaitheoir: An mbeidh uaigneas ort ag fágáil na scoile?
Dalta: Beidh, Beidh, Beidh uaigneas mór orm ag fágáil na scoile seo ach beidh mé ag dul go dtí áit úr, daoine úr a fheiceáil agus áiseanna úr, nil fhios agam, nil mórán áiseanna thart anseo fá .........

• Scrúdaitheoir: Sea tá na bóithre cúng agus tá siad casta in áiteanna!
Dalta: Seisear nó seachtar coirnéal, tá sé iontach dainséarach. Caithfidh tú a bheith iontach cúramach agus tiomáint go mall fosta.

Vocabulary: very good

• Mise agus ....... an t-aon bheirt atá ag dul ar scoil anseo. Tá an ...... eile ...... ina chónaí, Sin é an ...... is sine.
• Tá sé ina chónaí i ...... agus fuair sé jab mór thart fá sé ...... ó shin nuair a bhog sé sall ansin.
• Beidh mé ag dul sall go dtí....... liom ag obair thall ansin
• Ag imirt fa choinne na ...... etc
• Postanna páirtaimseartha nil fhios agam cá fhad a mhairfidh sé.

Verbs in the Indicative mood: Very good and very accurate

• Níl fhios agam. Nil mórán postanna thart fán áit seo. Postanna páirtaimseartha nil fhios agam cá fhad a mhairfidh sé.
• Ní imríonn mé Galf tá ...... i gcónai ag imirt Gailf agus tá mo ........ ag imirt gailf.
• Bhionn sé amuigh achan lá sa seachtain feiceann tú é ......ag bualadh na liathróidí .........
• Tiomáinim carr ......Tá carr agamsa thart ......... ó shin. Cheannaigh mé é i.......
• Caithfidh tú a bheith iontach cúramach agus tiomáint go mall fosta.
• Sea rinneamar roinnt ceiliúradh, bhí cuid de na ....... ag ól.

**Indirect speech:** The student avoided the use of indirect speech for the most part and when he did use it, it was inaccurate

• Dúirt sé nil sé ag iarraidh teacht ar ais.

**Conditional Mood:** There were a few instances of the use of the conditional, even though it was not always accurate

• An rachfá? Rachainn.
• rachainn ...... go dtí Gaillimh
• Muna mbíonn post agam in Éirinn rachainn go dtí an Astráil nó an Meiriceá nó Londain nó áit éicint mar sin

**Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives:** The overall grammatical accuracy was good in general, but there were a few mistakes here and there.

• Bhí bhí mé ...... thart fá cúpla mí ó shin........
• Tá dúil mhór agam sa Fraincis. Tá mo chairde ag déanamh Fraincis, brú iontach móir acu leis.
• thart fá sé ...... ó shin nuair a bhog sé sall ansin
• Beidh uaigneas móir orm ag fágáil na scoile seo

**Idiomatic Expressions /Proverbs:** The student did use any proverbs or idiomatic expressions during the conversation
Conversation 2011

Scrúdaitheoir: Inis dom beagáinín mar gheall ort féin anois?

Dalta: ........ is ainm dom, tá mé ...... bliana déag d’aois tá mé i do chónaí i ...... áit álaimn is ea i tá cúpla áis ann mar shampla siopa grósaera, oifig an phoist, ..... scoileanna, páirc álainn. Is aoibhinn liom m’áit duchais mar a deir an seanfhocal “nìl aon tinteán mar do thinteán féin”

Scrúdaitheoir: An bhfuil sé suite in aice leis an mbaile seo?

Dalta: m m m   Níl tá sé suite faoin tuath.

Scrúdaitheoir: Ó an bhfuil an bhfuil? Cé mhéad mile atá idir .... agus .........?

Dalta: Timpeall ........ mile.

Scrúdaitheoir: Ó sea. Conas a thagann tú ar scoil?

Dalta: Tugann mo mham síob dom.

Scrúdaitheoir: An bhfuil do Mham ag obair anseo i ........?

Dalta: Níl tá sí ag obair sa chistin sa bhaile.

Scrúdaitheoir: An bhfuil aon duine eile ag teacht ón teach?

Dalta: Níl, níl aon duine eile ag teacht ó ....... chun éadait ón scoil seo.

Scrúdaitheoir: Agus cá bhfuil siad ag dul ar scoil?

Dalta: Meán scoil is ea é.

Scrúdaitheoir: Cén fáth ar tháinig tú go dtí an scoil seo?

Dalta: Bhuel scoil cAILNÍ is ea an scoil seo agus fàigheann siad torthaí níos fearr mar is scoil cailní í, scoil nauaimseartha is ea an scoil seo agus tá a lán áiseanna sa scoil mar shampla halla gleacaíochta, dhá ......, teanglann, leabharlann. Tá raon leathan ábhair againn agus tá seacht n-ábhar idir láma agam, déanaim Gaeilge, Béarla, Gearmáinis, Matamaitic, Físic, Ceimic agus Staidéar Gnó.

Scrúdaitheoir: Cad é an t-ábhar is fearr leat?


Scrúdaitheoir: An bhfuil sí cothrom, an dtugann sí cothrom na Féinne do gach duine?

Dalta: Tá sí all right, tá sí dian ach tá sí maith.

Scrúdaitheoir: Go maith an bhfuil a lán rialacha sa scoil seo?
Dalta: Tá cúpla rialacha, tá cosc ar fón póca, tá cosc ar tobac agus alcól agus má bhriséann tú na rialacha bíonn na múinteoirí ar buile agus crosta.

Scrúdaitheoir: Sea cén pionós a?

Dalta: Scriobhann siad síos nótaí agus ah m m nótaí sa bhaile ah hm an bhliain seo chugainn tá sé ar m’ intinn dul go dtí Coláiste i Sasana Ba mhaith liom a bheith i mo .......... Taitnignon liom daoine agus tá mé ag obair go dícheallachach chun na pointí a fháil.

Scrúdaitheoir: Cén áit i ..........a mbeidh an cúrsa sin ar siúil?


Scrúdaitheoir: Cé bhfuil sé suite?

Dalta: I .......Tá mé ag tnúth go mór leis.

Scrúdaitheoir: An bhfuil taithí agat ar an sórt sin oibre a dhéanamh?

Dalta: Bhuel is breá liom ag obair le daoine óga agus aosta.

Scrúdaitheoir: An bhfuil a lán postanna páirtaimseartha i .......... anois?

Dalta: Nil mar tá an Tiogar Ceilteach imithe agus nil na daoine atá difhostaithe ag laghdú ach tá rialtas nua agaínn, tá comhríaltas agaínn idir Fine Gael agus Páirtí an Lucht Oibre. Tá Enda Kenny an Taoiseach nua agus tá tú is maith deanta aige. Bhuaile sé le Barack Obama sa Teach Bán lá le Pádraig. D’fhógair Barack Obama go raibh sé ar intinn aige teacht chun na tír seo agus beidh sé ag teacht go dtí a áit dúchais.

Scrúdaitheoir: Cé bhfuil meas agat ar Barack Obama?

Dalta: Tá sé go deas agus tá sé go hálainn

Scrúdaitheoir: An raibh vóta agat don toghchán is déanaí?

Dalta: Ní raibh mar bhí mé i ...... so ní raibh mé ábalta.

Scrúdaitheoir: Ó sea ní raibh tú ábalta do vóta a chaitheamh. OK maith an cailín. An bhfuil aon chaitheamh aimsire agat?

Dalta: Nil móráin ama agam mar tá mé ag obair go dícheallach chun na pointí a fháil ach chun éalú ón staidéar is breá liom a bheith ag ........ Téim go dtí an linn snámha áitiúla. Ligim mo scith ag snáth. Is breá liom ag siopadóireacht freisin. Is breá liom éadaí faiseanta. Is é ........ an siopa is fearr liom. Bionn na praghsanna ana-ard agus nil móráin airgead agam ach beidh níos mó airgead agam tar éis an samhradh.

Scrúdaitheoir: Sea tar éis na hArdeiste. Sea agus an bhfuil siopaí faiseanta galánta anseo i ........

Dalta: Níl tá siad seanfhaiseanta. Téim go dtí an......Tá a lán siopaí faiseanta ansin, River Island Top Shop, tá siad go hálainn.

Scrúdaitheoir: An dtéann tú go ...... go minic?

Dalta: Ní théann mar níl móráin airgead agam. Nil móráin suim agam an bhliain seo ach tá mé ag tnúth go mór leis an bhliain seo chugainn.

Scrúdaitheoir: An raibh tú riamh ar laethanta saoire thar lear a,......?
Dalta: Ní raibh ach b’fhearr liom dul go dtí an Spáinn, áit álainn í. Bhí mo chara ann agus dúirt sí go raibh a lán daoine deas agus deir sí go raibh an aimsir go hálainn agus tá mé ag tnúth go mór leis.

Scrúdaitheoir: Go maith go maith Cad a rinne tú féin lá ‘le Pádraig, ......?

Dalta: Bhí mé ag staidéar an lá ar fad ach d’fhéach mé ar an teilifís, an clár ar an teilifís tá sé go hálainn.

Scrúdaitheoir: Nuair a bhionn an spáraíl agat, nuair a théann tú amach le do chaídear cá dtéann sibh?

Dalta: Téim go dtí na tithe tábhairne, biónn craic agus spraoi ann ach ó mo thaobh féin deireann mo thuismitheoir déan é seo agus ná déan é sin bí mar seo agus ná bí mar sin ach ní thuigeann siad daoine óga.

Scrúdaitheoir: An bhfuil a lán brú ort féin agus ar do chaídear de dheasca na Scrúdaithe?

Dalta: Ní, Táimid ag staidéar go dian só níl móran brú.

Scrúdaitheoir: An gceapann tú go bhfuil an córas sin go maith, córas na bpointí agus córas na Scrúdaithe?

Dalta: Bhuel cuireann an córas a lán brú ar daoine mar tá córas na bpóintí, ta sí ana -dheacair. Tá mé cinnte go bhfuil mé ag dul go dtí Coláiste i ...... Sa tír seo níl na daoine cinnte go bhfuil aon ionad acu.

Scrúdaitheoir: Tá áit faighe agatsa. Agus an mbeidh uaigneas ort nuair a rachaidh tú go dtí bí nua go dtí Coláiste nua?

Dalta: Sea ach beidh mé ag dul abhaile cúpla seachtaine agus mar a deir an seanfhocal “ní ualach ar an intinn é”.

Scrúdaitheoir: Sea sin é. Is dócha go bhfuil córas na bpointí agus córas na Coláiste nua?

Dalta: Sea.

Scrúdaitheoir: Cé chomh fada is atá an cúrsa sin?

Dalta: Trí bliain agus tá tú amach ........ Tá an córas leighis sa tír seo níl siad ábalta déileáil leis an ngéarchéim mar gheall ar na drugáil agus alcóil. Cloistear scéalta scanrúla, daoine ar meisce agus dealraíonn sé go bhfuil drugáil níos fluirsí anois ná riacht níos fluirsí anois

Scrúdaitheoir: Conas a tharla sé sin?

Dalta: Níl fhios agam faoi ...... ach i ...... tá fadhb ann le drugáil, dealraíonn sé go bhfuil dhá chéad andúileach i ........

Scrúdaitheoir: Conas a tharla sé sin?

Dalta: Tá páirc álainn anseo ach sin é níl móran eile le déanamh.

Scrúdaitheoir: Nil móran postanna ann?


Scrúdaitheoir: Sea tá sin go hainnís, cén fáth a dtógann daoine drugáil, toisc nach bhfuil aon eile le déanamh an é sin é?

Dalta: Sea tuigim an cathú chun éalú ón mbrú uaireanta ach tá a lán brú sa saol.

Scrúdaitheoir: Bhuel sin é anois ........
Comments: It is evident that this conversation was spontaneous for the most part as the student could easily understand the examiner’s questions and inputs and could respond appropriately and accurately to them most of the time. This is illustrated in the examples of the conversation given below.

- Scrúdaitheoir: An bhfuil sé suite in aice leis an mbaile seo?
  Dalta: m m m Nil tá sé suite faoin tuath.

- Scrúdaitheoir: Ó An bhfuil an bhfuil? Cé mhéad míle atá idir ...... agus ........?
  Dalta: Timpeall deich míle.

- Scrúdaitheoir: Cén fáth ar tháinig tú go dtí an scoil seo?
  Dalta: Bhuel scoil cailíní is ea an scoil seo agus faigheann siad torthaí níos fearr mar is scoil cailíní í, scoil nua-aimseartha is ea an scoil seo agus tá a lán áiseanna sa scoil mar shampla halla gleacaíochta, dhá cistin, teanglann, leabharlann. Tá raon leathan abhair againn agus tá seacht n-ábhar idir lámha agam, déanaim Gaeilge, Béarla, Gearmáinis, Matamaitic, Fisic, Ceimic agus Staidéar Gnó.

- Scrúdaitheoir: Sea cén pionós a?
  Dalta: Scríobhann siad síos nótaí agus bhí mé síos nótaí sa bhaile ah hm an bhliain seo chugainn, tá sé ar m’ intinn dul go dtí Coláiste i ....... Ba mhaith liom a bheith i mo ...... Taitníonn liom daoine agus tá mé ag obair go dian dicheallach chun na pointí a fháil.

- Scrúdaitheoir: Cén áit i ........ a mbeidh an cúrsa sin ar siúl?

- OK maith an cailín. An bhfuil aon caitheamh aimsire agat?
  Dalta: Nil mórán ama agam mar tá mé ag obair go dian dicheallach chun na pointí a fháil ach chuán éalú ón staidéar is breá liom a bheith ag ...... Téim go dtí an linn snámha aithiúla. Ligim mo scíth ag snámh. Is breá liom ag siopadóireachta freisin. Is breá liom éadaí faiseanta. Is é ........ an siopa is fearr liom. Bionn na praghsanna ana-ard agus nil mórán airgead agam ach beidh níos mó airgead agam tar éis an Samhradh.

- Scrúdaitheoir: Nuair a bhíonn am le spáráil agat, nuair a théann tú amach le do chairde cédtéann sibh?
  Dalta: Téim go dtí na tithe tábhairne, bionn craic agus spraoi ann ach ó mo thaobh féin deireann mo thuismitheoirí déan é se agus ná déan é sin, bí mar seo agus ná bí mar sin, ach ní thuigeann siad daoine óga.

- Scrúdaitheoir: Cé chomh fada is atá an cúrsa sin?
  Dalta: Trí bliain agus tá tú amach .......... Tá an córas leighis sa tír seo nil siad ábalta déileáil leis an ngéarchéim mar gheall ar na drugai agus alcól. Cloistear scéalta taispeáint daoine ar meisce agus dealraíonn sé go bhfuil drugai níos flúirsí anois ná riamh.
Vocabulary: The student had a broad vocabulary

- Bhuel scoil cailíní is ea an scoil seo agus faigheann siad torthaí níos fearr mar is scoil cailíní í, scoil nua-aimseartha is ea an scoil seo agus tá a lán áiseanna sa scoil mar shampla halla gleacaíochta, dhá chistin, teanglann, leabharlann. Tá raon leathan ábhair againn
- má bhriseann tú na rialacha biónn na muinteoirí ar buile agus crosta
- an bhliain seo chugainn tá sé ar m’íntinn dul go dtí Coláiste i Sasana Ba mhaith liom liom a bheith i mo
- Nil mar tá an Tiogar Ceilteach imithe agus nil na daoine atá difhostaithe ag laghdú ach tá rialtas nua againn, tá comhréilte agus idir Fine Gael agus Páirtí an Lucht Oibre. Tá Enda Kenny an Taoiseach nua agus tá tús maith déanta aige
- mar a deir an seanfhocal “ní ualach ar an intinn é”.

Verbs in the indicative mood: Very good

- Is aoibhinn liom m’áit dúchais ...... Níl tá sé suite faoin tuath.
- oibríonn an muinteoir go hana-dhian agus biónn gach rud ana-shuimiuil
- An samhradh seo chugainn beidh post agam in óstán agus beidh mé ag obair le daoine óga agus aosta.
- Bhuail sé le Barack Obama sa Teach Bán lá le Pádraig. D’fhógair Barack Obama go raibh sé ar intinn aige teacht chun na tír seo
- agus dealraíonn sé go bhfuil drugaí níos flúirsí anois ná riamh

Indirect speech: The student’s use of indirect speech was natural when the opportunity arose but was confined to ‘go raibh’ and ‘go bhfuil’.

- D’fhogair Barack Obama go raibh sé ar intinn aige teacht
- Bhí mo chara ann agus dúirt sí go raibh a lán daoine deas agus deir sí go raibh an aimsir go hálainn
- dealraíonn sé go bhfuil drugaí níos flúirsí anois

Conditional mood: The conditional mood was not used at all in this conversation.

Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc.: Overall grammatical accuracy was good in general but with some basic errors.

