2017

Impact of Revised Oral Irish Examination at Leaving Certificate Level

Research Report

Results of the impact of changes to the Leaving Certificate Oral Irish Examination.

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9/2/2017

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)

Component	Marks
Oral	150
Written Composition	100
Reading Comprehension	70
Aural	100
Literature: *Prose 1 (40 marks)* *Additional Prose (40 marks)* *Poetry 1 (35 marks)* *Additional Poetry (35 marks)*	150
History of the Irish Language	30
Total	**600**

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

Component	Marks
Oral	240
Written Composition	100
Reading Comprehension	100
Aural	60
Literature: *Prose 1 (30 marks)* *Poetry 1 (30 marks)* *Additional Literature* *Additional Prose **or** Additional Poems (40 marks)*	100
Total	**600**

Table 3: Allocation of Marks in the Leaving Certificate Irish Examination in 2011 (OL)

Component	Marks
Oral	150
Written Composition	120
Reading Comprehension	100
Aural	120
Literature: *Prose (55 marks)* *Poetry (55 marks)*	110
Total	**600**

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

Component	Marks
Oral	240
Written Composition	100
Reading Comprehension	100
Aural	60
Literature: *Prose (50 marks)* *Poetry (50 marks)*	100
Total	**600**

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].

> ***"Tá béim anois ar Ghaeilge labhartha", "iontach don teanga", a deir múinteoirí. "Ba cheart 50% de na marcanna a bheith air seo", "deis le haghaidh marcanna maithe", "éasca do dhaltaí 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 hArdteistiméireachta Ardleibhéil 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)

Component	Marks
Prose Reading	30 marks
Conversation	120 marks
Total	**150 marks**

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

TABLE 6: REVISED ORAL EXAMINATION STRUCTURE (2012 AND THEREAFTER*)*

Component	Marks
Reception	5 marks
Poetry Reading	35 marks
Description of Picture Series	80 marks
Conversation	120 marks
Total	**240 marks**

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 Fhlanncha

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

Language of Instruction	Amount
Irish-Medium Schools	6
English-Medium Schools: Fee paying (1) Non fee paying (12) DEIS Schools (1)	14
Total	**20**

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 Stattrek.

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 Scrúdaitheoiripts 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[3] 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.***

[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[4]). 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?

[4] Somekh, B. & Lewin, C., 2005. Research Methods in the Social Sciences. London: Sage.

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 8: SCORING OF STUDENTS' UNDERSTANDING OF READING COMPREHENSION MATERIAL

Number of correct answers	0-4	5-6	7-8	9-10
Category	Weak	Fair	Good	Very Good
Score	1	2	3	4

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 Trí), Cuid B (Comhrá a Trí) 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

Number of correct answers	0-15	16-20	21-25	26-30
Category	Weak	Fair	Good	Very Good

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 Scrúdaitheoiripts 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[5], 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.

[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

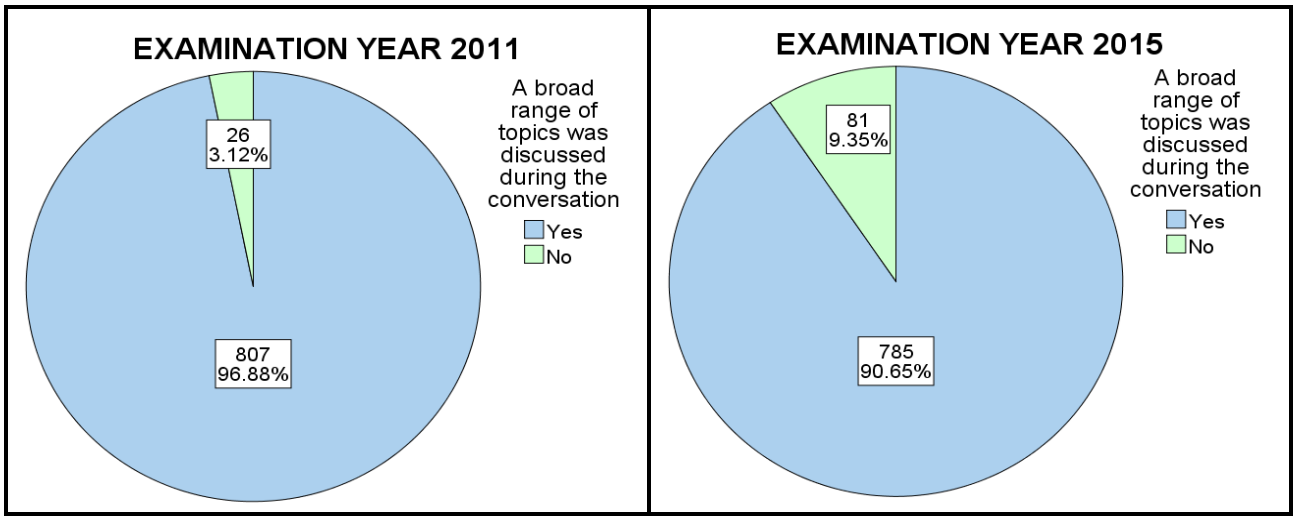
This section summarises the main findings of the comparative analysis conducted on the oral examination material for 2011 and 2015. These findings reveal 7 trends that relate to the following elements of the oral examination: range of conversation topics; spontaneity in conversation; reading; understanding 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

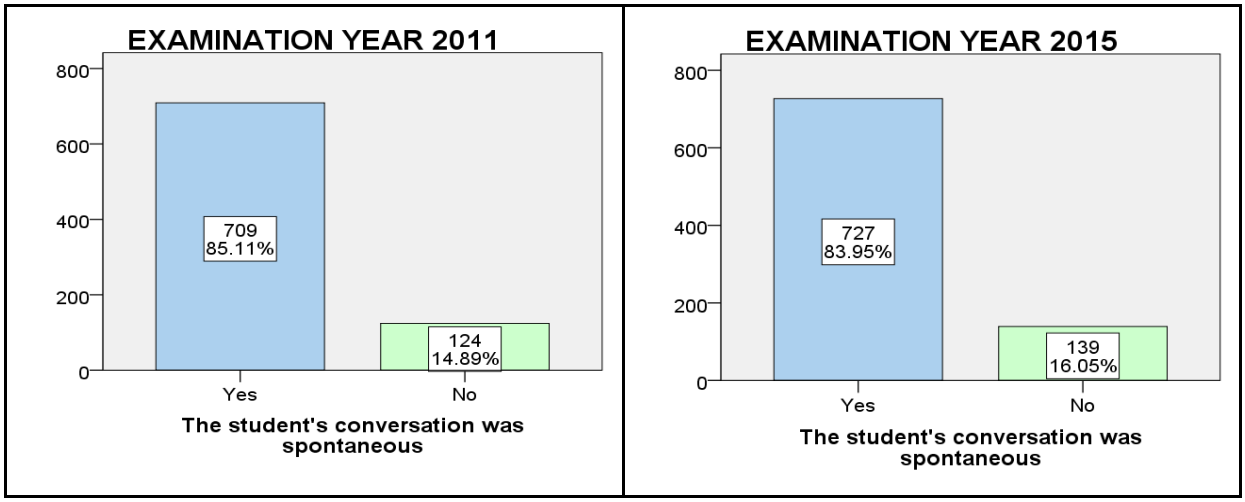
Was there any change between 2011 and 2015 in terms of spontaneity within conversation?

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?

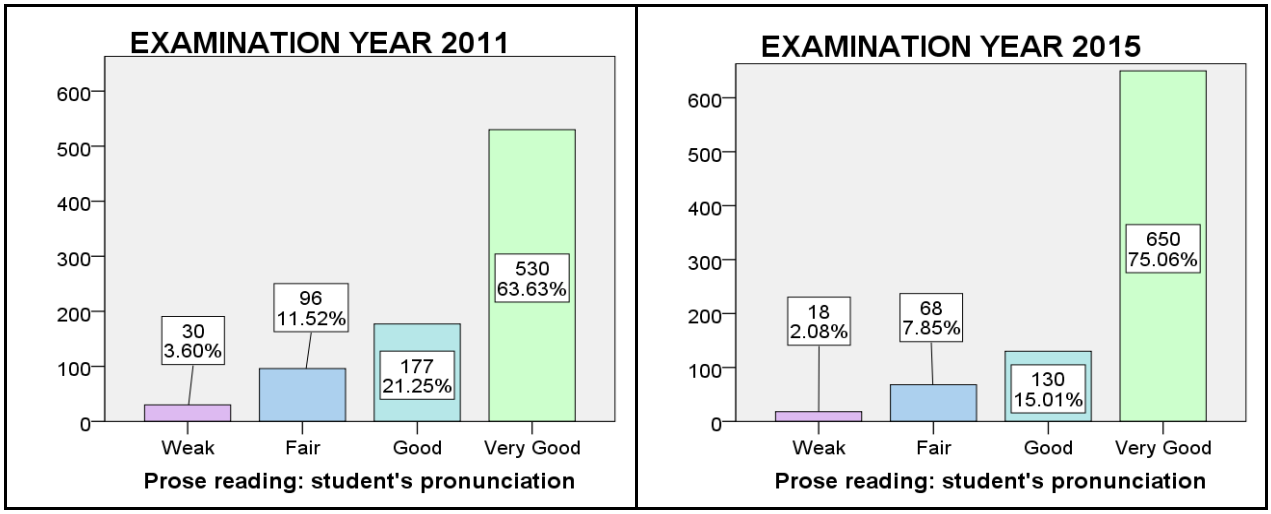
The prose/poetry reading elements of the examination are compared across the years 2011 and 2015. Students were required to read a prose passage in 2011 and verses of poetry in 2015. Both elements could be compared directly as the students' pronunciation and speech rhythm were being assessed in both 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

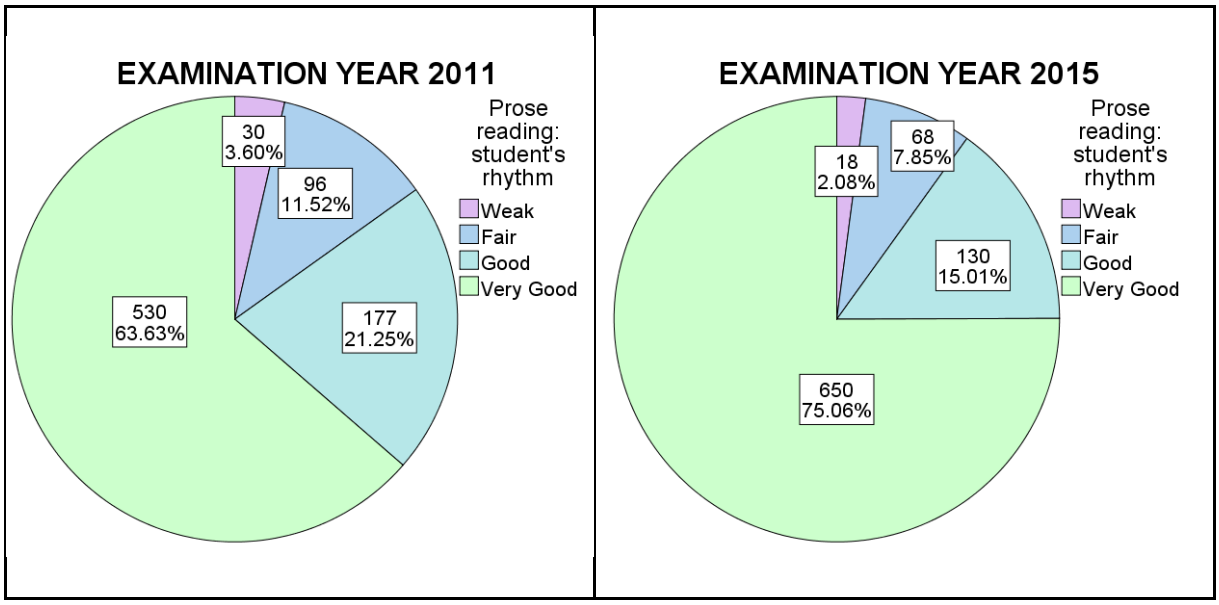


Was there any change between the Prose Reading rhythm in 2011 and that of the Poetry Reading in 2015?

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.

Figure 4: Comparison Between Reading Rhythm in 2011 and 2015



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.

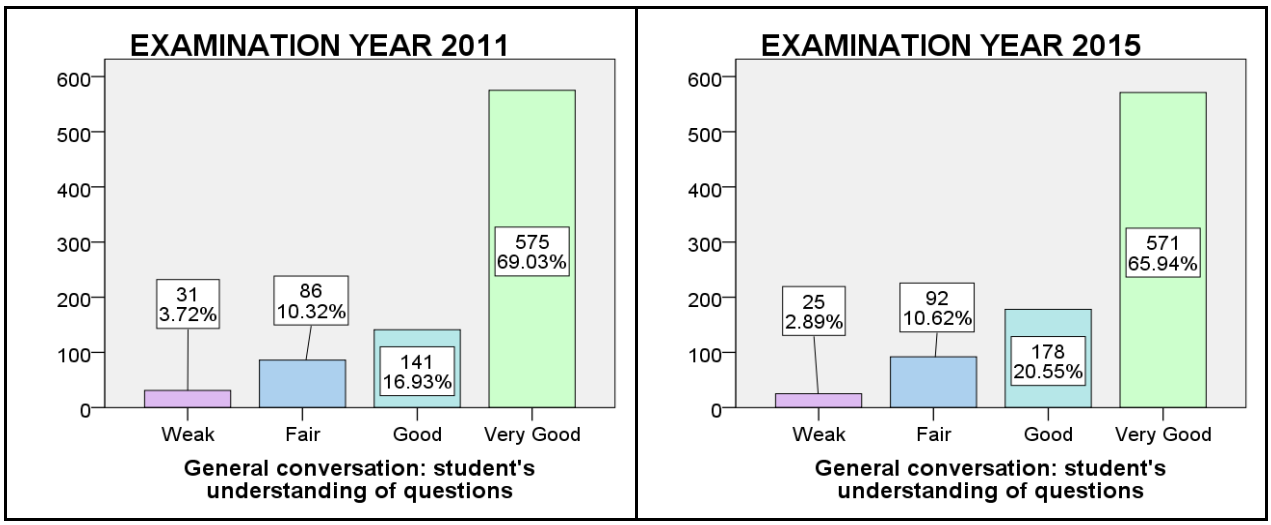
The researchers observed that in some cases students did not respond correctly to questions such as 'What will you do when you are finished with this school?' (Cad a dhéanfaidh tú nuair a bheidh tú críochnaithe leis an scoil seo?). Students sometimes started talking about going home, doing their homework, 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