- Níl, níl aon duine eile ag teacht ó ........ chuán éadaí ón scoil seo.
- faigheann siad torthaí níos fearr
- Taitníonn liom daoine ..... Tá cúpla rialacha
• ar intinn aige teacht chun na tír seo
• go raibh a lán daoine deas ...... níl na daoine atá dífhostaithe ag laghdú.
• Tá Enda Kenny an Taoiseach nua
• téim go dtí an linn snámha áitiúla ... beidh mé ag dul abhaile cúpla seachtaine

**Idiomatic expressions and proverbs:** The student made a good effort to use some idiomatic expressions and proverbs.

- “níl aon tinteán mar do thinteán féin”
- ag obair go dian dícheallach......, ag tnúth go mór leis.
- “ní ualach ar an intinn é”.

Conversations 2011

Scrúdaitheoir: ....... ar dtús cén aois tú?
Dalta: Tá mé ..... mbliana déag d’aois.

Scrúdaitheoir: Agus an raibh breithláí mór agat?
Dalta: Ahh mm An ........ seo caite bhí mé .... mbliana déag d’aois hmm hmm thug mé cóisir mór.

Scrúdaitheoir: An raibh do chairde ag an gcóisir?
Dalta: Sea chuamar go dtí an club oíche agus bhí sé go deas.

Scrúdaitheoir: Go maith agus cá bhfuil tú i do chónaí .........?
Dalta: Tá mé i mo chónaí i ........ Is maith liom ...... mar tá áiseanna iontu mar shampla páirc, banc, leabharlann, ionad siopadóireacht, agus ah ah hm club óige.

Scrúdaitheoir: Agus an dtéann tusa go dtí an club óige?
Dalta: Yea

Scrúdaitheoir: Cad a dhéanann siad sa chlub óige?
Dalta: Chuaigh siad go dtí an halla, fuair siad go dtí sa cathair agus féach siad an pictiúr.

Scrúdaitheoir: Agus an bhfuil aon fadhbanna i do áit chónaithe?
Dalta: Níl aon fadhbanna áit cónaithe, tá sé ciúin.

Scrúdaitheoir: Agus an dtéann tú ar scoil sa charr?
Dalta: Tá an go ar an mbus gach lá, tá sé deich nóiméad. Fuair muid ticéad hmm hmm

Scrúdaitheoir: Cé mhéad Euro ar an mbus?
Dalta: Ahh Ahh mm euro aon euro amháin.

Scrúdaitheoir: Téann tú abhaile arís ar an mbus?

Dalta: (casacht neirbhíseach)

Scrúdaitheoir: Inis dom faoi do chlann anois?

Dalta: Tá ...... i mo chlann, ........ agus mé féin. ........ is ainm do mo deartháir, tá sé trí bliana déag d’aois, tá sé i meánscoil ........ Réitím go maith le mo deartháir ach anois is arís bionn muid ag troid an teilifís

Scrúdaitheoir: Cén fáth a mbionn sibh ag troid faoin teilifís?

Dalta: Mar is fearr leis an clár spórt agus níl aon spóirt

Scrúdaitheoir: Cén spóirt is fearr leis? Cén sórt spóirt?

Dalta: Is fearr leis rugbáí.

Scrúdaitheoir: Só bionn sé ag féachaint ar an sacar agus ar an rugbáí ar an teilifís. An bhfuil suim ag d’athair sa spórt?

Dalta: Níl. Níl aon suim ag m’athair sa spórt.

Scrúdaitheoir: Seo é do chúigiú bliain sa scoil seo nó an séú bliain, an bhfuil tú tuirseach den scoil anois?

Dalta: Sea tá mé éirí tuirseach den scoil.

Scrúdaitheoir: An maith leat an scoil?

Dalta: Ah is maith liom an scoil mar tá mo cairde ann ahh agus tá an a múinteoirí cairdiúil agus cabhrach

Scrúdaitheoir: Agus inis dom faoin idirbhliain anois?

Dalta: Tá an idirbhliain, bhi an obair, tá mé ag obair i bunscoil.

Scrúdaitheoir: Táithí oibre a bhí i gceist: OK

Dalta: ahh ah m m i bunscoil gach lá mm cabhrach mé do múinteoirí agus d’ullmhaigh mé lón do páistí agus scriobh mé litir don riomhaire.

Scrúdaitheoir: So bhí tú ag cabhrú leis na múinteoirí gach lá. Cén saghas daltaí, an buachaillí nó cailíní a bhí ann?

Dalta: Ah ah buachaill

Scrúdaitheoir: Cén aoisghrópa a bhí ann?

Dalta: ah ah bhí sé ceathar nó cúig.

Scrúdaitheoir: Bhí siad an-óg. Cén sórt oibre a bhí á dhéanamh acu sa rang?

Dalta: ah ah m bhí d’oibrigh mé a lán na páistí agus agus ah ah m m m

Scrúdaitheoir: Bhí na páistí ag súgradh? Ag tarraingt pictiúir. An-mhaith. Ar mhaith leat a bheith i do múinteoir nuair a bheidh tú criochnaithe leis an scoil seo?

Dalta: Ní maith liom bheith I do mhúinteoir.
Scrúdaitheoir: Cén fáth?
Dalta: m m m tá sé deacair.

Scrúdaitheoir: An gceapann tu go bhfuil na laethanta saoire go maith?
Dalta: tá m m m.

Scrúdaitheoir: So cad ba mhaithe leat a dhéanamh?
Dalta: Tar éis an Ardteist ba mhaith liom ag dul go m m coláiste áitiúil ah m chun ba mhaith liom cúrsa gruagaire a dhéanamh m m tar éis an cúrsa ba mhaith liom ag obair siopa ...... sa cathair

Scrúdaitheoir: Agus cén sórt cúrsa é seo i .......... An gcaithfidh tú pointí a fháil san Ardteist?
Dalta: m m m níl tá sé PLC

Scrúdaitheoir: OK OK cúpla pas san Ardteist. Có méad bliain a chaithfidh tú sa choláiste i ........?
Dalta: m m m

Scrúdaitheoir: Có méad bliain a bheidh tú ann ag déanamh an chúrsa?
Dalta: ah bliain dó.

Scrúdaitheoir: OK dá bhliain. Agus cén fáth gur phioc tú an cúrsa sin?
Dalta: ah h m mar is aoibhinn liom gruaig agus labhair agus buail na daoine.

Scrúdaitheoir: Agus an dtéann tú go dtí gruagaire i ........? an dtéann tú go dtí gruagaire i ........?
Dalta: Téann yea.

Scrúdaitheoir: Téann tú go dtí gruagaire agus an raibh tú ag obair le gruagaire riamh?
Dalta: m m m m

Scrúdaitheoir: Ní dhearna tú aon taithí oibre le gruagaire?
Dalta: Ní dhearna mé aon taithí oibre.

Scrúdaitheoir: Ceart go leor. Cén sórt oibre a dhéanann gruagaire ansin?
Dalta: Scuabann an t-urlár agus cabhraíonn na custaiméirí agus ah ah m cóir an gruaig.

Scrúdaitheoir Sea. An bhfuil a lán caitheamh aimsire agat anois?
Dalta: ah tá a lán caitheamh aimsire agam. Is maith liom ag féachaint ar an teilifís ach is aoibhinn liom ceol. Is maith liom gach saghas ceol ach is fearr liom pop ceol.

Scrúdaitheoir: OK
Dalta: Is é ...... an ceoltóir is fearr liom. Tá sí ina cónaí i Meiriceá. An bhliain seo caite chuáigh mé go dtí an ceolchoirm

Scrúdaitheoir: Cá raibh tú?
Scrúdaithéor: Cad é an t-amhrán is fearr leat ó ......?

Dalta: Is fearr liom ah ah ah ...

Scrúdaithéor: Agus an bhfuil dlúthdhioscaí agat?

Dalta: Sea

Scrúdaithéor: An bhfuil CDs agat?  An bhfuil ceol ar do ipod agat?

Dalta: Ah ah níl aon Ipod agam.

Scrúdaithéor: Agus an seinnseann tú ceol?

Dalta: Ní seinnseann tú ceol.

Scrúdaithéor: Céard faoin samhradh seo chugainn, an rachaidh tú go dtí ceolchoirm?

Dalta: ah m m níl mar an samhradh seo chugainn rachaidh mé go dtí ar mo laethanta saoire...

Scrúdaithéor: Cá bhfuil tú ag dul?

Dalta: Rachaidh mé le mo chairde sa Spáinn ah ah m ceannaigh, ceannaigh bhí mé mo ticéad ar ah an idirlíon. Fanfaidh mise agus mo chairde óstán deas, gach lá rachaidh muid, rachamar go dtí an trá, bhí uachtar reoite ah ah m rachamar gach tráthnóna sa bialann deas ithfídh muid bia blasta mar shampla pasta agus gach oíche rachaidh muid go dtí an club oíche.

Scrúdaithéor: Ok agus beidh aná-chaic agaibh. Go maith agus céard faoi phost páirtaimseartha anois?

Dalta: Ah níl aon post post páirtaimseartha agam mar bhí mé ag staidéar san Ardteist ach an samhradh seo caite bhí post páirtaimseartha agam. Bhí mé ag obair sa ........ .Thuill mé deich Euro san uair agus ah bhí mé ag obair ar a haon a chlog go dtí ar a hocht a chlog m m cabhrach mé le na custaiméirí m m m agus lión na seilfeanna agus scuab mé an t-urlár. Taitin mé an obair mar bhí na daoine cairdiúil.

Scrúdaithéor: So nuair a théann tusa amach san oíche anseo i ................. cá dtéann tú?  cá dtéann tú oíche Shathairn?

Dalta: m m gach oíche Sathairn téim go dtí an cathair le mo chairde m m m rachaidh téannamar go dtí an pictiúrlann agus tar éis sin téannamar go dtí McDonalds agus téann mé abhaile

Scrúdaithéor: Is leor sin go raibh mile maith agat.

Comments: It is evident from the above conversation that the student had a reasonable understanding of the questions posed by the examiner and that her responses were spontaneous much of the time and were appropriate to the questions posed. However, her answers were sometimes short due to her limited capacity for language production. In other instances, when she had a reasonable understanding of the questions asked and could draw on pre-prepared material, her answers were more complete.
**Vocabulary:** The vocabulary was reasonably rich but limited and the sentences were short and somewhat stilted. It is obvious that the student had some answers pre-prepared and in those cases, she attempted to broaden her responses.

- Sea chuamar go dtí an club oíche agus bhí sé go deas.
- Tá an idirbhliain, bhí an obair, tá mé ag obair i bunscoil
- mar is aoibhinn liom gruaig agus labhair agus buail na daoine
- Tá ceathrar i mo chlann m’athair mo mháthair mo deartháir agus mé féin. ...... is aínm do mo deartháir, tá sé trí bliana déag d’aois, tá sé i
- meánsoil ...... Réitím go maith le mo dheartháir ach anois is arís biónn muid ag troid an teifís

**Indicative mood:** A reasonable number of verbs in the indicative mood are used correctly.

- bhí mé ocht mbliana déag d’aois hmm hmm thug mé cósir mór
- Sea chuamar go dtí an club oíche agus bhí sé go deas.
- Tá mé i mo chónaí i ...... Is maith liom ...... mar tá áiseanna iontu
- Is maith liom ag féachaint ar an teifís ach is aoibhinn liom ceol. Is maith liom gach saighde ceol ach is fearr liom pop ceol.
- Is é Pink an ceoltóir is fearr liom. Tá sí ina cónaí i Meiriceá. An bhliain seo caite chuaigh mé go dtí an ceoltóir
- cheannaigh mé mo ticéad ar an idirlíon. Bhí sé caoga Euro. Bhí an ceoltóir go hiontach. Bhí an atmaisféar leictreach agus bhí an aimsir go h-álainn

**Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc.:** The overall grammatical accuracy, was fair quite often.

- Tar éis an Ardteist ba mhaith liom ag dul go m m coláiste áitiúil ah m chun ba mhaith liom cúrsa gruagaire a dhéanamh m m tar éis an cúrsa ba mhaith liom ag obair siopa gruagaire sa cathair.
- tá a lán caitheamh aímsire agam. Is maith liom ag féachaint ar an teifís ach is aoibhinn liom ceol. Is maith liom gach saighde ceol ach is fearr liom pop ceol.
- Ah níl aon post páirtaimseartha agam mar bhí mé ag staidéar san Ardteist ach an samhradh seo caite bhí post páirt aimseartha agam. Bhí mé ag obair sa ...... .Thuill mé deich Euro san uair agus ah bhí mé ag obair ar a haon a chlog go dtí ar a hocht a chlog m m cabhrach mé le na custaiméirí m m m agus lion na seilfeanna agus scuab mé an t-urlár
Indirect speech, conditional mood, idiomatic expressions and proverbs do not appear in this conversation.

2011 Sample 4: Category - Weak

Conversation 2011

Scrúdaithoír: Cén aois tusa.....?
Dalta: Tá mé ...... mbliana déag .
Scrúdaithoír: Agus cad é do dháta breithe?
Dalta: Rugadh mé ar an ochtú lá déag de mí Aibreán.
Scrúdaithoír: So beidh do bhreithlá agat go luath.
Dalta: An seachtain seo chugainn.
Scrúdaithoír: An mbeidh aon rud deas á dhéanamh agat?
Dalta: Beidh an cóisir mór agam i mo teac eh eh eh ah m leis mo chairde eh eh ah ah m m ith muid le dinnéir sa teach agus téamar go dtí an baile.
Scrúdaithoír: MM ceart go leor agus cá bhfuil cónam ort?
Dalta: Tá mé mo cónam bruach baile ......... in aice leis an scoil.
Scrúdaithoír: Inis dom faoi do chlann.
Dalta: Tá ceithre daoine i mo chlann ..... is ainm mo Daid is ...... é ...... is ainm mo mham is ...... í...... is ainm mo deirfiúr tá sí ah ah eh eh m m tá sí fiche blain d’aois. Tá sí staidéar Ollscoil i Baile Átha Cliath. Ah ah bhi ahh ah go dtí banaltra.
Scrúdaithoír: Sea Tú féin is tusa an leanbh. An duine is óige sa chlann.
Dalta: Sea
Scrúdaithoír: Cén chaoi ar tháinig tú ar scoil ar maidin .......?
Dalta: Ah ah eh siúl go dtí an scoil gach maidín. Ah ah
Scrúdaithoír: Cén t-am ar fhág tú an teach ar maidin?
Dalta: Ah ah ah m m mm d’fhág mé ar leathuair deich nóiméad tar éis a hocht. Ah ah
Scrúdaithoír: Nuair a bhí tú ag teacht ar scoil ar maidin cad a chonaic tú?
Dalta: Ah ah (gáirí beag neirbhíseach) gach maidin chonaic mé an bóthar agus an carr agus féach mé an siopa beag agus ah ah na daoine eile ar scoil.

Scrúdaitheoir: Ana-mhath ar fad. An raibh tú leat féin nó an raibh aon duine ag siúl in éineacht leat?
Dalta: Mm m m eh eh ní siúl mé ah m m

Scrúdaitheoir: ana mhaith agus conas mar a bhí an aimsir ar maidin nuair a bhí tú ag teacht isteach?
Dalta: Tá an aimsir ag taitneamh tá an grian ag taitneamh agus tá beagnach scamall.

Scrúdaitheoir: Ana-mhaith sea cad iad na h-ábhair a dhéanann tú féin anseo?
Dalta: ah ah déanaim seacht n-ábhar, déanaim mata bitheolaíocht tíreolaíocht béarla Fraincis agus agus agus ah ah m m m ah

Scrúdaitheoir: a lán ábhar mar sin. Cén ceann is fearr leat?
Dalta: Ealaín an t-ábhar is fearr liom.

Scrúdaitheoir: An mbeidh tú ag déanamh Scrúdú praiticiúil san Ealaín. Cathain a bheidh sé sin ar siúl?
Dalta: eh eh (gáirí beag ) ah ah m m ah

Scrúdaitheoir: Tar éis na laethanta saoire an ea?
Dalta: Tá a ah ah mhí Bealtaine.

Scrúdaitheoir: Sea mí Bealtaine .An bhfuil aon ábhar nach maith leat?
Dalta: Ah ah ní maith liom Béarla mar ceapaim go bhfuil sé deacair agus leadránach. Ah ah

Scrúdaitheoir: Tá sin go h-uafásach ar fad. Cad a rinne tú ag an deire seachtaine, an deire seachtaine seo caite now? Cad a rinne tú?
Dalta: An deire seachtaine seo caite ah m m chuaigh mé go dtí teach mo cara agus féach mé an film leis mo chairde agus d’ítheamar na ah ah m m m ah agus siúl mé abhaile agus ah ah d’éist mé le ceol agus agus ah ah eh

Scrúdaitheoir: Agus cén saghas ceoil is maith leat?
Dalta: Is maith liom ag éisteacht le ceol difríocht agus ah ah ceol damhsa

Scrúdaitheoir: Agus chonaic tú scannán, cén scannán a chonaic tú?
Dalta: chonaic mé é an chonaic mé an scannán ah ah rinne mé ah ah eh

Scrúdaitheoir: An raibh sé go maith, an scannán?
Dalta: Ní raibh ah ah

Scrúdaitheoir: Inis dom faoin scoil anseo:
Dalta: Is scoil calláin í a a lán daltaí sa scoil ahhm is maith liom an scoil mar tá a lán áiseanna sa scoil tá an halla spóirt cúirt leadóige agus an seomra ceol

Scrúdaitheoir: Agus an ndéanann tusa aon spóirt?
Dalta: Imríim galf agus cispeil agus bíonn mé ag rith gach seachtain.