Understanding of Questions Pertaining to Areas Outside of Immediate Environment

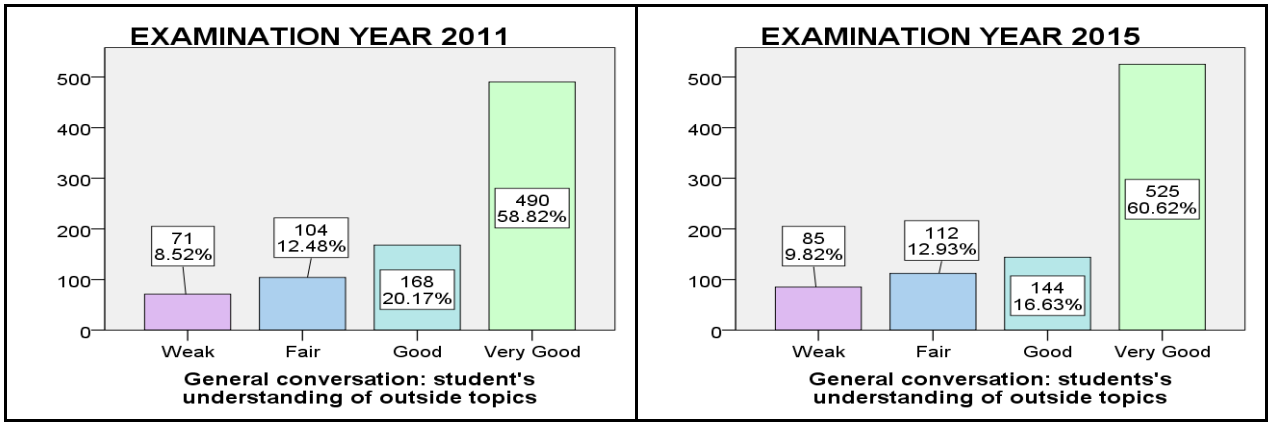
Was there any change between 2011 and 2015 in the student's understanding of questions pertaining to areas outside of students' immediate environment?

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



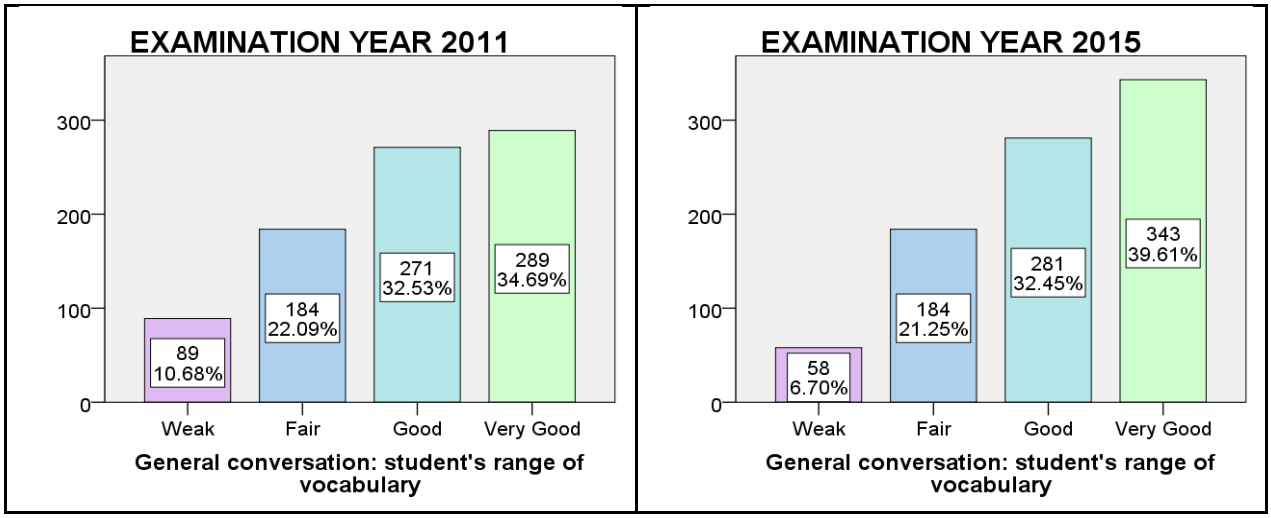
Range of Vocabulary

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 Figure7). 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

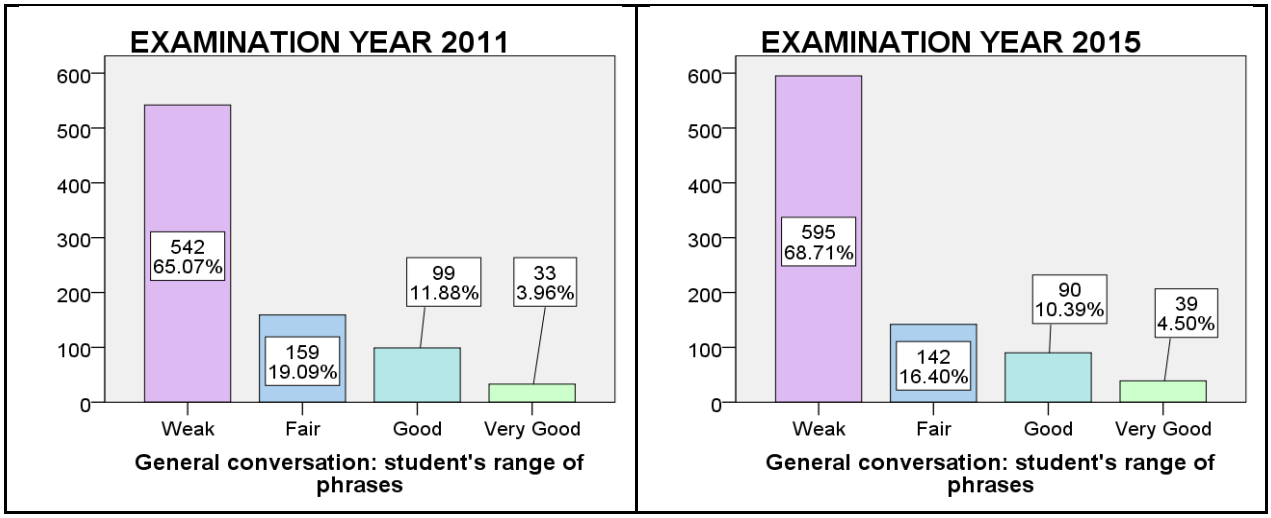


Range of Phrases

Was there any change between 2011 and 2014 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 thinteán 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



Grammatical Accuracy

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

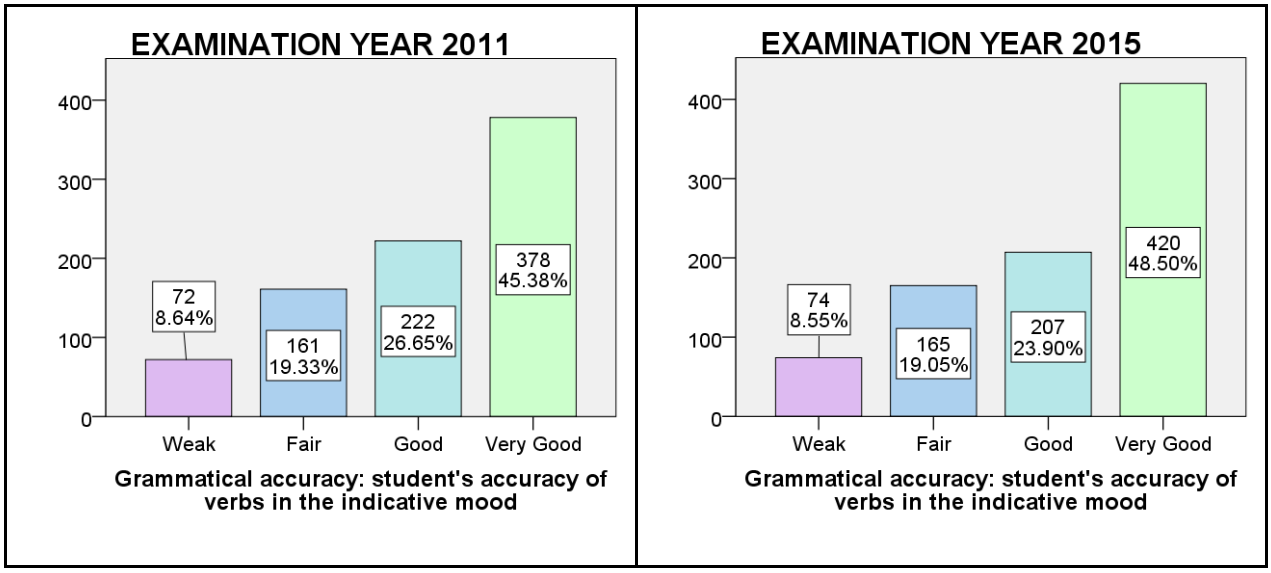
The students' mastery of Irish grammar as evidenced in the general conversation was analysed for both 2011 and 2015. This analysis was conducted under four separate headings: (i) use of verbs in the indicative mood, (ii) use of verbs in the conditional mood, (iii) use of indirect speech, (iv) other aspects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



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).

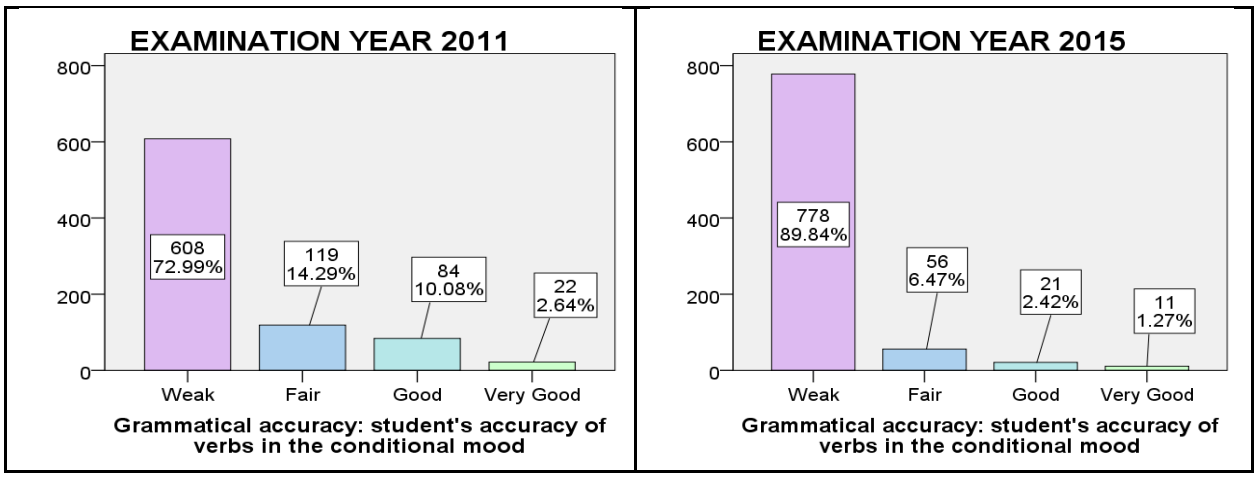
When considering these findings, it must be noted that in the 2011 examination examiners were inclined to ask questions which necessitated a response from the student in the conditional mood such as

> ***'What would you do if you were the principal of this school? (Céard a dhéanfá dá mbeifeá i do phríomhoide 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.