Scrúdaitheoir: Tá tú spórtúil mar sin. Agus an bhfuil cumann galf sa scoil. An imríonn sibh galf sa scoil?
Dalta: Ah ah ah m m imrím ..... ar an foireann sa scooter ah m ah ach imríim amach an scooter leis mo .......

Scrúdaitheoir: Cén áit?
Dalta: Ar club

Scrúdaitheoir: Cad eile? an cispeil? An bhfuil sibh go maith?
Dalta: Nil tá an foireann uafásach.

Scrúdaitheoir: Ní chreidim é sin in aon chor.
Dalta: ní rinneamar aon rud.

Scrúdaitheoir: Aw is trua sin Cad a dhéanann tú sa tráthnóna nuair a théann tú abhaile ón scoil?
Dalta: Ah ah nuair a críochnaigh an scooter siúl mé abhaile agus d’íth mé mo dhhinnéir agus rinne mé m'obair bhaile d’fhéach mé an teififis agus ag rith.

Scrúdaitheoir: Gach tráthnóna téann tú ag rith. Agus cé chomh fada a ritheann tú?
Dalta: ah m m ah ah

Scrúdaitheoir: Cúpla mile nó?
Dalta: Nil, timpeall an páirc.

Scrúdaitheoir: Ceathrú uaire nó mar sin. An dtéann tú ag siopadóireacht nó aon rud mar sin?
Dalta: mm m m téann mé ag siopadóireacht m m m ah a lán.

Scrúdaitheoir: a lán cén áit?
Dalta: Ionad siopadóireachta i ......... mar cónaím in aice leis.

Scrúdaitheoir. Agus an bhfuil an t-ionad go maith ansin i ..........?
Dalta: Ah ah m ah ceart go leor tá a lán siopaí éadaí is maith liom na héadaí faisean.

Scrúdaitheoir: Cad a dhéanfadh tú an samhradh seo chugainn?
Dalta: An samhradh seo chugainn. Ah ah rachaidh mé go dtí eh eh eh an cóisir mo cara agus ithfídh mé mo dinnéar agus buail mé leis daoine eile.

Scrúdaitheoir: Agus an mbeidh tú ag dul ar laethanta saoire?
Dalta: Tá rachaidh mé go dtí Majorca.an Spáinn le mo chairde ah ah tar éis an Ardteist ah ah ah m m m rachaidh muid ag du lag snámh gach lá, agus rachaimid amach san oíche agus ah ah m m ah ah m

Scrúdaitheoir: Ceart go leor. Go raibh mile maith agat. sin an méid.
Comments: In the above conversation, the student demonstrated a reasonable understanding of the questions posed by the examiner and her answers demonstrates a low level of sponteity. Nevertheless, due to a lack of vocabulary and a very limited language production capacity her conversation was hesitant and stilted for the most part. This is illustrated in the extract below.

- Scrúdaitheoir: Cén chaoi ar tháinig tú ar scoil ar maidin .......?
  Dalta: Ah ah eh siúl go dtí an scoil gach maidin. Ah ah
- Scrúdaitheoir: Cén t-am ar fhág tú an teach ar maidin?
  Dalta: Ah ah ah m m mm d’fhág mé ar leathuair deich nóiméad tar éis a hocht. Ah ah
- Scrúdaitheoir: Nuair a bhí tú ag teacht ar scoil ar maidin cad a chonaic tú ?
  Dalta: Ah ah (gáirí beag neirbhíseach) gach maidin chonaic mé an bóthar agus an carr agus féach mé an siopa beag agus ah ah na daoine eile ar scoil.
- Scrúdaitheoir: Ana-mhaith ar fad. An raibh tú leat féin nó an raibh aon duine ag siúl in éineacht leat?
  Dalta: Mm m m eh eh ní siul mé ah m m
  ..............................................................................................................................................................
- Scrúdaitheoir: Ana-mhaith ar fad. An raibh tú leat féin nó an raibh aon duine ag siúl in éineacht leat?
  Dalta: Mm m m eh eh ní siul mé ah m m
  ..............................................................................................................................................................
- Scrúdaitheoir: An mbeidh tú ag déanamh Scrúdú praiticiúil san Ealaín. Cathain a bheadh sé sin ar siúl?
  Dalta: eh eh (gáirí beag )ah ah m m ah
  ..............................................................................................................................................................
- Scrúdaitheoir: Agus an ndéanann tusa aon spóirt?
  Dalta: Imrím galf agus cispeil agus bionn mé ag rith gach seachtain.
  ..............................................................................................................................................................
- Scrúdaitheoir: Gach tráthnóna téann tú ag rith. Agus cé chomh fada a ritheann tú?
  Dalta: ah m m ah ah
- Scrúdaitheoir: Cúpla míle nó?
  Dalta: Níl, timpeall an páirc.

Vocabulary: The student’s vocabulary was limited and basic, her contribution was stilted and hesitant for the most part.
- Beidh an cóisir móir agam i mo teach eh eh eh ah m leis mo chairde eh eh ah ah m m ith muid le dinnéir sa teach agus téamar go dtí an baile.

- Ah ah ah m m imrím galf ar an foireann sa scoil ah m ah ach imrím amach an scoil leis mo Dhaid

**Verbs in the Indicative mood:** The use of verbs in the indicative is weak in general.

- Imrím galf agus cispheil agus bionn mé ag rith gach seachtain

- d’fhág mé ar leathuair deich nóiméad tar éis a hocht

- siúl go dtí an scoil gach maidin....... ith muid le dinnéir...... téamar go dtí an baile

- Tá a ah ah mhi Bealtaine....... féach mé an film........

- Ah ah nuair a críochnaigh an scoil siúl mé abhaile agus d’ith mé mo dhinnéar agus rinne mé m’obair bhaile d’fhéach mé an teilifís agus ag rith.

**Indirect speech, conditional mood, idiomatic expressions and proverbs do not appear in this conversation.**

**Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc:** Even though the student managed to get some elements of the conversation right, overall grammatical accuracy was poor.

- Tá mé seacht mbliana déag ......Rugadh mé ar an ochtú lá déag de mí Aibreán

- déanaim seacht n-ábhar, déanaim mata bitheolaíocht tireolaíocht béarla Fraincis agus

- ní maith liom Béarla mar ceapaim go bhfuil sé deacair agus leadránach

- Ah ah bhí ahh ah go dtí banaltra..... tá beagnach scamall........ rachaidh muid ag dul ag snámh........ ach imrím amach an scoil leis mo Dhaid......... d’fhéach mé an teilifís

- mo dinnéar agus buail mé leis daoine eile

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2015 Sample 1: Category - Very good

**Scéal:** Sláinte na n-Óg – Seachtain na Sláinte

Insíonn an príomhoide ar an córas méadaithe go mbeidh seachtain na sláinte ag tosú sa scoil ar an Luain, beidh cluichí spóirt á cur ar fáil agus beidh bia sláintiúil ar fáil sa siopa ar scoil.
Tá an Luan tar éis tar agus cuirtear tús le seachtain na sláinte, tá cluiche peile ar siúl lasmuigh idir na múinteoirí agus na daltaí agus gleacaíocht ar siúl sa chúirt cispheile laistigh, tá cuma ar gach duine go bhfuil siad ag baint taitneamh as.

Ag am lón tá scuaine mór lasmuigh siopa ah siopa scoile i gcomhair bia sláintiúil, Déarfainn go mbeidh cosc ar burgéirí agus sceallóga don seachtain seo, is iontach an rud é.

An lá dar gcionn agus tá muintir na scoile amach ag siúlóid urraithe timpeall na cathrach, tá an ghrian ag lonradh go hard sa spéir, tá cuma aclaiocht ar gach éinne.

Níos déanaí an lá sin agus tá muintir na scoile i mbun comhrá leis an bpríomhoide. Deireann sí gan an iomarca brú a chur orthu féin le linn na Scrúdaitheoirúduithe agus labhair le na múinteoirí nuair a hthaigheann siad deis.

Tá seachtain na sláinte ag druid le gcrioch, fógraíonn an príomhoide thar an córas méadaithte go bhfuil sí fiorbhuíoch as ucht eh as ucht cabhair gach éinne, go bhfuil éacht bainte amach acu ar fad.

**Understanding:** The student shows a very good understanding of the events depicted in the pictures and describes them very well.

**Vocabulary:** The vocabulary is very broad and appropriate to the events depicted in the pictures.

- beidh cluichí spóirt á cur ar fáil agus beidh bia sláintiúil ar fáil sa siopa ar
- tá cluiche peile ar siúl lasmuigh idir na múinteoirí agus na daltaí agus gleacaíocht ar siúl sa chúirt cispheile laistigh, tá cuma ar gach duine go bhfuil siad ag baint taitneamh as.
- Níos déanaí an lá sin agus tá muintir na scoile i mbun comhrá leis an bpríomhoide.

**Verbs in the Indicative mood:** The verbs in the indicative mood are accurate throughout.

- insíonn an príomhoide ar an córas méadaithte go mbeidh seachtain na sláinte ag tosú sa scoil
- fógraíonn an príomhoide thar an córas méadaithte go bhfuil sí fiorbhuíoch as ucht eh as ucht cabhair gach éinne

**Indirect speech:** The use of indirect speech is very accurate throughout.

- Insíonn an príomhoide ar an córas méadaithte go mbeidh
- Déarfainn go mbeidh cosc ar burgéirí agus sceallóga
- fógraíonn an príomhoide thar an córas méadaithte go bhfuil sí fiorbhuíoch as ucht eh as ucht cabhair gach éinne, go bhfuil éacht bainte amach
- Deireann sí gan an iomarca brú a chur orthu féin le linn na Scrúdaitheoirúduithe agus labhair le na múinteoirí

**Conditional mood:** The conditional mood was weak as it was only used once.
Déarfainn go mbeidh cosc ar burgéirí

Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc.: Overall grammatical accuracy is very good.

- tá cluiche peile ar siúl lasmuigh ...... gleacaíocht ar siúl sa chúirt cispheile laistigh,.......... go bhfuil siad ag baint taitneamh as .
- muintir na scoile........ gan an iomarca brú a chur orthu féin le linn na Scrúdaitheoirúduithe
- ar an córas méadaithe....... tá scuaine móir lasmuigh siopa...... agus labhair le na múinteoirí

Idiomatic expressions and proverbs: This aspect is weak. The student does not use any idiomatic expressions or proverbs.

2015 Sample 1: Category - an-Mhaith

Conversation 2015

Scrúdaitheoir: Cá bhfuil cónaí ortsa?
Dalta: Tá cónaí orm in ........

Scrúdaitheoir: Go maith.
Dalta: Tá sé gar do lár na cathrach, níl sé ach deich nóiméad.

Scrúdaitheoir: Conas a thagann tú ar scoil?
Dalta: Tagaim le mo Mam, tugann sí síob dom, ní thiomáinim go fóill, chomh maith le....... ní bhfuair mé deis mo Scrúdú a dhéanamh anseo .

Scrúdaitheoir: Agus an bhfuil tú istigh ar an Scrúdú?
Dalta: Níl faraor mar caithfidh mé m’aird a dhíriú ar an scrúdú

Scrúdaitheoir: Inis dom faoi ...........
Dalta: Daoine deasa iad, tá mo comharsan an-cabhrach, ba ....... é mo comharsan réitim go maith leis, is duine deas é eh ah imrím spóirt tá an club áitiúil suite in aice lámhe,

Scrúdaitheoir: An bhfuil na háiseanna go maith sa club?
Dalta: Tá. Is club fior beag muid ach faoi láthair tá mé ag imirt leis an foireann sinsearach, tá mé i roinn a ...... agus tá ag éiri go maith linn.

Scrúdaitheoir: An bhfuil tú ró-óg le bheith ag imirt leis an bhfoireann ........?
Dalta: Ocht mbliana déag d’aois tá mé críochnaithe le ...... anois, ní tosaigh mé na cluichí ach mé fhaigheann mé deich nóiméad ag an deire beidh mé an –sásta.

Scrúdaitheoir: An mbíonn sísbh ag traenáil go minic?
Dalta: Dhá uair sa seachtain, agus gach dara Domhnach bionn cluiche agam.

Scrúdaitheoir: An bhfuil am agat anois don traenáil?

Dalta: D’fhág mé ionad spóirt, is maith liom ag imirt spórt agus aon briseadh a fhaigheann mé ón staidéar, yea, sea is maith liom dul.

Scrúdaitheoir: An mbionn sibh ag imirt iománaíochta freisin?

Dalta: Bhí mé ag imirt iománaíocht ach faraor d’éirigh mé as thar na blianta, thaitin sé liom ach is fearr liom peil ná iomáint.

Scrúdaitheoir: Cén t-imreoir peile is fearr leat?

Dalta: Ah Diarmad Connolly cinnte, Diarmad Connolly peileadóir iontach é tá sé an duine is fearr ag imirt peile in Éirinn

Scrúdaitheoir: An bhfuil foireann Bhleá Cliath go maith i mbliana?

Dalta: Chuaigh mé go dtí ...... cluiche sa bhaile agus chuaigh mé go dtí an ceann sa ...... agus ag féachaint thar na cluichí sa bhlaionn déarfainn go bhfuil siad cineál níos laige ná mar a bhí cheana, nil sa ceann ach luas sa peil níos mó .

Scrúdaitheoir: Sea Sea tá a lán daoine ag gearán faoin bpeil Ghaelach, go bhfuil sé ró-leadránach.

Dalta: Sea Pat Spillane agus Joe Brolly, caithfidh mé a rá go n-aontaím leo, nil an caighdeán, tá na peileadóirí tá na scileanna acu ach nil an caighdeán acu.

Scrúdaitheoir: An é ról na mbainisteoirí cluichí a bhuaichaí?

Dalta: Cinnte bionn a lán brú, ní féidir leat aon rud a rá i gearán is féidir leat , cinnte má tá tú ...... bhainisteoir caithfidh tú do phost a choinneáil agus mar sin de imríonn tú an saghas peile sin.

Scrúdaitheoir: Sea agus an bhfuil saol crua ag na peileadóirí ídó áit dúchais?

Dalta: Sea tá cinnte, tá cara agam, tá sé ag imirt, tá sé ar ag imirt le foireann ........, foireann sinsearach agus deireann sé go mbionn cuid mhór traenáil in aghaidh na seachtaine aige, tá sé ar ollscoil ......... faoi láthair, tá sé an – deacair staidéar a dhéanamh nuair atá sé ag imirt.

Scrúdaitheoir: Nil aon saol sóisialta acu :

Dalta: Nil is beag saol sóisialta a bhíonn acu.

Scrúdaitheoir: An bhfuil béal ar alcól sa chlub agaibhse, an bhfuil bear acu?

Dalta: Tá beár, like, is minic a deireann an bainisteoir tar éis na cluichí i rith na sraith bliain tá bac ar an alcól, tar éis na cluichí téigh suas agus ól pionta, is maith,cineál, an nasc a fháil idir na peileadóirí nuair atá siad le chéile.

Scrúdaitheoir: Ar cheart go mbeadh siad ag tuilleamh airgid ,na peileadóirí seo?

Dalta: D’fhoghlaím mé le mo chara atá ag imirt le ..........is saol profisiúnta bionn siad ag traenáil cúig uair cosúil leis na peileadóirí i Sasana agus é sin san iarnóin agus bionn orthu dul ag obair san oíche, tá an saol crua, nil an airgead ag chuire tig chuire chontae sa tír.

Scrúdaitheoir: Ach tá an t-airgead ag Baile Átha Cliath.
Dalta: Sea Baile Átha Cliath agus bh’fhéidir Ciarraí agus Scrúdaitheoir: Ach an bhfuil buntáiste ag Baile Átha Cliath anois i gcomparáid le contaetha eile?

Dalta: Tá faoi láthair ach déarfainn go raibh an buntáiste sin ansin i gcónaí, ach, cineál, ní raibh an foireann ag rá sin ar an bpáirc mar bhí siad ag cailliúint go minic ach chomh luath is a tháinig feabhas ar pheil Bhaile Átha Cliath bhí gach duine ag rá go raibh buntáístí acu ach ní aontaíom leis sin.

Scrúdaitheoir: Sea an imríonn tú aon spórt eile?

Dalta: Imrím ...... m’bhíonn an deis agam, tá mé i mo bhall club ...... suas an bóthar.

Scrúdaitheoir: Cén fáth nach n-имríonn tú rugbaí. Tá níos mó airgead sa rugbaí?

Dalta: Sea is breá liom ag féachaint ar Rugbaí dá dá liom ag féachaint ar Rugbaí dá lár am ár gcúlachta, bhí mé ag éisteacht ar an raibh an Aoine bhí mé ag éisteacht ar an radio agus bhí siad ag rá beidh an t-áth leigheas i bhfad níos mó bród agus paisean isteach sa cluiche, bionn gach éinne ag féachaint air.

Scrúdaitheoir: Ar fhéach tú ar an gcluiche idir Laighean?