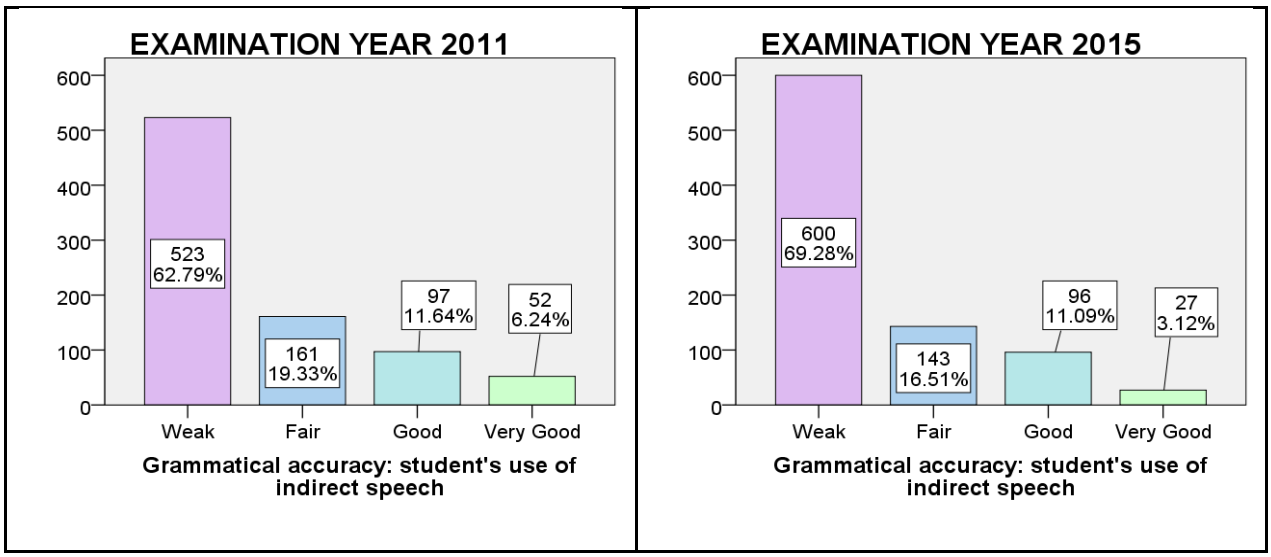
Figure 10: Comparison Between Accuracy of Verbs in the Conditional Mood in 2011 and 2015



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.

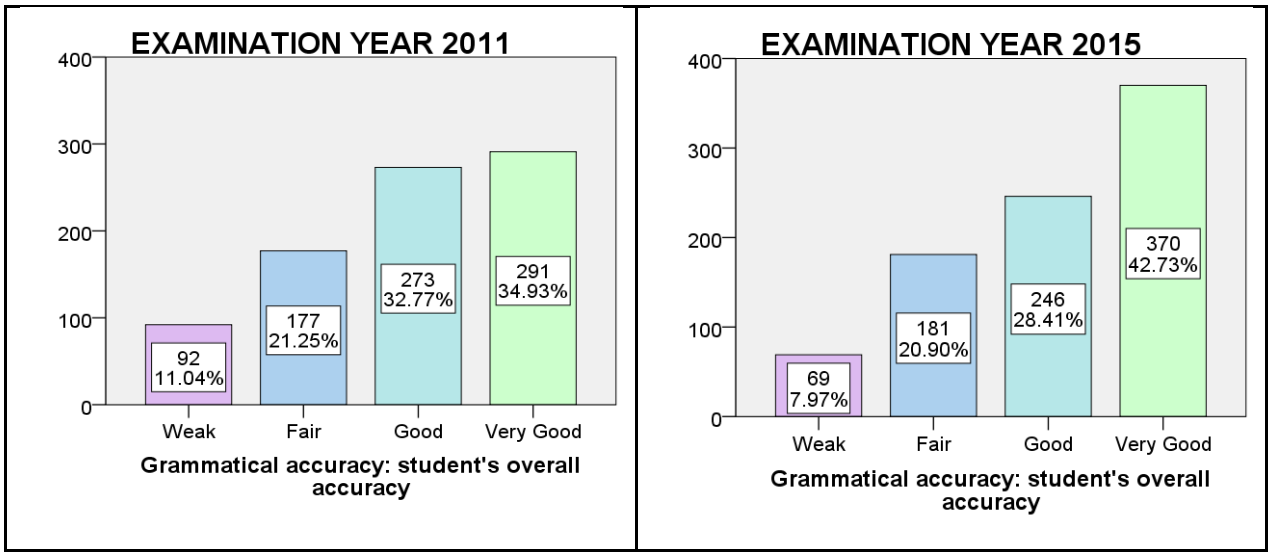
Figure 11: Comparison Between Accuracy of Verbs in Indirect Speech in 2011 and 2015



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, adverbs 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, Adverbs 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 2011when 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 (seeTable 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

		% MALE 2011	% FEMALE 2011	% MALE 2015	% FEMALE 2015
READING	Very Good	56.75	71.21	71.81	78.64
	Good	25.86	16.16	16.52	13.35
	Fair	13.73	9.09	9.03	6.55
	Weak	3.66	3.54	2.64	1.46
Understanding Immediate Topics	Very Good	63.62	75.00	60.35	72.09
	Good	19.91	13.64	23.35	17.48
	Fair	12.59	7.83	12.33	8.74
	Weak	3.89	3.54	3.96	1.70
Understanding External Topics	Very Good	52.63	65.66	55.73	66.02
	Good	23.11	16.92	18.72	14.32
	Fair	15.79	8.84	15.42	10.19
	Weak	8.47	8.59	10.13	9.47
Vocabulary	Very Good	29.98	39.90	34.80	44.90
	Good	33.18	31.82	32.16	32.77
	Fair	23.57	20.45	24.89	17.23
	Weak	13.27	7.83	8.15	5.10
Phrases	Very Good	0.92	7.32	5.73	3.16
	Good	10.07	13.89	9.91	10.92
	Fair	19.68	18.43	16.96	15.78
	Weak	69.34	60.35	67.40	70.15
Indicative Mood	Very Good	44.85	45.96	47.36	49.76
	Good	23.80	29.80	24.23	23.54
	Fair	21.97	16.41	19.38	18.69
	Weak	9.38	7.83	9.03	8.01
Conditional Mood	Very Good	1.37	4.04	1.32	1.21
	Good	7.55	12.88	1.32	3.64
	Fair	11.21	17.68	4.85	8.25
	Weak	79.86	65.40	92.51	86.89
Overall Grammatical Accuracy	Very Good	33.87	36.11	41.19	44.42
	Good	33.18	32.32	28.63	28.16
	Fair	19.91	22.73	21.59	20.15
	Weak	13.04	8.84	8.59	7.28
Indirect Speech	Very Good	3.89	8.84	2.20	4.13
	Good	11.21	12.12	8.37	14.08
	Fair	19.68	18.94	15.20	17.96
	Weak	65.22	60.10	74.23	63.83
Spontaneous	Yes	80.32	90.40	78.85	89.56
	No	19.68	9.60	21.15	10.44
Broad Range of Topics	Yes	97.71	95.96	89.87	91.50
	No	2.29	4.04	10.13	8.50

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., 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. 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 11: COMPARISON BETWEEN PERFORMANCE OF STUDENTS IN IRISH-MEDIUM SCHOOLS IN 2011 AND 2015 (ORAL)

Reading	2011	2015
Very Good	82.69	89.54
Good	12.31	8.79
Fair/Reasonable	4.23	1.26
Weak	0.77	0.42
General Conversation Immediate Topics		
Very Good	98.46	99.16
Good	1.54	0.84
Fair	-------	.....
Weak	--------	.....
General Conversation Outside Topics		
Very Good	93.85	99.16
Good	5.77	0.84
Fair	0.38	.....
Weak	.....	.....
Range of Vocabulary		
Very Good	63.46	73.22
Good	34.23	24.69
Fair	1.92	1.67
Weak	0.38	0.42
Range Of Phrases		
Very Good	8.46	5.44
Good	25.77	12.13
Fair	33.85	19.67

Weak	31.92	62.76
Accuracy of Verbs in the Indicative Mood		
Very Good	74.62	81.17
Good	21.15	16.32
Fair	3.08	2.51
Weak	1.15	.....
Accuracy Of Verbs in the Conditional Mood		
Very Good	5.77	2.51
Good	18.46	5.86
Fair	25.38	16.32
Weak	50.38	75.31
Overall Grammatical Accuracy		
Very Good	57.31	68.20
Good	35.77	28.87
Fair	6.15	2.93
Weak	0.77	.....
Indirect Speech		
Very Good	16.15	4.60
Good	26.15	14.64
Fair/Reasonable	34.23	29.71
Weak	23.46	51.05
Spontaneous		
YES	96.92	100
NO	3.08	.....
Broad Range of Topics		
YES	96.92	98.74
NO	3.08	1.26

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 there was 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 contributed to the use of such phrases as 'Bhí an ghrian ag scoilteadh 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 (ii) 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)

Reading	2011	2015
Very Good	54.97	69.54
Good	25.31	17.38
Fair/Reasonable	14.83	10.37
Weak	4.89	2.71
General Conversation Immediate Topics		
Very Good	55.67	53.27
Good	23.91	28.07
Fair	15.01	14.67
Weak	5.41	3.99
General Conversation Outside Topics		
Very Good	42.96	45.93
Good	26.97	22.65
Fair	17.98	17.86
Weak	12.39	13.56
Range of Vocabulary		
Very Good	21.64	26.79
Good	31.76	35.41
Fair	31.24	28.71
Weak	15.36	9.09
Range Of Phrases		
Very Good	1.92	4.15
Good	5.58	9.73
Fair	12.39	15.15
Weak	80.10	70.97
Accuracy of Verbs in the Indicative Mood		
Very Good	32.11	36.04
Good	29.14	26.79
Fair	26.70	25.36
Weak	12.04	11.80
Accuracy Of Verbs in the Conditional Mood		
Very Good	1.22	0.85
Good	6.28	1.12
Fair	9.25	2.71
Weak	83.25	93.37
Overall Grammatical Accuracy		
Very Good	24.78	33.01
Good	31.41	28.23
Fair	28.10	27.75
Weak	15.71	11.00
Indirect Speech		
Very Good	1.75	2.55
Good	5.06	9.73
Fair	12.57	11.48
Weak	80.63	76.24
Spontaneous		
YES	78.53	77.83
NO	21.47	22.17
Broad Range of Topics		
YES	96.86	87.56
NO	3.14	12.44

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?

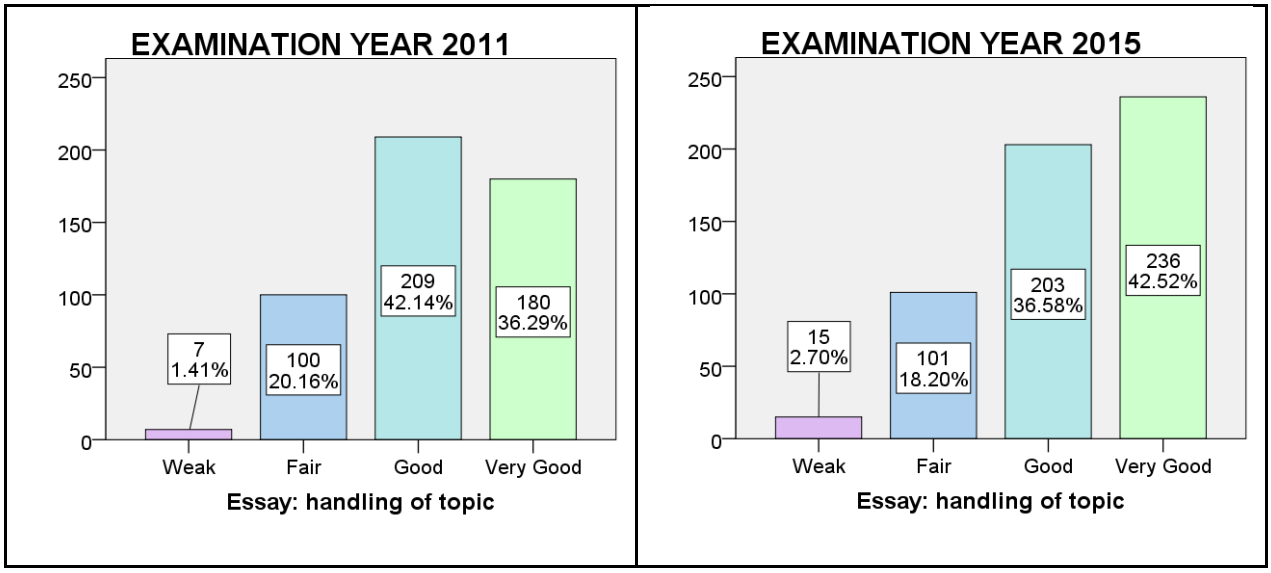
The layout of the Composition section of the examination paper changed with the introduction of the revised syllabus. The number of sections has been reduced from four to three, while the choice of nine topics remains the same.

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'.

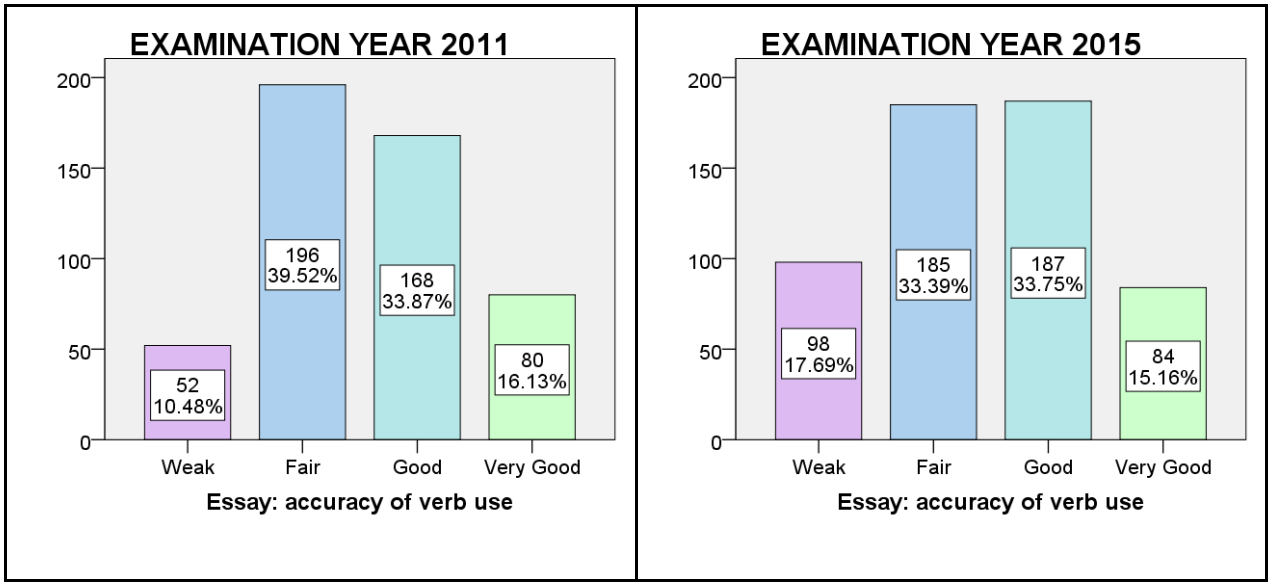
It is therefore a very important element of this section of the examination. Overall, the language quality of students in 2015 was similar to that of 2011. The figures indicate that there was a slight increase in the 'Very Good' category for most elements, while there was also an increase in the number 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, the 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.