Dalta: Sea bhí mé ag féachaint an cluiche idir Learpholl agus ina dhiaidh sin chas mé an cluiche rugbaí ar siúl.

Scrúdaitheoir: Cad a cheap tusa faoi an gcluiche?

Dalta: Ah bhí an mí-ádh orthu, bhí mé ag éisteacht ar an raidió ar an Aoine bhí mé ag éisteacht ar an radio agus bhí siad ag rá beidh an t-áth leigheas i bhfad níos mó bród agus paisean isteach sa cluiche, bionn gach éinne ag féachaint air.

Scrúdaitheoir: An bhfuil Sky Sport agaibh sa bhaile?

Dalta: Chuaigh mé an bhliain seo caite le mo chara cluiche ...... chaill siad ar an lá ach bhain mé taitnemh as.

Scrúdaitheoir: Cá raibh tú ag fanacht?

Dalta: Tá mé in óstán galánta i lár na cathrach,
Scrúdaitheoir: Chuala go mbionn a lán trioblóid ag na cluichí sin?

Dalta: Nuair a théann tú go cluiche ........... is lá amach é ní gnáth cluiche peile é is lá a bhíonn daoine sásta dul, ach ní bhíonn siad ag lorg trioblóid,

Scrúdaitheoir: Ach an bhfuil an paisean céanna ansin is a bhíonn idir Baile Átha Cliath agus Ciarraí?

Dalta: Bionn a lán paisean sa peil Gaelach, bionn na daoine cairdiúil le chéile, agus ní bhíonn siad ag argóint mar a bhíonn na daoine i Sasana, difriocht mór é sin.

Scrúdaitheoir: An imrionn tú spórt sa scoil seo?

Dalta: Le blianta beaga anuas tá feabhas tagtha ar an spórt agus ar na h-áiseanna spóirt tá dhá foireann ...... tar éis dhá chraobh ...... a ...... ach nuair a thosaigh mé amach sa scoil ní raibh na h-áiseanna go h-iontach.

Scrúdaitheoir: Conas mar atá na h-áiseanna anois?

Dalta: Tá páirc uile aimseartha amach ansin ..........

Scrúdaitheoir: An mbíonn sibh ag traenáil sa scoil?

Dalta: Bionn ranganna spóirt agáinn, dhá tréimhse chomh maith leis sin

Scrúdaitheoir: An bhfuil spórt do chailíní?

Dalta: Tá nuair a théann siad ...... go dtí an ...... bionn ........ acus agus téann siad ...... timpeall ..................

Scrúdaitheoir: An bhfuil na deiseanna céanna ag na cailíní is atá ag na buachaillí sa spóirt?

Dalta: Is minic nach maith leis na cailíní é a dhéanamh ach tá an deis céanna acu tá grúpa cailíní sa scoil a imrionn spórt go rialta agus tá na deiseanna ann dóibh.

Scrúdaitheoir: Sea an bhliain seo chugainn cad ba mhaith leat a dhéanamh?

Dalta: Rachainn go DCU agus dhéanfainn dlí agus an ...... a dhéanamh agus tá is ollscoil beag é DCU, cosuí leis an scoil seo agus beidh mé in ann sníomh isteach go deas ann, beidh ranganna beaga ann agus sin go maith.

Scrúdaitheoir: Cá mhéad pointí a theastaíonn uait?

Dalta: Ceathar céad caoga.

Scrúdaitheoir: Cad a cheapann tú faoi chóras na bpuntí?

Dalta: Silim go bhfuil sé féarálta i ndáiríre mar ,tá ,má chuireann tú an iarracht isteach ann gheobhaidh tú na buntáistí éirigh leat má dhéanann tú an obair bliain a cúig agus bliaín a sé.

Scrúdaitheoir: Cén fáth an dlí?

Dalta: Ó bhí mé I mo lad óg bhí spéis agam i gcónaí a bheith I mo ......, nil an airgead ann faraor, bhí mé ag labhairt le mo gairmteor eá agus dúirt sí muna dtaitneoidh an dlí leat is féidir leat éirí amach as agus má tá ...... ar thóir fostaithe dul leis sin.

Scrúdaitheoir: Cén fáth ar mhaith leat a bheith I do ......?

Dalta: Just tuigim go bhfuil post deas ann, cabhrú le daoine

Scrúdaitheoir: An bhfuil postanna ar fáil do dhliodóirí anois sa tír seo?
Dalta: Léigh mé le déanaí ar Jobs.ie go bhfuil go bhfuil na comhlachtaí ar thóir daoine tar éis gairmeacha a bhaint amach sa dli. Cosúil le aon phost beidh sé an-deacair.

Scrúdaitheoir: Céん t-ábhar is fearr leat ar scoil?
Dalta: Gaeilge is fearr liom Gaeilge, éiríonn go maith an Gaeilge, cosúil le ag an Béarla tá an Béarla an-deacair mar tá siad níl liófa sa Béarla ach domsa tá Gaeilge liófa domsa agus múinteoir an-mhaith do daoine a bhfuil Gaeilge liófa acu cabhráionn sé leo

Scrúdaitheoir: Sea Sea an raibh tú ag an Ghaeltacht riamh?
Dalta: Ní raibh ach i rang a .... agus rang a ..... sa bhunscoil

Scrúdaitheoir: Céң fáth nach ndeachaigh tú sa mheánscoil?
Dalta: Sa mheánscoil ní raibh an deis sin dul

Scrúdaitheoir: Ró-chhostasach is dócha?
Dalta:  Sea costasach ar an scoil.

Scrúdaitheoir: An dtaitníonn an cúrsa Gaeilge leat san Ardteist?
Dalta: Caithfidh mé a rá nach bhfuil a lán ábhair ann bhi muid criochnaithe an cúrsa timpeall mí Eanáir agus bhi a lán dul siar i gceist agus seachas na sraith pictiúir tá sé go maith

Scrúdaitheoir: An bhfuil tú ag féachaint ar TG4?
Dalta: Nuair a fhaighim an deis féachaim ar an bpeil. Is é an t-aon stáisiún a chraolann an pheil go rialta.

Scrúdaitheoir: Sea cuireann siad an-bhéim ar an Ghaeilge.
Dalta: Sea ach bionn Gaeilge liófa ag na daoine a chuireann na cláracha i láthair

Scrúdaitheoir: Sea craolann siad an iomáint chomh maith:
Dalta: Yea cinnte agus an rugbaí chomh maith, leadóg.

Scrúdaitheoir: An bhféachann do thuísmitheoirí ar TG4?
Dalta: Má bhionn sé ar Sky caithfidh mé a rá cuir mé Sky é ar siúl ach feicim ar peil ar TG4

Scrúdaitheoir: Ach a lán de na daoine níl a lán Gaeilge acu ní féidir leo:
Dalta: Sea sin polaitiúí ar táirfe is mór an náire é níl siad ábalta píosa beag Gaeilge a úsáid

Scrúdaitheoir: Cad is féidir a dhéanamh faoi sin? Conas is féidir linn an Ghaeilge a dhéanamh níos láidre?
Dalta: Tá sé is ceist deacair é sin tá an iomarca brú ar daoine Gaeilge a fhoghlaim ba cheart inspioráid a thabhairt do daoine an Ghaeilge a fhoghlaim, chabhróidh sé sin.

Scrúdaitheoir: Bhuel sin é. Go raibh maith agat.

Comments: It is evident from this conversation that the student had no difficulty dealing with the examiner’s questions and inputs and could give spontaneous and appropriate responses. His responses were also well developed, showing a wide and rich vocabulary. There was no
indication anywhere in the conversation that his responses depended on pre-prepared material as his delivery was natural and free-flowing. This is illustrated in the example of the conversation given below.

- Scrúdaitheoir: Cá bhfuil cónaí orts?
  Dalta: Tá cónaí orm in ..........

- Scrúdaitheoir: Go maith.
  Dalta: Tá sé gar do lár na cathrach, níl sé ach deich nóiméad.

- Scrúdaitheoir: Agus an bhfuil tú istigh ar an Scrúdú?
  Dalta: Níl faraor mar caithfidh mé m’aird a dhíriú ar an Scrúdú agus ní bhfuair mé an deis go fóill.

- Scrúdaitheoir: An bhfuil na háiseanna go maith sa chúl?
  Dalta: Tá. Is club fíor beag muid ach faoi láthair tá mé ag imirt leis an foireann .........., tá mé i roinn a ..... agus tá ag éirí go maith linn.

- Scrúdaitheoir: Ach an bhfuil buntáiste ag Baile Átha Cliath anois i gcomparáid le contae eile?
  Dalta: Tá faoi láthair ach déarfainn go raibh an buntáiste sin ansin i gcónaí, ach, cineál, ní raibh an foireann ag rá sin ar an bpáirc mar bhí siad ag cailliúint go minic ach chomh luath is a tháinig feabhas ar peil Baile Átha Cliath bhí gach duine ag rá go raibh buntáistí acu ach ní aontaím le sin.

- Scrúdaitheoir: An bhfuil na deiseanna céanna ag na cailíní is atá ag na buachaillí sa spóirt?
  Dalta: Is minic nach maith le na cailíní é a dhéanamh ach tá an deis céanna acu, tá grúpa cailíní sa scoil a imríonn spórt go rialta agus tá na deiseanna ann dóibh.

- Scrúdaitheoir: Cad a cheapann tú faoi chóras na bpóintí?
  Dalta: Sílim go bhfuil sé féaráilte i ndáiríre mar, tá, má chuireann tú an iarrracht isteach ann gheobhaidh tú na buntáistí éirigh leat má dhéanann tú an obair bliain a cúig agus bliain a sé.

Vocabulary: The student’s vocabulary throughout the conversation was very broad and rich.

- Tá sé gar do lár na cathrach ........ ní bhfuair mé deis mo Scrúdú a dhéanamh.
• Níl faraor mar caithfidh mé m’aird a dhíriú ar an Scrúdú
• Is é an t-aon stáisiún a chraolann an pheil go rialta.
• Le blianta beaga anuas tá feabhas tagtha ar an spórt agus ar na h-áiseanna spóirt
• go dtí an Gym

**Verbs in the indicative mood:** The accuracy of verbs in the indicative mood is very good most of the time but there are a small number of errors.

• Chuaiigh mé an bhliain seo caite le mo chara, cluiche ..... ......, chaill siad ar an lá ach bhain mé taitnemh as.
• mar tá má chuireann tú an iarracht isteach ann gheobhaidh tú na buntáistí, éirigh leat, má dhéanann tú an obair bliain a cúig agus bliain a sé.
• Is minic nach maith leis na cailíní é a dhéanamh ach tá an deis céanna acu tá grúpa cailíní sa scoil a imríonn spórt go rialta agus tá na deiseanna ann dóibh.

**Indirect speech:** The student’s use of indirect speech is fair in the conversation, sometimes accurate and sometimes inaccurate.

• déarfainn go bhfuil..... deireann sé go mbíonn cuid mhór
• déarfainn go raibh an buntaiste sin ansin i gcónaí, ach, cineál, ní raibh an foireann ag rá sin ar an bpáirc mar bhí siad ag cailliúint go minic ach chomh luath is a tháinig feabhas ar peil Baile Átha Cliath bhi gach duine ag rá go raibh buntaístí a

**Conditional mood:** The student made very good use of the conditional mood in a natural way during the conversation.

• déarfainn go bhfuil siad cineál níos laige......
• déarfainn go raibh an buntaiste sin ansin i gcónaí...
• Rachainn go DCU agus dhéanfainn dlí
• an Ghaeilge a fhoghlaim, chabhróidh sé sin

**Overall Grammatical Accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc:** Overall grammatical accuracy is good.

• Le blianta beaga anuas.
• dul siar i gceist agus seachas na sraith pictiúir.
• nasc a fháil idir na peileadóirí nuair atá siad le chéile.
**Idiomatic expressions and proverbs:** This aspect is weak. The student does not use any idiomatic expressions or proverbs.

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**Scéal: Lá ag cluiche Rugbaí i Stade De France.**

Dé hAoíne bí Seán Pól agus Liam ag caint i gceaintín na scoile faoi cluiche idirnáisiúnta rugbaí a bheidh ar siúl i bPáras Dé Sathairn an bhféidir bhi siad ar bís.

Shroich siad go hAerfort Baile Átha Cliath go luath. Ní raibh siad ag fanacht ró-fhada. Bhí siad i Páras ar a haon déag a chlog. Chonaic siad an Túr Ifel agus chuaigh siad ar an mbus oscailte lár na cathrach.

Ansin chuaigh siad ag siúl timpeall na cathrach agus chonaic siad radharc do chuid d'Arc De Triomphe. Cheannaigh Seán liathróid rugbaí i siopa spóirt freisin.

Chuaigh siad go dtí an Stade De France. Bhi an áit plódaithe le daoine ach bhí díomá an domhain ar na daoine ar na buachaillí mar na Frainc chun tosaigh. Ní raibh ach trí pointí do Éire.

Ach sa dara leath d'imir foireann na hÉireann níos fearr. Bhuaigh Brian O’Driscoll úd do hÉireann agus bhí an sluaite Éireannach ar mire.

Ar deire bhuaigh Éire. Lá stairiúil a bhí ann. Bhí áthas an domhain ar na buachaillí.

**Ceisteanna:** 1. Cá raibh na buachaillí sa phictiúr seo?

2. Cad a ceannach Seán sa pictiúr seo?

3. Cén sórt aimsir sa pictiúr seo?

**Understanding:** The student has a very good understanding of the events depicted in the picture series.

**Vocabulary:** The student has a good broad vocabulary which enabled her to describe the main events in the picture series.

- bhí Seán Pól agus Liam ag caint i gceaintín na scoile faoi cluiche idirnáisiúnta rugbaí a bheidh ar siúl i bPáras Dé Sathairn
- bhí siad ar bís.
- Shroich siad go hAerfort Baile Átha Cliath go luath. Ní raibh siad ag fanacht ró-fhada chuaigh siad ar an mbus oscailte lár na cathrach.
- Bhí an áit plódaithe le daoine ach bhí díomá
- d’imir foireann na hÉireann níos fearr
Verbs in the indicative mood: The past tense was used for the most part and it was used correctly.

- Shroich siad ..........Ní raibh siad .......... Bhí siad i .......... Chonaic siad .......... chuaigh siad
- Cheannaigh Seán .... Bhuaigh Éire.

Indirect speech / Conditional mood: The student did not use the conditional mood or indirect speech.

Overall Grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc: Overall Grammatical accuracy is very good most of the time.

- ag caint i gceaintín na scoile faoi cluiche idirnáisiúnta rugbaí a bheidh ar siúl i bPáras.
- ag fanacht ró-fhada ...... ar an mbus oscailte ......lár na cathrach

Idiomatic expressions/proverbs: The student made a reasonable effort to use idiomatic expressions.

- bhí díomá an domhain ar na daoine
- áthas an domhain ar na buachaillí
- bhí siad ar bís

Conversation 2015

Scrúdaitheoir: Inis dom mar gheall ort féin, cé mhéad duine atá i do chlann?

Dalta: Tá ...... I mo chlann. Is mise an páiste is ........ Tá deartháir amháin agam agus tá deirfiúr amháin agam. Mo dhearthaír ......, tá sé ...... mbliana d’aois agus mo dheirfiúr ...... tá sí ...... bliana d’aois. Réitím go maith leo. Roinnim mo sheomra le mo dheirfiúr.

Scrúdaitheoir: Ana-mhaith.

Dalta: Is fuath liom sin uaireanta mar tá sí ró-ard agus eh ah ah .

Scrúdaitheoir: Déanann sí a lán torann uaireanta, an ea? Bionn sí ag cur isteach ort ag staidéar is dócha?

Dalta: Tá sé ró-deacair staidéar.
Scrúdaitheoir: Agus cá bhfuil do theach suite?

Dalta: Ar imeall an bhaile.

Scrúdaitheoir: Agus cé mhéad seomrá atá sa teach?

Dalta: Sé. Thios staighre tá ........., seomra suí ........ agus seomra folchta agus thuas staighre trí seomra leapa agus seomra folchta eile.

Scrúdaitheoir: Go maith, go maith. Agus an bhfuil gairdín agat?

Dalta: Tá.

Scrúdaitheoir: Agus cad tá ag fás sa ghairdín? Cén sórt rudáí atá sa ghairdín?

Dalta: Bláthanna agus crann.

Scrúdaitheoir: Ana-mhaith agus an mbíonn tusa ag obair sa ghairdín?

Dalta: Ah níl, níl suim agam.

Scrúdaitheoir: Ana-mhaith. Agus an bhfuil do theach suite in aice le ..............?

Dalta: Tá, Tá mo chairde ina cónaí in aice láimhe agus tá na háiseanna a go maith i mo cheantar.

Scrúdaitheoir: Cen sórt áiseanna?

Dalta: Pictiúrlann, leabharlann, Linn snámha, ionaid siopadóireachta, club óige, clubanna spóirt agus a lán eile.

Scrúdaitheoir: An dtéann tú go dtí an pictiúrlann go minic.

Dalta: Ah anois is arís.