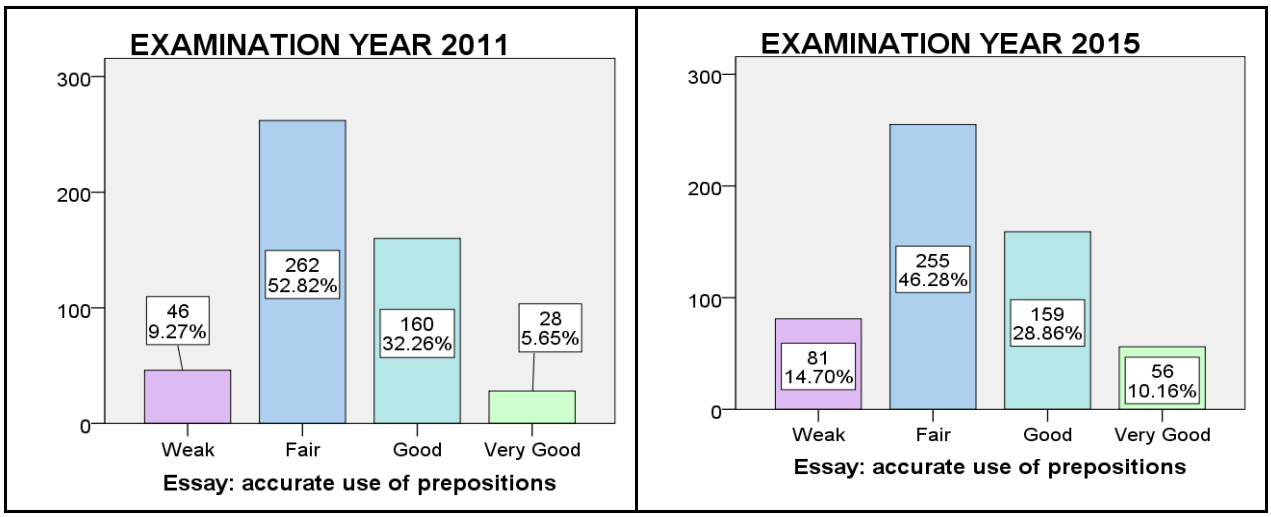
Figure 14: Comparison Between Accuracy of Verb Use in 2011 and 2015



In terms of the students' 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.

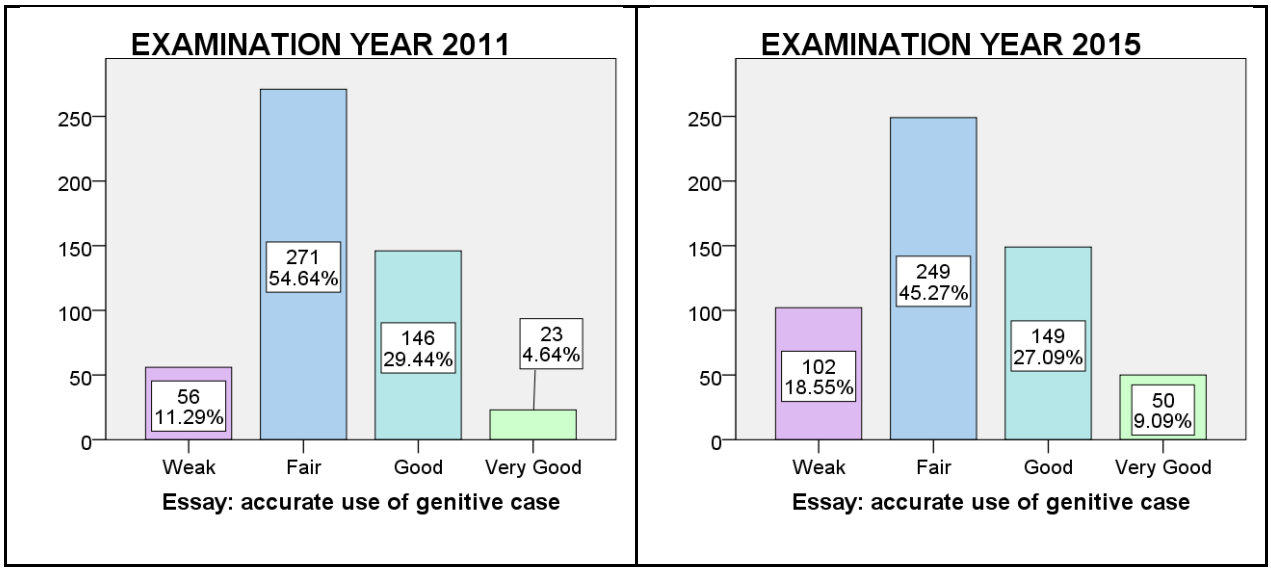
Figure 15: Comparison Between Accuracy of Preposition Use in 2011 and 2015



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.