Scrúdaitheoir: Cad mar gheall ar an Linn Snámha?

Dalta: Gach Satharn.

Scrúdaitheoir: Agus cá bhfuil an Linn Snámha suite? An bhfuil sé suite in Óstán nó?

Dalta: I lár na cathrach.

Scrúdaitheoir: Go maith. I lár na cathrach. Agus cad faoin ionad siopadóireachta. An féidir leat cur síos a dhéanamh ar an Ionad Siopadóireachta dom?

Dalta: Tá siopaí éagsúla ann agus téim ann go minic le mo chairde agus nuair a fhaighim airgead ó mo tuismitheoirí. Tugann mo tuismitheoirí airgead póca dom nuair a bhíonn mé ag obair sa teach.

Scrúdaitheoir: Ana-mhaith. Nil aon phost páirtaimseartha agat an bhfuil?

Dalta: Níl ah eh is fuath liom obair tí achar déanaim é a lán.

Scrúdaitheoir: Go maith agus cén sórt rudáí a dhéanann tú sa teach?

Dalta: Glanaim na seomráí, ním na gréithe, scuabaim an t-urlár.

Scrúdaitheoir: Agus nuair a théann tú ag siopadóireacht cad iad na siopaí is fearr leat?

Dalta: Siopa éadaí. Pennys.
Scrúdaitheoir: Ana-mhaith. Cén fáth?
Dalta: Tá sé iontach.

Scrúdaitheoir: Cad iad na siopaí eile atá san ionad?
Dalta: Siopaí buataisí, siopaí poitigéirí, bialann

Scrúdaitheoir: Nuair a théann tú go dtí ionad siopadóireachta an dtéann tú go dtí bialann?

Scrúdaitheoir: Cén ceann is fearr leat?
Dalta: Subway.

Scrúdaitheoir: An maith leat Buirgéiri sceallóga agus bha mar sin?
Dalta: Sea ach tá fhios agam go bhfuil an iomarca mear bhia mar sin go dona don corp.

Scrúdaitheoir: Sea agus cad a dhéanann tú i rith an deire seachtaine?
Dalta: Tá mé ag éisteacht le ceol gach lá gan teip.

Scrúdaitheoir: Cad é an ceol is fearr leat?
Dalta: Ed Shearon an t-amhránaí is fearr liom.

Scrúdaitheoir: An bhfuil tú ag dul go dtí Páirc an Chrócaigh?
Dalta: Tá in mí Iúil.

Scrúdaitheoir: An bhfuil tú ag éisteacht le ceol ar do Ifón nó ar do Ipod?
Dalta: Ar mo fón, I fón 4.

Scrúdaitheoir: Cad iad na hAipeanna atá agat ar do Ifón?
Dalta: Snapshot, Facebook, Nil aon Twitter,

Scrúdaitheoir: An dtéann tú ar Facebook go minic?
Dalta: Aonais is aris téim ar an idirlíon, úsáidim Google chun an eolas a fháil isteach.

Scrúdaitheoir: Cé mheád cairde atá agat ar Facebook?
Dalta: Nil fhios agam. ..... chéad b’fhéidir.

Scrúdaitheoir: An bhfuil aon mí-bhuntáistí ag baint le Facebook?
Dalta: Tá mé gafa agus caithim an iomarca ama ar mo fón.
Scrúdaitheoir: An bhfuil suim agat sa spórt?
Dalta: Níl.

Scrúdaitheoir: An bhféachann tú ar an teileifis gach lá?
Dalta: Féachaim ar an teileifis go minic, tugann sé sós dom ó na leabhair agus ó brú na Scrúduithe,

Scrúdaitheoir: An bhfuil tú faoi bhrú uafásach ag na Scrúduithe?
Dalta: Tá ceithre chéad ochtó pointí ag teastáil uaim.

Scrúdaitheoir: Cén cúrsa ba mhaith leat a dhéanamh?
Dalta: Ba mhaith liom cúrsa ........ a dhéanamh Má Nuad.

Scrúdaitheoir: Má Nuad. Go maith. Ceithre chéad ochtó pointí atá ag teastáil? Ar mhaith leat a bheith I do mhúinteoir ........?
Dalta: Ah hm sea.

Scrúdaitheoir: Cad iad na tréithe atá ag teastáil le bheith I do mhúinteoir?
Dalta: Bionn orainn a bheith foighneach, cairdiúil agus cabhrach.

Scrúdaitheoir: Ar mhaith leat a bheith I do mhúinteoir i scoil lán-chailíní nó scoil measctha?
Dalta: Lán cailíní mar bhi mé ag lán cailíní.

Scrúdaitheoir: An mbionn na cailíní ag pleidhciócht sna ranganna?
Dalta: Tá uaireanta. Roinnt de na daoine.

Scrúdaitheoir: Ach bionn níos mó acu ag pleidhciócht i scoil buachaillí. Bionn na buachaillí ag pleidhciócht?
Dalta: Sea tá.

Scrúdaitheoir: Ar mhaith leat teacht ar ais chun múineadh sa scoil seo?
Dalta: Ba mhaith liom teacht ar ais anseo mar is maith liom an scoil seo.

Scrúdaitheoir: Cén fáth gur maith leat an scoil seo? Cé mhéad cailíní atá ag freastal ar an scoil seo?
Dalta: Tá sé chéad agus daicheadh múinteoirí.

Scrúdaitheoir: An bhfuil rogha leathan ábhar sa scoil seo?
Dalta: Tá mé ag déanamh seacht ábhar sa scoil seo, Béarla, Gaeilge, Mata, Fraincis, Bitheolaíocht, Ealaín agus Stair.

Scrúdaitheoir: Cad a cheapann tú faoin gcúrsa Gaeilge?
Dalta: Is maith liom Gaeilge ach tá sé deacair uaireanta, braitheann sé ar an topaic. Is maith liom na dánta ach is fuath liom na scéalta.

Scrúdaitheoir: Agus cad mar gheall ar na sraith pictiúir?
Dalta: Is fuath liom iad. An ndearna tú an Fhraincis an tseachtain seo caite?
Dalta: sea,

Scrúdaitheoir: agus níl ach doiciméid amháin ach sa rud seo tá fiche pictiúr.

Dalta: sea an iomarca.

Scrúdaitheoir: An raibh tú sa Ghaeltacht riamh?

Dalta: Níl.

Scrúdaitheoir: An gceapann tú go bhfuil sé tábhachtach an Ghaeilge a choimeád beo?

Dalta: Níl fhios agam.

Scrúdaitheoir: Is cuma is cuma. An bhfuil aon phlean agat don samhradh seo?

Dalta: Tógfaidh mé go bog é. Tógfaidh mé sos ó na leabhair agus rachaidh mé ar laethanta saoire le mo chairde go dtí an Spáinn. Gheobhadh mé post páirtaimseartha agus cuirfidh me airgead i dtaisce sa bhanc ah eh an Coláiste.

Scrúdaitheoir: Sin iontach. Go raibh maith agat.

Comments: It is evident from the student’s responses that she had a very good understanding of the examiner’s questions and inputs. Her responses were always immediate, and spontaneous and were given without undue reflection. She had a broad vocabulary but nevertheless did not make the same effort to develop her answers as the student in sample 1. This shows that this student’s vocabulary was more limited compared with the student in sample 1. It is also evident that the interaction between the student and the examiner was natural and free-flowing throughout the conversation. It is evident that she did not depend on pre-prepared answers in her responses or on key words to prompt her. This is exemplified in the extract from the conversation given below.

- Scrúdaitheoir: Agus cá bhfuil do theach suite?
  Dalta: Ar imeall an bhaile.

- Scrúdaitheoir: Ana-mhaith. Agus an bhfuil do theach suite in aice le ...........?
  Dalta: Tá, Tá mo chairde ina cónaí in aice láimhe agus tá na háiseanna go maith I mo cheantar.

- Scrúdaitheoir: Go maith agus cén sórt rudaí a dhéanann tú sa teach?
  Dalta: Glanaim na seomráid, ní mna gréithe, scuabaim an t-urlár.

- Scrúdaitheoir: An maith leat Buirgéiri sceallóga agus bia mar sin?
Dalta: Sea ach tá fhios agam go bhfuil an iomarca mear bhia mar sin go dona dona corp.

- Scrúdaithéoir: An dtéann tú ar Facebook go minic?
  Dalta: Anois is arís téim ar an idirlíon, úsáidim Google chun an eolas a fháil isteach.

- Scrúdaithéoir: Cé mhéad cairde atá ágat agar Facebook?
  Dalta: Níl fhios agam, .... chéad b’fhéidir.

- Scrúdaithéoir: An bhfuil aon mí-bhuntáistí ag baint le Facebook?
  Dalta: Tá mé gafa agus caithim an iomarca ama ar mo fón.

- Scrúdaithéoir: Cad a cheapann tú faoin gcúrsa Gaeilge?
  Dalta: Is maith liom Gaeilge ach tá sé deacair uaireanta, braitheann sé ar a ntopaic. Is maith liom na dhánta ach is fuath liom na scéalta.

- Scrúdaithéoir: Agus cad mar gheall ar na sraith pictiúir?
  Dalta: Is fuath liom iad.

Vocabulary: The student has a broad vocabulary which enabled her to have a natural conversation with the examiner.

- Roinnim mo sheomra le mo dheirfiúr
- Thíos staighre ........... thuas staighre
- Is maith liom Gaeilge ach tá sé deacair uaireanta .....braitheann sé ar an topaic. Is maith liom na dánta ach is fuath liom na scéalta.
- Tá mé gafa agus caithim an iomarca ama ar mo fón
- tugann sé sos dom ó na leabhair agus ó brú na Scrúduithe,

verbs in the indicative mood: The use of verbs in the indicative mood was accurate for the most part, but with some inaccuracies.

- téim ar an idirlíon, úsáidim Google
- An mbíonn na cailíní ag pleidhciócht /Tá uaireanta
- Féachaim ar an teilifís go minic, tugann sé sos dom
- Tá mé ag éisteacht le ceol gach lá gan teip.
Conditional mood: The student did not use the conditional mood during the conversation.

Idiomatic expressions/proverbs: These aspects were weak with very few examples.
- ina cónaí in aice láimhe

Overall Grammatical Accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives etc: Overall grammatical accuracy is good but inaccuracies can be detected frequently.

- Tá ..... i mo chlann. Is mise an páiste is sine. Tá dearhus amháin agam agus tá deirfiúr amháin agam. Mo dearhus ......, tá sé ...... mbliana d’aois agus mo dheirfiúr ......... tá sí sé bliana d’aois. Réitím go maith leo. Róinnim mo sheomra le mo dheirfiúr.
- Tá mo chairde ina cónaí in aice láimhe agus tá na háiseanna go maith imo cheantar.
- ag déanamh seacht ábhar

Scéal: Robáil Bainc

Smaoinigh Nóra go dtí siopadóireachta le na ah le na cairde Bhí sí ag tèacsáil a cairde.

Sa pictiúr a dó ceannaíonn siad dár ticéad sa Baile Átha Cliath.

Maidir le pictiúr a trí bhí siad ag siopadóireacht i Baile Átha Cliath agus ceannaíonn siad éadaí sa ah ah Ó Connell sráide. Agus Dúirt Nóra níl a lán airgead agam agus chuaign siad go dtí an Banc na hÉireann.

Maidir le pictiúr a ceathair d’fhéach siad dhá fear ag robáil an bainc agus dúirt Nuala ah ah hm fuair fón póca agus glaoigh sí Gardaí.

Sa pictiúr a cúig tháinig an gardaí isteach sa banc na hÉireann agus ah agus bhí na buachaillí caillte na gunnaí.

Maidir le pictiúr a sé buíochas le daoine ar na Gardaí. Bhí na buachaillí ar an cúirt agus sin iad sa ah ah príosún.

Ceisteanna: (1) Maidir le pictiúr a dó cé mhéad ticéad a cheannaigh siad?
(2) Maidir le pictiúr a trí cá bhfuil na gcailíní ag siopadóireachta?
(3) Maird le pictiúr a ceathair cá bhfuil e hah e cad tá buachaillí sa lámha?

**Understanding:** The student showed a fair understanding of the main events depicted in the pictures.

**Vocabulary:** The student had a reasonable vocabulary which enabled her to describe the events in the pictures reasonably well.

- Bhí sí ag téacsáil a cairde .... ceannaíonn siad dá ticéad sa Baile Átha Cliath.
- ag siopadóireacht i Baile Átha Cliath ..... ceannaíonn siad éadaí
- nil a lán airgead agam .... chuaidh siad go dtí an Banc na hÉireann.
- fuair fón póca agus glaoigh sí Gardaí

**Verbs in the indicative mood:** The use of verbs in the indicative mood was reasonably accurate.

- ceannaíonn siad dá ticéad .... ceannaíonn siad éadaí
- fuair .....glaoigh sí
- tháinig an gardaí ................. bhí na buachaillí
- d’fhéach siad

**Indirect Speech/ Conditional Mood/ Idiomatic Expressions/ Proverbs:** No examples of Indirect Speech/ Conditional Mood/ Idiomatic Expressions/ Proverbs are evident in the conversation

**Overall Grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives,**

Grammatical accuracy is fair at times but there are also many grammatical errors.

- ag siopadóireacht i Baile Átha Cliath..... nil a lán airgead agam
- chuaidh siad go dtí
- ceannaíonn siad éadaí sa ah ah Ó Connell sráide........ go dtí an Banc na hÉireann.
- Bhí na buachaillí ar an cúirt
Conversation 2015

Scrúdaitheoir: Inis dom faoi do chlann .........?

Dalta: Tá ...... i mo chlann, .... agus ..... is ainm do mo deirfiúracha .... is ainm do mo mháthair agus ...... is ainm do mo athair. Is í..... an duine is sine sa clann, is ...... ...... í. Ansin is é ...... an dara duine is sine sa chlann. Tá sé ag freastal ah eh in ah altracht in ah eh tá sé ag freastal in Ollscoil i Gaillimh ag staidéar in altra. Ansin ...... is i an duine sa lár sa chlann. Tá sí ag staidéar Bitheolaíocht i mBaile Átha Cliath. Ansin mise an duine an dara duine is óige sa clann ansin mo deartháir ..... is é an duine is óige sa clann. Tá an-suim aige sa saol sacar. Tá sé ag freastal ar scoil speisialta ...... .......... ach tá mo deartháir eile anois tinn. Chuaigh sé sios go dtí an t-ospidéal agus fuair sé ...... ag imirt peil. Chuaigh sí faoi scian .....agus bhí sé ana-lag agus bhí an ciseán mór ar ...... anois agus tugann mé mo ...... mar shampla agus cabhraíonn mé le mo mham .... a ..........

Scrúdaitheoir: Ana–mhaith tá súil agam go mbeidh ...... i gceart agus an ndéanann tusa aon obair eile sa teach?

Dalta: Ah hm hm tugaim cabhrú le leanbh do mo ...... hm hm eh ah bhí mé ag caint .... eh ah hm

Scrúdaitheoir: An réitíonn tú go maith le do chlann?

Dalta: Réitím go maith ah eh hm le mo chlann agus eh ah is maith liom mo dheartháir.

Scrúdaitheoir: Ana–mhaith, ana–mhaith sin go h-íontach agus cén caitheamh aimsire atá agatsa?

Dalta: Is maith liom an spóirt ach níor ach níl mé ag imirt an spórt anois mar tá mé an staidéar, ach is breá liom ag snáthadh gach oíche, agus eh hm is maith liom ag imirt cispheil agus ag rith, smaoineamh mé ar i rith eh ah h i rith an samhraidh biónn muid ag imirt cispheil agus peil Gaelach sa club

Scrúdaitheoir: Club spóirt aithiúil agus an imríonn tú le foirfeann na scoile?

Dalta: Nil

Scrúdaitheoir: Sea nil an t-am agat agus an bhfuil do fhoireann peile go maith, do fhoireann aítiiúil?

An bhfuil sé go maith? Ar bhuaigh sibh aon rud?

Dalta: Hm hm níor bhuaigh.

Scrúdaitheoir: Níor bhuaigh, sea, b’fhéidir an bhliain seo chugainn?

Dalta: B’fhéidir.

Scrúdaitheoir: Agus cén áit a imríonn tú ar an bpáirc?

An bhfuil tú i lár na páirce nó?

Dalta: Ó Ó i lár na páirce.

Scrúdaitheoir: Maith thú féin Agus an raibh tú féin riamh i bPáirc an Chrócaigh?

Dalta: Ah ah nil. Níl sé ag imirt na páircí.

Scrúdaitheoir: Ní imríonn sé i bPáirc an Chrócaigh. Maith thú féin agus cén áit a dtéann tú ag snáthmh?
Dalta: Hm ah bhuel hm ah hm tá mé le snáth le mo mham ach níl an comp eh níl an comp
Scrúdaitheoir: Níl aon chomórtas;
Dalta: Sea sea
Scrúdaitheoir: agus an bhfuil linn snámha anseo i ...........?
Dalta: Tá sé in aice le ....... agus is maith liom mo ceantar ach níl an a láin áiseanna i mo ceantar, ach tá a lán áiseanna ............ mar shampla an linn snámha.
Scrúdaitheoir: Hm Hmn an linn snámha agus an bhfuil pictiúrlann sa bhaile seo?
Dalta: Tá pictiúrlann ah ah móir .......... ach eh eh ah is maith liom go dtí an pictiúrlann go deire seachtaine, chuaigh mé go dtí an pictiúrlann le mo mham agus mo bheirt deirfiúr agus chonaisc mé scannán .. agus is scannán rómánsuíil é agus scannán greannmhar é.
Scrúdaitheoir: Cá bhí sa scannán? cén duine?
Dalta: Ah ah hm hm níl fhios agam.
Scrúdaitheoir: Agus cén caitheamh aimsire eile atá agat?
Dalta: Is breá liom ceol, is breá liom ag éisteacht le ceol, seinnim an pianó tá ..... grade déanta agam agus tá ........ le déanamh agam agus eh is fearr liom gach aon sórt ceol mar shampla Pop, Hip Pop ceol traidisiúnta, ceol clasaiceach, seinnim an ceol ah hm ceol clasaiceach, chuaigh mé go dtí an feiseanna agus bhuaigh mé mo céad áit agus fuair mé an bonn óir
Scrúdaitheoir: Maith thú féin agus an raibh tú ag flea cheoil?
Dalta: Níl
Scrúdaitheoir: Ní dhearna tú aon chomórtas mar sin?
Dalta: Níl
Scrúdaitheoir: agus an ndearna tú ceol sa scoil mar ábhar scoile?
Dalta: Tá ah is breá liom ah ah an ceol mar smoaoinigh mé an éasca eh ah ach tá .... ...... is múinteoir ...... i agus cabhraionn sí liom mo ...... a scrúduithe.
Scrúdaitheoir: An bhfuil sí ag obair sa scoil seo?
Dalta: Ach níl sí ag obair sa scoil seo.
Scrúdaitheoir: Ana-mhaith agus cad iad na hábhair eile atá idir lámh agat?
Dalta: Ah hm tá ah hm déanaim Béarla Mata Fraincis Tíos Bitheolaiocht agus Gaeilge ach ní maith liom Gaeilge agus Fraincis mar ní maith liom an teanga mar ceapaim tá sé an-deacair.
Scrúdaitheoir: An bhfuil? Agus acu is fearr leatsa?
Dalta: An ceol.
Scrúdaitheoir: An ceol, maith thú féin. Cén post ar mhaith leat a bheith agat?
Dalta: Níl post páirt-aimseartha agam.
Scrúdaitheoir: Maith go leor, cén post ar mhaith leat a bheith agat, ar mhaith leat a bheith i do mhúinteoir ceoil?

Dalta: Ó Ó ah ba mhaith liom dul go dtí DCU agus banastra a dhéanamh.

Scrúdaitheoir: Maith thú fhéin agus cé mhéad pointí a theastaíonn uait?

Dalta: Tá ceathar céad fiche pointí.

Scrúdaitheoir: An bhfuil sé sin ard?

Dalta: Tá sé ard. Tá sé an-ard.

Scrúdaitheoir: Cé mhéad bliain a chaithfidh tú?

Dalta: Ceithre bliain.

Scrúdaitheoir: Ceithre bliain a bheidh le déanamh agat?

Dalta: Ah ah ah

Scrúdaitheoir: An mbeidh tú ag obair in ospidéil?

Dalta: Nil ach cabhraigh mé mo ....... nuair a bhíonn sí tinn agus cabhraigh mé mo ....... anois mar is maith liom an obair tá an banastra suimiúil, agus eh ah

Scrúdaitheoir: Cén sórt oibre a bheidh le déanamh agat?

Dalta: Tugann siad aire don othar agus ah tugann siad leigheas othar agus ah b’fhéidir tugann siad cabhair don dochtúir, smaoínhé mé ah ah tá an obair ah iontach.

Scrúdaitheoir: Maith thú fhéin ansuimiúil ar fad agus an raibh tú riamh i mBaile Átha Cliath?

Dalta: Ní, tá, beidh is maith liom ag siopadóireachta Baile Átha Cliath le mo mham agus chuaigh mé go dtí an Baile Átha Cliath an feiseanna agus eh ah hm hm

Scrúdaitheoir: agus an bhfuil ospidéal sa gceantar seo?

Dalta: Sea tá an ospidéal ach nil an a lán banastra anseo, tá, b’fhéidir, téann siad go ....... mar tá sé ana-mhór ospidéal.

Scrúdaitheoir: Ar mhaith leatsa post a bheith agat anseo nó ar mhaith leat dul go Baile Átha Cliath?

Dalta: B’fhéidir Baile Átha Cliath.

Scrúdaitheoir: Go raibh mile maith agat........, Ceart go leor agus ádh mór ort anois.
Comments: It is evident from the responses of the student in this conversation that there was a reasonable amount of spontaneity throughout as she understood most of the questions and could give the appropriate response to them without an apparent over-reliance on pre-prepared material. However, a lack of spontaneity was also evident in places as she sometimes failed to respond to question until prompted by key word from the examiner. This is further exemplified by the extract from the conversation given below.

• Scrúdaitheoir: Ana –mhaith, tá súil agam go mbeidh sí i gceart agus an ndéanann tusa aon obair eile sa teach?
  Dalta: Ah hm hm tugaim cabhrú le leanbh do mo ...... hm hm eh ah bhí mé ag caint   eh ah hm
  ...

• Scrúdaitheoir: An réitíonn tú go maith le do chlann?
  Dalta: Réitím go maith ah eh hm le mo chlann agus eh ah is maith liom mo dheartháir.
  ...

• Scrúdaitheoir: Ana-mhaith, ana-mhaith sin go h-ientach agus cén caiteamh aimsire atá ágatsa?
  Dalta: Is maith liom an spórt ach níor ach níl mé ag imirt an spórt anois mar tá mé an staidéar, ach is breá liom ag snámh gach oiche, agus eh hm is maith liom ag imirt cishpheil agus ag rith, smaointeann mé ar i rith ah eh ah h i rith an Samhráidh bionn muid ag imirt cishpheil agus peil gaelach sa club
  ...

• Scrúdaitheoir: Sea níl an t-am agat agus an bhfuil do foireann peile go maith? do foireann áitiúil?
  An bhfuil sé go maith?    Ar bhuaigh síb aon rud?
  Dalta:  Hm hm níor bhuaigh.
  ...

• Scrúdaitheoir: Agus cén áit a imríonn tú ar an bpáirc?
  Ann bhfuil tú i lár na párce nó?
  Dalta: Ó Ó i lár na párce.

• Scrúdaitheoir: Maith thú féin Agus an raibh tú féin riamh i bPáirc an Chrócaigh?
  Dalta: Ah ah nil, níl sé ag imirt na páircí.

• Scrúdaitheoir: Agus cén caiteamh aimsire eile atá ágat?
  Dalta: Is breá liom ceol, is breá liom ag éisteacht le ceol, seinnim an pianó tá ...... grade déanta agam agus tá ceann amháin le déanamh agam agus eh is fearr liom gach aon sórt ceol mar shampla Pop, Hip Pop ceol traidisiúnta, ceol clasaiceach, seinm an ceol ah hm ceol clasaiceach, chuaigh mé go dtí an feiseanna agus bhuaigh mé mo céad áit agus fuair mé an bonn óir
Scrúdaitheoir: An ceol, maith thú féin. Cén post ar mhaith leat a bheith agat?

Dalta: Níl post páirt-aimseartha agam.

Vocabulary: The student’s vocabulary is fair.

• Is breá liom ceol, is breá liom ag éisteacht le ceol, seinm an pianó tá ...... déanta agam agus tá ...... le déanamh agam agus eh is fearr liom gach aon sórt ceol mar shampla Pop, Hip Pop ceol traidisiúnta, ceol clasaiceach

• Gaeilge agus Fraincis mar ní maith liom an teanga

• ach níl an a lán áiseanna i mo cheantar ach tá a lán áiseanna i ........ mar shampla an linn snámha.

Verbs in the indicative mood: The accuracy of verbs in the indicative mood is fair in this conversation.

• Chuaigh ..... faoi scian.................. cabhraionn mé le mo mham é a ........

• Réitím go maith .................... is maith liom mo dheartháir

• chuaigh mé go dtí ...... bhuaigh mé ...... fuair mé an bonn óir

Overall Grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adjectives: Overall grammatical accuracy is fair in this conversation.

• An duine is sine....an dara duine is sine..... an duine sa lár

• Tugann siad aire don othar..... tugann siad cabhair don dochtúir

Indirect Speech/Conditional Mood/ Idiomatic Expressions/ Proverbs: These aspects are weak in the conversation.

........................................................................................................................................................................
Sraith Pictiúr: Na Déagóirí Cróga:

I pictiúr a haon. tá an Luan a bhí ann. Tá Pádraig sa seomra leaba. Is an cur báistí.hm hm hm Pádraig seomra codlata.

I pictiúr a dó tháinig sé sa chistín ah ah hm hm hm ah

I pictiúr a trí tá Pádraig fuinneog ag eh ah hmm hm ah

I pictiúr a ceathair tá an buachaill fan fanaimid leat na eh eh Pádraig fuinneog, Cailíní nai nai nai tar go tapa uimhir sráid ar an teileafón.

I pictiúr a cúig ar an an Pádraig fuinneog oscailte ar an fire brigade.

I pictiúr a sé Pádraig san Ospidéal Pádraig ah ah ah huh hm go deas an cailíní agus an buachaillí an ospidéal Pádraig go raibh agus cailíní ná habair agus an buachaillí ní fada.

Ceisteanna:  (i) Cé mhéad duine i pictiúr a trí ?  
(ii) Cá bhfuil an aimsire pictiúr a haon? 
(iii) Tá an cé mhéad duine i pictiúr a cúig?

The description of the events depicted in the pictures is weak in every aspect.

Conversation 2015

Scrúdaitheoir: Inis dom fút féin ......?     Déan cur síos ort féin nó ar do chlann. Inis dom faoi do chlann:

Dalta: Eh ah Tá mé agus mo Mham agus Daid hm mo mham .... agus mo Daid .......... 

Scrúdaitheoir: Sea agus cá bhfuil tú i do chónaí? 

Dalta: Tá mé i mo cónaí ah ah hm cúig seomra sa cistín seomra suite folctha agus seomra ah agus bia 

Scrúdaitheoir: agus an maith leat an áit chónaithe?

Dalta: Hm is maith liom. 

Scrúdaitheoir: OK agus an bhfuil móran áiseanna i do áit chónaithe? 

Dalta: Gabh mo leithscéal. 

Scrúdaitheoir: Cén áit i mBaile Átha Cliath a bhfuil tú i do chónaí?

Dalta: hm hm ........

Scrúdaitheoir: An bhfuil móran rudaí ann do dhaoine óga? an bhfuil móran áiseanna ann?

Dalta: Sea ah ah hm ah
Scrúdaitheoir: An bhfuil páirceanna ann?
Dalta: Sea páirc agus óstán agus siopa agus scoil
Scrúdaitheoir: An bhfuil aon áiseanna do dhaoine óga?
Dalta: Like eh ah
Scrúdaitheoir: Daoine óga, rudaí le déanamh?
Dalta: Sea yea sea
Scrúdaitheoir: An bhfuil pictiúrlann san áit?
Dalta: Sea an ..........
Scrúdaitheoir: OK an maith leat dul go dtí an pictiúrlann?
Dalta: Tá
Scrúdaitheoir: Cén scannán a chonaic tú le déanaí?
Dalta: Ah ah chonaic mé hm hm luaigí an pictiúrlann ah ah bhí mé agus mo chhlann i pictiúrlann,
Scrúdaitheoir: Ní maith liom scannán mar sin biónn eagla orm an raibh eagla ort?
Dalta: Sea bhí ha ha is maith liom horror.
Scrúdaitheoir: Ní maith liomsa scannáin uafáis nó horror mar sin, cad iad na hábhair scoile atá á ndéanamh agat? Cé mhéad ábhar?
Dalta: Hm Hm Hm ah Mata, Béarla, Gaeilge, Stair, Tíreolaíocht agus eblíana.
Scrúdaitheoir: Ealaín an ea?
Dalta: Sea ealaín.
Scrúdaitheoir: Agus cén ceann is fearr leat? Cén ceann is maith leat?
Dalta: Is maith liom an Béarla, ní maith liom an mata
Scrúdaitheoir: Ní maith leat mata, ní maith, tá sé deacair an bhfuil?
Dalta: Sea
Scrúdaitheoir: Cad is maith leat faoin mBéarla?
Dalta: Ah ah scéal is maith liom ah eh ah
Scrúdaitheoir: An maith leat filíocht?
Dalta: Nil
Scrúdaitheoir: Ní maith leat filíocht. An maith leat ........? caithfidh tú dráma a dhéanamh, an maith leat ........?
Dalta: Ah eh ah
Scrúdaitheoir: An bhfaca tú an dráma?
Dalta: Nil.
Scrúdaitheoir: Ní fhaca tú OK inis dom faoin gnáth lá scoile, cad a dhéanann sibh gach lá ar scoil?

Dalta: Coláiste .......... ah ah

Scrúdaitheoir; Cén t-am a thosaíonn an scoil?

Dalta: Gabh mo leithscéal.

Scrúdaitheoir: Cén t-am a thosaíonn?

Dalta: Ó sea a deich a chlog.

Scrúdaitheoir: Deich a chlog OK agus an bhfuil ábhar agat gach lá? An mbionn tú ag freastal ar an scoil gach lá?

Dalta: Sea

Scrúdaitheoir: OK ana-mhaith agus an maith leat an áit seo?

Dalta: Yea. Eh ah

Scrúdaitheoir: Agus conas a thagann tú ar scoil?

Dalta: Ah hm an bus ah hm

Scrúdaitheoir: Faigheann tú an bus. Cé mhéad nóiméad a thógann sé ort teacht tar scoil? Cé mhéad ama?

Dalta: Ah hm Ah hm

Scrúdaitheoir: Cá mhéad nóiméad, deich nóiméad nó fiche nóiméad?

Dalta: Fiche nóiméad.

Scrúdaitheoir: An dtagann tú le do chairde?

Dalta: Sea

Scrúdaitheoir: OK ana-mhaith an bhfuil post páirtaimseartha agat?

Dalta: Sea san ...... ag glanadh

Scrúdaitheoir: OK ana-mhaith an maith leat do phost?

Dalta: Ah Eeh Sea is maith liom an airgead

Scrúdaitheoir: An bhfaigheann tú mórán airgid?

Dalta: Sea hm hm is maith liom post glanadh san .................

Scrúdaitheoir: Agus cé mhéad lá agus oíche a bhionn tú ag obair?

Dalta: Naoi

Scrúdaitheoir: so bionn tú ag obair ar an deire seachtaine?

Dalta: Sea Sea hm hm

Scrúdaitheoir: Ar an Satharn agus ar an Domhnach? Agus an bhfuil aon chaithteamh aimsire agat? Cad a dhéanann tú l do am saor? An maith leat ag léamh nò an maith leat spórt?
Dalta: Spórt eh eh ah

Scrúdaitheoir: Is maith leat spórt. Ana-mhaith agus an bhfuil tú ar aon fhoireann?

Dalta: Níl

Scrúdaitheoir: OK an maith leat ag féachaint ar an teilifís?

Dalta: Ní maith leat teilifís.

Scrúdaitheoir: An maith leat ceol?

Dalta: No níl eh ah

Scrúdaitheoir: Ní maith leat ceol?

Dalta: Ní maith eh ah hm.

Scrúdaitheoir: An raibh tú ag ceol choirm riamh nó aon rud mar sin?

Dalta: Ní raibh eh ah

Scrúdaitheoir: Ní raibh agus an maith leat ag siopadóireacht?

Dalta: Sea siopadóireacht is maith leat uh do ah ah crann eh Baile Átha Cliath Hm ah eh

Scrúdaitheoir: ana-mhaith. Agus an maith leat ag dul go bialann?

Dalta: Is maith

Scrúdaitheoir: Cén saghas bia is maith leat?

Dalta: sceallóga burgéir d’ól cóc ah hm

Scrúdaitheoir: Cén bialann is fearr leat?

Dalta: Hm hm McDonalds ah hm hm

Scrúdaitheoir: agus aon cheann mar sin,

Dalta: Sea

Scrúdaitheoir: Sea agus an mbeidh tú ag dul ar laethanta saoire i rith an tsamhradh?

Dalta: Ní bheidh uh ah

Scrúdaitheoir: Ní bheidh, an raibh tú ar laethanta saoire an bhliain seo caite?

Dalta: Sea eh hm bhí mé ar laethanta saoire ar Paris

Scrúdaitheoir: Sea inis dom faoi sin?

Dalta: Ah ah hm bhí áthas orm go Disney Park bialann hm hm ah hm

Scrúdaitheoir: Ana-dheas. agus an raibh sé go deas ansin. Tá a lán siopaí deasa ansin nach bhfuil?

Dalta: Sea siopadóireacht móir

Scrúdaitheoir: ana-mhaith ana-mhaith an raibh tú ann le do chlann?
Dalta: Eh ah sea eh ah

Scrúdaitheoir: ana-mhaih agus conas a bhí an aimsir nuair a bhí tú ansin?

Dalta: Eh aimsir go h-álainn, hm hm me agus mo chlann go dtí park aimsir ana-mhaih ar fad.

Scrúdaitheoir: An raibh tú ag fanacht in óstán?

Dalta: eh óstán an eh ah

Scrúdaitheoir: an raibh se go deas?

Dalta: sea go deas   hm ah ah

Scrúdaitheoir: céard iad na háiseanna a bhí san óstán?

Dalta: Tá an óstán an-mór, eh bhí sé eh eh

Scrúdaitheoir: An raibh linn snámha ann?

Dalta: Níl

Scrúdaitheoir: OK sin an méid tá tú crióchnaithe.

Comments: It is evident from the responses of this student during the examination that there is no spontaneity in her responses. The examiner often had to ask the question more than once to elicit any response from the student. The responses were stilted and hesitant and the student’s vocabulary and language production abilities were very limited. It seemed that in most of her responses she was relying on whatever material she had pre-prepared. This is further exemplified in the examples of the conversation give below.

- Scrúdaitheoir: Inis dom fút féin ......? Déan cur síos ort féin nó ar do chlann. Inis dom faoi do chlann:
  Dalta: Eh ah Tá mé agus mo Mham agus Daid hm mo mham .... agus mo Daid ........
  .................................................................................................................................

- Scrúdaitheoir: Sea agus cá bhfuil tú ido chónaí?
  Dalta: Tá mé imo cónaí ah ah hm cúig seomra sa chistin seomra suite folchta agus seomra ah agus bia
  .................................................................................................................................

- Scrúdaitheoir: OK agus an bhfuil móran áiseanna ido áit chónaithe?
  Dalta: Gabh mo leithscéal.
  Scrúdaitheoir: An bhfuil móran rudaí ann do dhaoine óga? an bhfuil móran áiseanna ann?
  Dalta: Sea ah ah hm ah
  .................................................................................................................................

- Scrúdaitheoir: An bhfuil pictiúrlann san áit?
All aspects of language production are weak in this conversation.
Appendix 7: Language Quality: Written Composition

Sample 1: Category - Very Good

Is deacair a bheith dóchasach as an todhchaí in Éirinn.

A Chathaírínigh, a mholtóiri, a lucht an fhreasúra, agus a chairde. Fearaim fálte mhór romhaibh anseo inniu. Is mise ............ agus tá mé fhéin agus mo fhoireann go h-úile is go hiomlán i bhfabhar an rún seo – “is deacair a bheith dóchasach as an todhchaí in Éirinn”. I dtús báire, déanfaidh m é saininmiú ar an rún agus ina dhiaidh sin labhróidh m é libh faoin chúrsaí eacnamaíochta in Éirinn i láthair na huairé, faoi imirce agus ar deireadh, faoi cheannaireacht na tíre. Táim lán-chinnte, nuair a bheidh mo chuid pointí cloiste agaibh go n-aontóidh síb íomhán.

“Is deacair a bheith dóchasach as an todhchaí in Éirinn”. Is í an aimsir láithreach atá dá úsáid sa rún seo, agus tugann sé seo le fios dúinn go bhfuilimid ag plé le Éireann sa lá atá inniu ann. An todhchaí – Séard is brí leis an todhchaí ná na laethanta atá amach romhainn – an saol amach anseo. Tagann an briathar ‘dóchasach’ ón bhfocal ‘dóchas’. Is aidhacht é seo a chuireann síos ar an gcaoi a fheiceann muid an saol. Má tá duine dóchasach, tá siad ag súil go mór leis an saol atá amach rompu, creideann siad go bhfuil rudai maíthe i ndán dóibh. Sin agaibh é a dhaoine uaisle, an rún atá amach os ár gcomhair inniu. An bhfuil sé deacair creideamh go bhfuil rudai maith i ndán dùinn mar náisiúin? Ní aon cheist faoi ach go bhfuil.


Mar thoradh ar an eacnamaíocht dona atá againn, tá na milliún daoine óga ag dhuine díobh. Tá na milliún daoine óga ag dul ar imirce. Tá an rún sin a thugtar le “dheasach” in Éirinn, ach ní deacair a bheith dóchasach fós.

Le bliain anuas, tá easpa muiníne againn mar náisiúin in ár gceannairí polaitiúil. Cháin muid Brian Cowen, mhaslaigh muid é agus is mion minic linn a bheith ag fiodhmhagadh faoi sna meáin. Níor thaispeáin muid trua ná taise dó cé nach air a bhí an mileán ach ar a chomhleacáí – Bertie Ahern! Cháin muid le Micheál Martin ar an gcaoi chéanna agus ní thaispeántar mórán measa don Taoiseach faoi láthair ach an oiread. Gan ceannaire maith conas a féidir linn a bheith dóchasach faoi thodhchaí na tíre?
Anois a dhaoine uaisle, cuirfidh mé deireadh le mo dhíospóireacht. Go raibh mile maith agaibh as ucht bhur gcuid éisteachta agus anois agus síb tar éis mo thaobh den scéal a chloisint, táim lán-chinnte go n-aontaíonn síb liom.

Go raibh maith agaibh.

Comments

Understanding/Handling of Essay topic: Very Good It is clear from the above essay that the student had a very good understanding of the title of the essay. All the points made by the student are ‘ad rem’ well developed and relevant to the topic. Since the language is the medium through which thoughts and ideas are expressed, there is always a strong correlation between a student’s ability to handle a particular essay topic and the student’s language ability.

Accuracy of verbs in the indicative Mood: Very Good: The student’s use of verbs in the indicative mood was very accurate throughout with very few errors – Táim lán-chinnte, ní cheapaim é, ó thosaigh an ghéarchéim, cuimhnigh oraibh féin,

Accurate use of prepositions: Very Good: There were very few examples of the incorrect use of prepositions, except in a very small number of instances - ‘ar suíomhanna’, le Éireann etc

Accurate use of the genitive case: Very Good: Whenever the genitive case was used in the essay, it was used accurately for the most part – géarchéim eacnamaíochta, easpa muiníne, móran measa, faoi thodhchaí na tire, bhur gcuid éisteachta, one example of incorrect use was observed (an méd airgead) but this would not justifying placing the essay in a lower category in this aspect of the assessment.

Spelling accuracy: Very Good: In general the spelling accuracy was very good. A small number of incorrect spellings was observed – mileán, a chloisint, a chomhleacaí – but not enough to justify placing the essay in a lower category in this aspect of the assessment.

Correct use of Irish syntax: Very Good: The use of correct Irish syntax was evident throughout the essay. There was no hint anywhere of English constructions or syntax being imposed on the language. The student was also very well able to construct complex sentences in a syntactically correct manner - Cháin muid Brian Cowen, mhaslaigh muid é agus is mion minic linn a bheith ag fiodhmhagadh faoi sna meáin, An bhfuil sé ceart a rá nach mbraithfidh tú uait iad mar gheall gur féidir leat iad a fheiceáil ar Skype, nó labhairt leo ar suíomhanna shóisialta cosúil le Facebook?
Is deacair é a rá cad atá i ndán don Tír seo amach anseo. Domhnach is dálach cuirtear fadhbanna na tíre in iúl dúinn. Níos measa fós, is deacair a rá cad atá i ndán don aos óg na tíre. Is léir go bhfuil an tír Scrúdaitheoiriosta again faoi chearta páistí.

Tráth dá raibh bhi an tír i ndrochstaid coimeádaithe faoi rún agus ba dheacair an rud é fianaíse a hfháil chun fulaingt na leanaí a thaispeáint. Bhí difríocht ollmhór idir Éire san am atá a thuilleadh an Éire atá inniu ann. Ba bheag cearta daonna a bhi ag daoine fásta, gan bacaint le páistí. Bhí an-tionchar ag an Éaglais rialú na tíre agus toisc é sin bhi sé éasca an neamairt a raibh ar pháistí a choimeád faoi rún.

Tá eolas ag gach mac máthar anois faoi scannal ar Éaglais Caitliceach in leith éagnú, léasadh agus na hionsaithe gnéasacha a tharla do pháistí soineanta na tíre seo. Bhí saol uafásach acu fad is a bhí siad i gcúram na hÉaglaise. Níos measa fós, níor tharla faic an chum é seo a stopadh. Fós faoi láthair tá sé beagnach dodhéanta pionós a chur ar na sagairt seo toisc easpa fíanéise. Taispeánann an heachtrá mar seo cé chomh tábhachtach is a bhfuil cearta tábhachtach sa tír. Tá eolaíocht a bhfaileadh a dhéanamh inár leanáin in ionad an gheilleagair ionas nach talóidh rudaí dochreidte mar seo a thuilleadh.

Ar dtús báire tá chearta ag ár bPáistí oideachas den scoth a fháil. Is é an oideachas an t-aon rud a choimeádthaí an t-ear se so lá. Tá a fhiosgach uile duine má tá oideachas faighteach agat beidh caighdeán maireachtála níos fearr agat.

Faoi láthair, tá an rialtas ag tabhairt cluas bhodhar in aghaidh cearta páistí. Ní hamháin go bhfuil siad ag cur ciorruithe in bhfeidhm i leith oideachais agus an córas sláinte, ach tá siad ag deánaíochtaí dearmad glan ar na leanáin atá faoi mhíbhuntáiste. Na leanáin nach raibh faic acu ar an chéad dul sios! Tá cearta ag gach leanbh ó cheann ceann na tíre. Seo saol sláintiúil a dhéanamh agus ar dhaonra maireachtála a bhfeictear acu. Ach ní mar a shliútar a bhfeictear. In áiteanna faoi mhíbhunúltaí, bhíonn deachacht ag na páistí seo fiú oideachas a fháil, go háirithe toisc fadhbanna frithshóisialta. Níos minic ná a mhalaíocht bhíonn fadhbanna faoi gcoimeádtaí agus agus do pháistí seo. Tá cearta acu i bhfeidhm na tíre sna treoir maireachtála a bhaint leis an saol sláinte.

Faoi láthair toisc réimeorthaithe na príosúní is deacair an rud é tréimhse a tharla. Is rud náireach é seo. Mura tiocfaidh fadhbhanna ní bheidh deireadh riamh leis go deo! Ní féidir liom cur síos cé chomh tábhachtach is atá sé cearta páistí a choimeád i ndeacair an cumhachtaí.

Tá freagracht again ag rialtas cinntiú nach talóidh an leithead. Ba cheart dóibh pionóis níos déine a chur in bhfeidhm i leith oideachais agus an córas sláinte. Níl ar nós duit riamh leis an gcoimeádtaí. Is tír saibhir í Éire, ach níos minic ná a mhalaíocht. Tá achievement tagtha i ráta fhéinmharthar i measc daoine óga. Tá cearta acu saol breá athaiseach a bhfeictear acu. Má tá aon sort fadhbh an bhfeictear go mbaineann an saol sláinte a bhíonn i bhfeidhm riachtanach. An cabhair agus agus do pháistí a dhealladh a dhéanamh níos fhorbhrachtaí.

Ní féidir liom cur síos cé chomh tábhachtach is atá sé cearta páistí a choimeád i ndeacair an cumhachtaí.

bhfuil sochaí cheart againn, rachaidh siad ar an bóthair d’aimhleasa. Ionas go mbeidh meas ag an aos óg ar dhaoine sa todhcháí, caithfimid meas a thaispeán doibh anois, agus is féidir é seo a bhaint amach trí bhéim a bheith ar chearta páistí amach anseo.

Comments

Understanding/Handling of Essay topic: Good
It is clear from the above essay that the student had a good understanding of the title of the essay. All the points made by the student are ‘ad rem’ developed and relevant to the topic. The expression of ideas was a little limited in some respects by the language capabilities of the student.

Accuracy of verbs in the indicative Mood: Good: The student’s use of verbs in the indicative mood was accurate throughout - Níor tharla faic, taispeánann na heachtraí, caithfimid dul i ngleic leis na fadhbanna, mura bhfuil sochaí cheart againn, but with some inaccuracies - mura tiocfaidh, a thaispean dóibh anois, baithear an cabhair,

Accurate use of prepositions: Good: In general, the use of prepositions was accurate - trí bheim a bheith ar chearta páistí, thar mholadh beirte, faoi mhíbhuntáiste, i leith cosánta leanáí etc, but some inaccuracies were evident - don aos óg na tíre, a baineann le seo, gach uile duine, freagracht ag an rialtas, scannal ar Eaglais Cahtliceach.

Accurate use of the genitive case: Very Good: Whenever the genitive case was used in the essay, it was used accurately for the most part – aigne na ndaoine, gach mac máthar, in ionad an gheilleagair, bhur gcuid éisteachta, fadhbanna clainne, caighdeán maireachtála. One example of incorrect use of the genitive case was also observed (róphlódú na príosún).

Spelling accuracy: Good: In general the spelling accuracy was good. A number of incorrect spellings were observed – athaiseach, freagrachtacht, deachtrachtaí, suantasach, fianéise etc.

Correct use of Irish syntax: Good: The use of correct Irish syntax was evident throughout the essay but with some errors - Tráth dá raibh bhí an tír i ndrochstaid coimeádaithe faoi rún, Bhí an-tionchar ag an rialtas, scannal ar Eaglais rialú na tíre.

Sample 3: Category - Fair

An caidreamh sóisialta in aois an idirlín


Comments

Understanding/Handling of Essay topic: Fair: While it is clear that the student had a correct understanding of the title and the content of the essay was ‘ad rem’ in general, the points being made sometimes difficult to follow due to the student’s somewhat limited language capabilities - Is maith liom an idirlín mar tá raon na rudaí a dhéanamh; tá mé ábalta ag caint, le mo chairde ar an ‘chat’ agus ag caint lena daoine sa scoileanna difriúla le linn an laethanta saoire.

Accuracy of verbs in the indicative Mood: Fair: While the use of verbs in the indicative mood was generally accurate, The present tense ‘tá’ was used extensively but not always appropriately. There were some serious errors also - tá mé ábalta féach ar scannáin; agus féach mé ar na idirlín agus lán scannáin etc.

Accurate use of prepositions: Fair: In general, the use of prepositions was fair but with a good number of inaccuracies - ag caint lena daoine sa scoileanna; feicim pictiúirí don daoine eile ar do laethanta; an-úsáideach don déagóirí, etc.

Accurate use of the genitive case: Good: The student did not use the genitive case very much throughout the essay but when used it was correct in two cases – suíomhanna gréasáin; clár teilifíse and incorrect in one – fiséain ceol.
In general the spelling accuracy was fair. A good number of incorrect spellings were observed – pidophilíocht; fiséain cailúla; cúpal cláracha; bullaiocht; bronnach; pictiúiri; griangraif etc.

The use of correct Irish syntax was fair throughout the essay. The syntax is sometimes incorrect and therefore it is difficult at times to understand the text - cúpal cláracha a sheoladh i Meiriceá roimh in Éirinn agus féach mé ar na idirlín agus lán scannáin; etc.

Sample 4: Category - Weak

Is deacair a bheith dóchasach as an todhcháin in Éirinn.

A chathaoirligh, a mholtóirí agus lucht an fhreasúra, tá mé féin agus mo foireann ar son an rúin seo “is deacair a bheith dóchasach as an todhcháin in Éirinn”. Is fíor na focail iad tá an tír seo i dtro stad agus ní fheiceann na todhcháin ro-maith do aon duine sa tír seo.

Tar éis na blianta is fearr don ar stait ar fad “Na blianta an Tiger Celtic” tá an tír seo anios i dtro staid de bhearr an cúlú eacnamaíocht atá taighede. Tá an ainmhí fuail flathuil imithe ar an bóthair anios agus nil los ag an duine an tiochaíodh sé ar ar aris. Tá mí bhuntastí ag gach píosa don saol anios de bhearr an cúlú seo, sa spóirt, san phoist, san scoil i gach uile pairt den ar saol in Éirinn tá sé le feiceáil go mó Rí d’fhoghlaime go bhfuil aon duine dóchasach as an todhcháin de bhearr nach bhfuil aon seans go mbeadh an cúlú eacnamaíocht thart i cupla bliain.

Tá sé fíor deacair a bheith dóchasach as an todhcháin in Éirinn de bhearr an meid duine ata ag dul ar an bad ban go dtí tír ina bhfuil duine ag lorg fosteoir in gcomhair an fualuntais oibre ata le fáil ann. Deiretear go bhfuil 1000 duine gach seachtain ag dul ar imirce duine go bhfuil céimeanna acu san innealtoireacht, muinteoirí, ailbhe, go leir ag fágail a tír ducasach i gcomhair oibre in aon páirt den domhain. Is i an Astrail, Meiricea, agus Ceanada na príomh aiteanan ata duine ag dul gach seachtaine, cén saghas todhcháin ata ag Éirinn? Tá beagnach gach uile duine ata ag dul go dtí an coláiste anios ag dul ar imirceigh in gcuig bliain. Beag na duine oige suite go leir thall in Meiricea agus ní mbeadh an t-seo ro-deas ina gcóir.

An fadhb is coitianta timpeall an tir ar fad na coiriúlacht ta ardu taightha ar anios de bhearr an meid sin duine a caithfidh goid de bhearr nach bhfuil aon phoist acu agus tá siad gan diceard. D’ardaigh an rata coiriúlacht 15% le linn an culu eacnamaíocht. Cén saghas tír a beadh ann i cupla bliain nuair ata an figiúr seo ag ardú bliain in aighadh bliain. Is dro tír a beadh ann ansin agus ní beadh aon duine sást a fanacht.
anseo. Caithfidh gach duine a bheith eaglach faoin coiriulacht anios ach smaoineadh i deich bliain nó nios lu beag se darraithe agus beag duine ro-scanrathaí dul amach le €100 in poca meas bhfuil mbaol mór an gur goídtar é. Cen sargas saol í seo? Ta an aim seo beagnach taigthe ar an doras.

Is fior an rud é go bhfoill ios ag gach duine anseo duine caill a phoist de bhearr an cúlú eacnamaiocht. Ní teann seachtain ar aghaidh nuair a nach feictear scéal ar an nuacht bhí comhlacht eile ag dúnadh sios timpeall an tir. Tá na comhlachtaí ag dul go dtí aitheanna difríúil ar domhan ait a bhfuil an ratá pa níos lú co-suil le an comhlacht Dell a bhí i Contae Luimní aníos tá sé le faill i Lodz sa Pholainn. Beag sé seo níos comónta sa todhchaí nuair a beadh níos agus níos agus níos comhlachtaí ag ath lunnú. Cén sargas tír a beag anseo? Tír gan poisteanna, ardú ar coiriulacht agus méadú ag duine dul ar imircigh. Beag an meid duine a beadh ag fail leasú sóisialta ag méadú an t-am ar fad.

Tá an bearna idir na duine saibhre agus na duine bochta ag fail níos mo agus níos mo bliain in aghaidh bliain. Ta na duine saibhir ag déanamh go maith le an cúlú eacnamaiocht. Tá se seo le feicel gach ait ach go hairthe ar na bóithre, nuair ata tú i bru trácht agus ta an carr taobh thiar duit carr nua agus tá se an carr is fearr ata tu abalta a ceannach ar an marge anseo. Ta an bearna seo chun ardu bliain in aghaidh bliain co súil le mar ata déanta aige sa blianta ata that.

Cuireann an gnathdaoine sa tir an maoileann ar na bancanna agus ar an Rialtas ach go hairtha. Tá rialtas nua againn sa tir agus níor tharla aon aithri mar nuair a tháinig siad ceapann duine leis an rialtas nua le smaointí nua go mbeadh tir nua le smaointí nua go mbeadh tir nios fearr againn sa todhchaí ach fhan fiorann ní beidh beag saol an ceann is raibh se.

Tá mé cinnte go bhfuol sibh go leir ag raibh faoin am soe go bhfuil sibh ar son an ruin seo mar níl todhchaí maith againn sa tir seo. Is dro an rud seo ach is fior an rud é freisin.

Comments

Understanding/Handling of Essay topic: Weak: While it is evident that the student understood the title of the essay, his/her ability to develop the topic was constrained by limited language capability.

Accuracy of verbs in the indicative Mood: Fair: There was an overreliance on the use of the verb ‘tá’ throughout. The other verbs, when used, were generally accurate - caithfidh gach duine a bheith eaglach; cuireann an gnathdaoine sa tir an maoileann ar na bancanna; is fior an rud é; etc. There were also some inaccuracies - ní teann; beag sé seo níos comónta; ní d’fhoghlaim; etc.

Accurate use of prepositions: Weak: In general, the use of prepositions was weak - agus méadú ag duine dul ar imircigh; co-suil le an comhlacht Dell; ag déanamh go maith le an cúlú eacnamaiocht; sa blianta ata that; sna todhchaí etc.

Accurate use of the genitive case: Weak: The genitive case, when used, was generally inaccurate - an cúlú eacnamaiocht, ag lorg fosteoir, bliain in aghaidh bliain, cen saghas saol,

Spelling accuracy: Weak: In general the spelling accuracy was weak. A large number of incorrect spellings can be observed in the essay – atá taithe, gan poisteanna, bliain in aghaidh bliain, faoin am soe, ach smaoineadh i deich bliain, go bhfuol sibh go leir etc, níl ios; le feicel etc.
Correct use of Irish syntax: Weak  The syntax was generally weak and sentences poorly constructed. - Beag na duine oige suite go leir thall i Meiricea agus ní mbeadh an tir seo ro-deas ina gcoir; tá rialtas nua againn sa tir agus níor tharla aon athrú mar nuair a tháinig siad ceapann duine leis an rialtas nua le smaointi nua go mbeadh tir nua le smaointi nua go mbeadh tir nios fearr againn sna todhchaí ach fhan fiorann ní beidh beag saol an ceann is a raibh se.
Appendix 8: Language Quality: Literature

Sample 1: Category - Very Good

(i) An caidreamh idir an bhean óg agus a páistí

Sa ngearrscéal ‘An Bhean Óg’ castar bean agus a beirt páistí orainn. Tá sé soiléir go bhfuil grá mór ag an bhean dá cuid páistí agus tá an grá sin le sonrú go láidir ó thús go deireadh an scéil.

Tugann an bhean óg na gasúir síos go dtí an trá chuile lá. Éiríonn sí go moch, sula ‘músclaionn’ na páistí ionas go mbeidh sí ábalta lón a réiteach dóibh agus fáil réidh. Réitionn sí ‘ceapairí suibhe’ agus ‘buidéal bainne’ dóibh chuile lá beo. Tugann sí an lón céanna dóibh mar níl sí tar éis aon rud a chloisteáil mar gheall “ar vitaimíní”, ach tá an bhean óg luain-chinnte dá mbeadh, go ndéanfadh sí a dícheall iad a thabhairt dóibh.

Téann siad go léir ag snáthmh le chéile agus deirtear nach ndéanann an bhean freagraíochtaí mar go bhfuil siad “muiníneach aisti”. Taispeáann sé seo an caidreamh láidir grámarh átá eatarthu. Lionn sé a croí le h-áthas agus le glondar nuair a bhionn sí ag trionú coirp na gasúir agus tá an grá buan daingean atá san gcaidreamh eatarthu le sonrú go láidir.

Mar sin, is féidir a rá go bhfuil caidreamh dearfach grámhar idir an bhean óg agus na gasúir agus go bhfuil an ghrá go féin go feiceann na gasúir sa scéal.

(iv) An t-atomaisféar i rith an scéal.

Cé go bhfuil an grá atá ag an bhean óg dá cuid páistí go fiúirseach sa scéal, tá atmaítear brónach uaigneach ann.


Tá an bhean óg léi féin don scéal uilig. Tá sí scoite amach ó phobal na h-áite mar gheall go bhfuil “Gaeilge na leabhar” aici. Fiú nuair a bheannaíonn sí do dhuine éigin, déanann sí é mar tuigeann sí go bhfuil “an méid sin riachtanach”. Nil compánach ar bith aici seachas an beirt ghasúir. Cén iontas go bhfuil sí uaigneach?

Comments

Language Quality

The language quality in this answer is very good. The use of verbs in the indicative mood is very accurate tugann an bhean óg na gasúir síos; taispeáann sé seo; is féidir a rá; cé go bhfuil, léann sí é mar go bhfuil; etc. The student is capable of giving a clear intelligible answer in clear concise language. The student has a good grasp of all the main elements of Irish grammar.
An Bhean Óg
Sa scéal seo An Bhean Óg, feiceann muid go soiléir an caidreamh idir an bhean óg agus a páistí. Feiceann muid go bhfuil caidreamh maith, cóngarach agus cairdiúil idir an bheirt. Sa scéal an bhean óg, tá an bhean i gcónaí sa bhaile leis na páistí nuair atá an fear ar shiúl as baile. Taispeánann seo go bhfuil caidreamh níos rathúil idir an beirt nó atá ag an fear agus na páistí. An fáth le seo na nuair atá an fear ar shiúl ag obair, bíonn an bhean óg níos comportach agus cosúil léi fhéin agus mar gheall ar seo, beidh na páistí ábalta í seo a fheiceáil go soiléir agus an conclúid de seo ná caidreamh maith idir an beirt.

Fianaise eile ar an doigh a fheiceann muid an caidreamh seo ná nuair atá an fear ar shiúl, agus bíonn spraoi ag na páistí leis an bhean óg, agus nuair atá an fear sa bhaile, níl oiread spraoi ábalta a bheith acu mar caithfidh siad uilig a bheith gléasta suas go dtí na nines agus níl siad ábalta a bheith mar páistí, mar caithfidh siad dul ar aghaidh mar daoine sór mhaith. Leis seo, an conclúid atá ann ná cailltear cuid den chaidreamh leis an mbean óg mar gheall go bhfuil an fear ar shiúl agus caitheann siad a chuid ama leis na páistí. Bíonn an bhean óg cosúil leis an athar ansin, leadránach agus gan spraoi, an conclúid de seo ná cailltear cuid den chaidreamh idir na páistí agus an bhean óg.

Comments

Language Quality

The language quality in this answer is good in general. There are some minor grammatical errors however as well as some spelling errors which affect the overall language quality – caidreamh níos rathúil; an fáth le seo; an conclúid de seo ná chailltear, ar an doigh etc.
Sample 3: Category - Fair

An Bhean Óg

(i) An caidreamh idir an bhean óg agus a páistí


(iv) An t-atmaisféar i rith an scéil

I mo thuairim, tá an t-atmaisféar i rith an scéil an-uaigneach. Agus tá a lán teannas sa scéal. Tá an bhean óg ina haonar le linn an seachtain agus sa deireadh seachtaine téann a fear céile abhaile. Ach is léir nach bhfuil sí sásta. Faighimid scéal faoi a shaol an bhean óg le beirt páistí agus sa deireadh an scéal, foghlaimid gur téann a fear céile abhaile. Roimh an sin, níl sí ag caint lena gcomharsan nó a pháistí. Níl aon chaidre aici agus tá sí uaigneach agus brónach. Bris an teannas sa deireadh an scéal nuair a téann an fear céile ón cathair. B’fhéidir a fear céile saol eile sa cathair lena bean eile, ach níl a fhios againn.

Comments

Language Quality

The language quality in this answer is fair in general. There are significant grammatical errors which affect the overall language quality – sa deireadh seachtaine, i rith an seachtain; is maith léi an pháistí; foghlaimid gur téann a fear céile abhaile; bris an teannas sa deireadh an scéal; b’fhéidir a fear céile saol eile sa cathair lena bean eile,
Sample 4: Category Weak

Tréithe na Mná Óige.

Ar dtús ceapfá gur bean pearsanta fan baint amach aici. Tá leabhar leannta, The Co-Operative Movement in Great Britain, a leabh aici. Ó taobh a leanáidhe, tá tuairim cinnte aici conas iad a thógáil. Cheapfar gur smaointeoir neamhspleáchas nuair a deirtear nach gcreideann sí i Dia mar is deacair thuairim í a bheith ag gnáthdaointe san daichidí. Ach tugtar leadunna dúinn, gurbh é a mhalaírt ag an bhean óg maidir leis an scéal. Deirtear nach bhfuil spiorad dá laghad intí agus go deachadh sí go dian na héadaigh a bhaint uirthi agus a leanáid. Léirítear go bhfuil fear leannta é a fear cheile agus gur maith leis a mbeadh sí fein mar an gcéanna. Chuir sí triúcha leannta dó ce go bhfuil chuair an obair a tuirseach uirthi. Bhí sí ag teacht abhaile an oíche sin agus lig sí osna aisti nuair a smaoinigh sí ar an obair roimhe sin. Caíthfidh a chuair sciorta neart uirthi fein agus ní raibh sí abalta a chuair smaoidhthe ar a aghaidh mar ní raibh sí dílis dó. Is cosúil go mhúch taom eadochasach a bhual sí. Is cosuí freisin a toil fein i leataobh ag an bean og agus ndeannann sí de reir mar is maith leis a fear cheile. Ta an uaigneas uirthi.

Comments

Language Quality

The language quality in this answer is weak in general. It is evident that this student does not have the language capability to answer the question in a coherent manner. There are significant grammatical errors as well as spelling errors which affect the overall language quality. – Chuir sí triúcha leannta dó ce go bhfuil chuair an obair a tuirseach uirthi; Caíthfidh a chuair sciorta neart uirthi fein agus ní raibh sí abalta a chuair smaoidhthe ar a aghaidh; Is cosuí freisin a toil fein i leataobh ag an bean og agus ndeannann sí de reir mar is maith leis a fear cheile etc.
## Template Higher Level Paper 1 & 2

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<th>Student ID Number:</th>
<th>Male/Female</th>
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<td>DEIS</td>
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<td>English-Medium</td>
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<tr>
<td></td>
<td>Vocational School</td>
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### Type of school

- **Gaeltacht/Gaelcholáiste**
- **DEIS**
- **English-Medium**
- **Fee Paying**
- **Secondary School**
- **Community School**
- **Vocational School**

### Location of school

- **Ulster**
- **Connacht**
- **Munster**
- **Leinster (outside Dublin)**
- **Dublin**

### Essay/Level

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<th><strong>Fair</strong></th>
<th><strong>Good</strong></th>
<th><strong>Very good</strong></th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

#### Understanding

The student’s handling of the essay topic was...

#### Language quality

The level of grammatical accuracy of verbs in the indicative mood was.............

The use of prepositions was...

The correct use of the genitive case was.............

Spelling accuracy was..........

The ability of the student to use Irish syntactic constructions was.................

### Aural Test/Level

<table>
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<tr>
<th><strong>Weak</strong></th>
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<th><strong>Good</strong></th>
<th><strong>Very good</strong></th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The student’s understanding of the aural material, as evidenced in the answers to the questions, was....

The language quality (use of verbs, prepositions and nouns) as evidenced by the answers to the questions was....
The spelling accuracy in the answers given was...

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<th>Good</th>
<th>Very good</th>
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<td>The student’s understanding of the text, as evidenced in the answers to the questions, was...</td>
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<tr>
<td>When answers were given in the student’s own words, the language quality (use of verbs, prepositions and nouns) as evidenced by the answers to the questions was...</td>
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<table>
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<th>Very good</th>
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</thead>
<tbody>
<tr>
<td>The language quality in the literature answers reviewed (use of verbs, prepositions and nouns) was...</td>
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</table>
Appendix 10: Pictures v General Conversation 2015

A comparative analysis was carried out between some aspects of the students’ competence in 2015 in the picture series measured against the students’ competence in the general conversation element of the Oral examination for 2015. However, as the verbs used in the picture series were almost entirely in the Past Tense, no comparable analysis could be carried out in relation to the Indicative Mood. The following observations were made. (see Table above)

- The students’ understanding of the events depicted in the picture series was weaker when measured against their understanding of questions in relation to the various topics discussed in the general conversation section. Several factors may have affected this difference such as the apparent difference in the complexity and challenging nature of some of the picture series coupled with the absence of any meaningful interaction between the student and the examiner in relation to the picture series.

- The findings show a weaker performance of 6.77% in the students’ range of vocabulary when describing the events depicted in the pictures series measured against the range of vocabulary in the general conversation. However, when the ‘Good’ and ‘Very Good’ categories are combined the

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<th>Understanding</th>
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<th>General Conversation 2015</th>
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<table>
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<table>
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<td>Good</td>
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<tr>
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<td>93.30%</td>
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</table>

<table>
<thead>
<tr>
<th>Indirect Speech</th>
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<th>General Conversation 2015</th>
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<tbody>
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<td>9.01%</td>
<td>3.12%</td>
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<tr>
<td>Weak</td>
<td>57.39%</td>
<td>69.28%</td>
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</table>
difference of 15.46% is more significant. The researchers have concluded that the preparation for the picture series has a much narrower focus. This would support the researchers’ observation that classroom preparation for the picture series and the general conversation component appears to be carried out on a stand-alone basis rather than on a complementing and supporting basis. This is also evident from the lack of any apparent crossover learning between the picture series and the general conversation elements. A probable explanation for this result may lie in the current assessment format for the picture series. This assessment format merits further investigation.

- The results of the analysis show a weaker performance in the use of the Conditional Mood in the picture series when measured against the performance of students in the general conversation. When considering this finding one should be cognizant of the fact that the students’ command of the conditional mood is already very poor. This further decrease in the use of the conditional mood for the picture series could be attributed to challenges posed by the Bubble Speeches in some of the picture series.

- There was a slight improvement in the students’ use of phrases and proverbs in the picture series compared to the general conversation element. This improvement can be attributed to such phrases as “ag stealladh báistí” “An ghrían ag scolteadh na gcloch” “áthas an domhain” “ar mhuin na muice”.

- The findings show a better student performance of 5.89% in the ‘Very Good’ categories in relation to the use of Indirect Speech in the picture series when compared with the student performance in the general conversation section. However, when the ‘Good’ and ‘Very Good’ categories are combined the difference of 14.08% is much more significant. This result can be attributed mainly to the use of “go raibh” “go bhfuil”. However, in considering these findings it must be noted that the use of Indirect Speech remained very weak in the picture element of the Oral Examination in 2015.