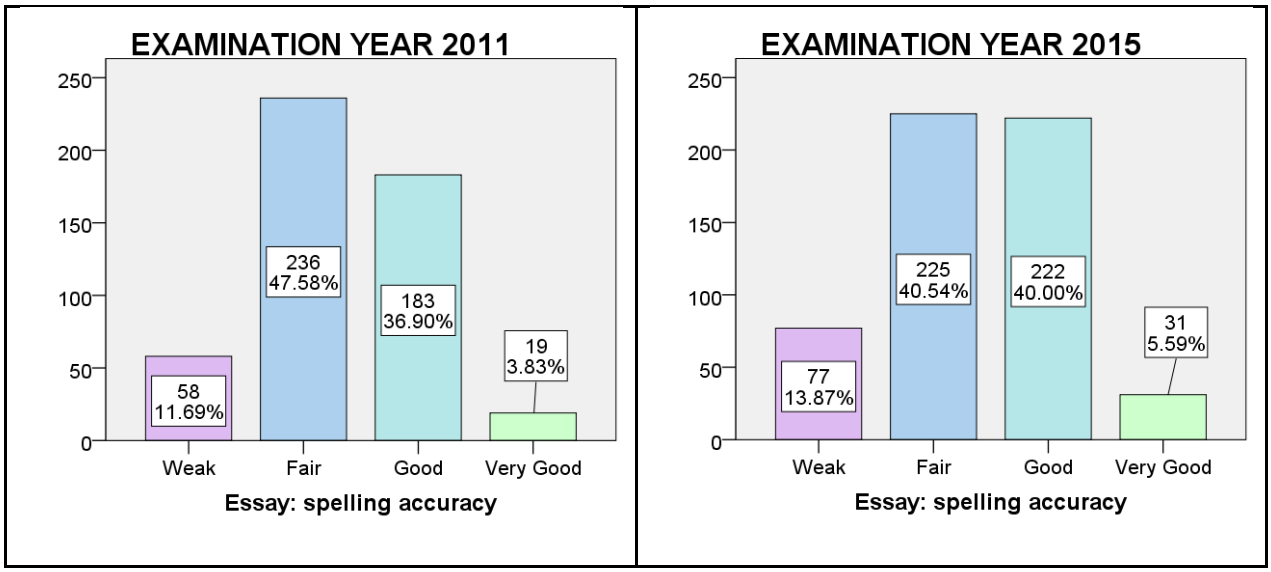
Figure 16: Comparison Between Accurate Use of Genitive Case in 2011 and 2015



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

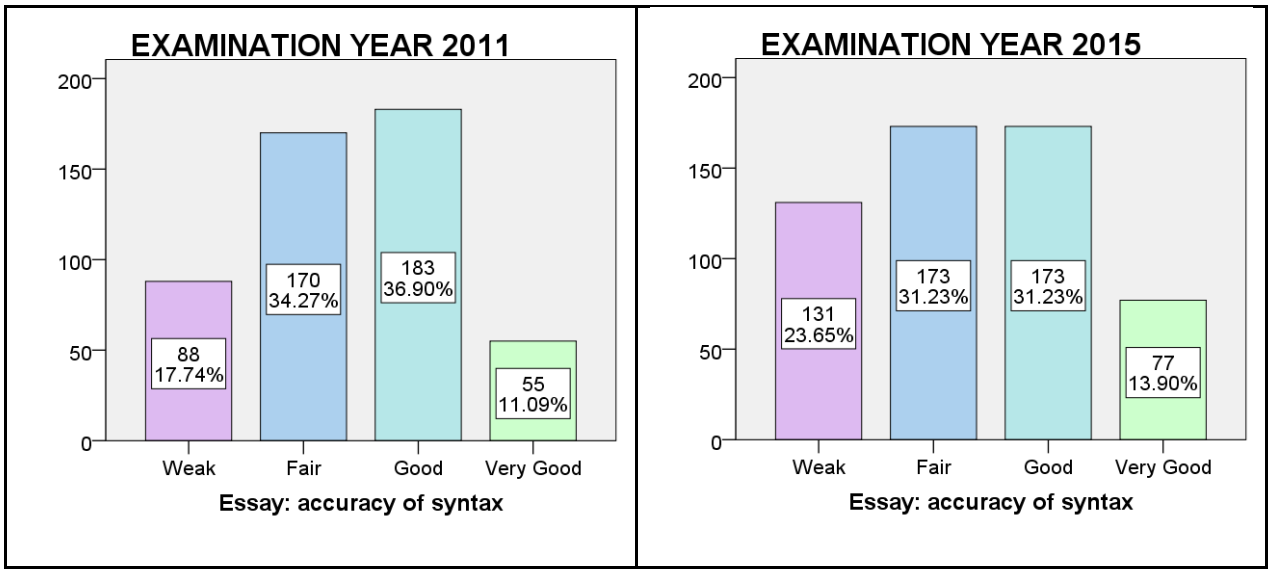
Figure 17: Comparison Between Spelling Accuracy in 2011 and 2015



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



Question Comprehension in Aural Examination

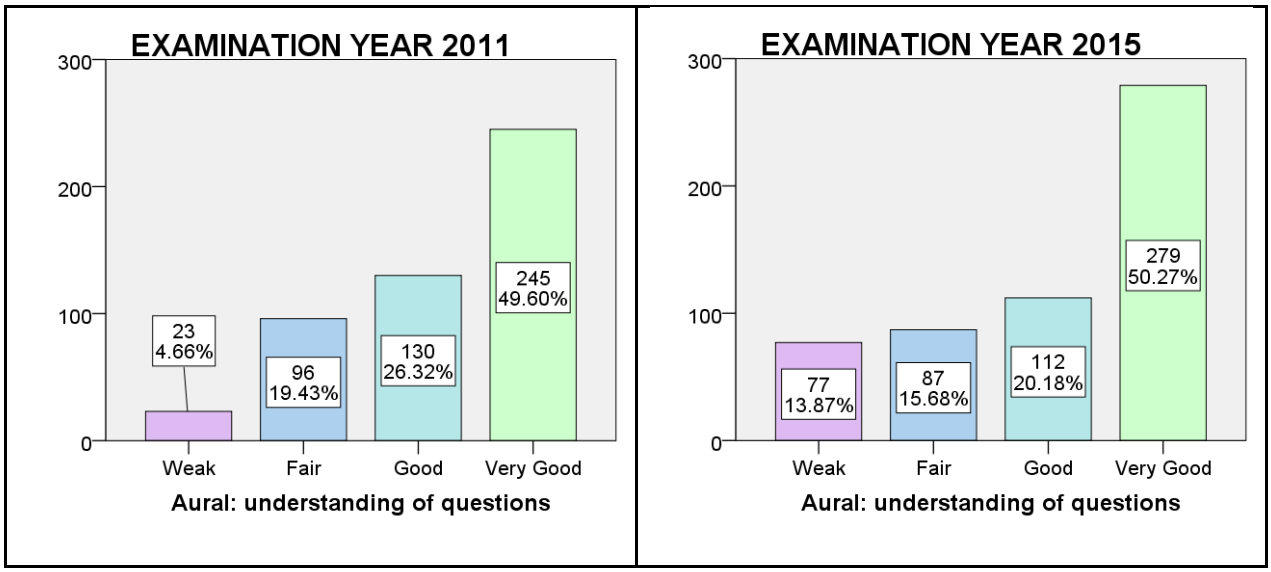
Was there any change between the students' understanding of the content of the aural examination between 2011 and 2015 as evidenced by the accuracy of their answers to the questions asked?

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

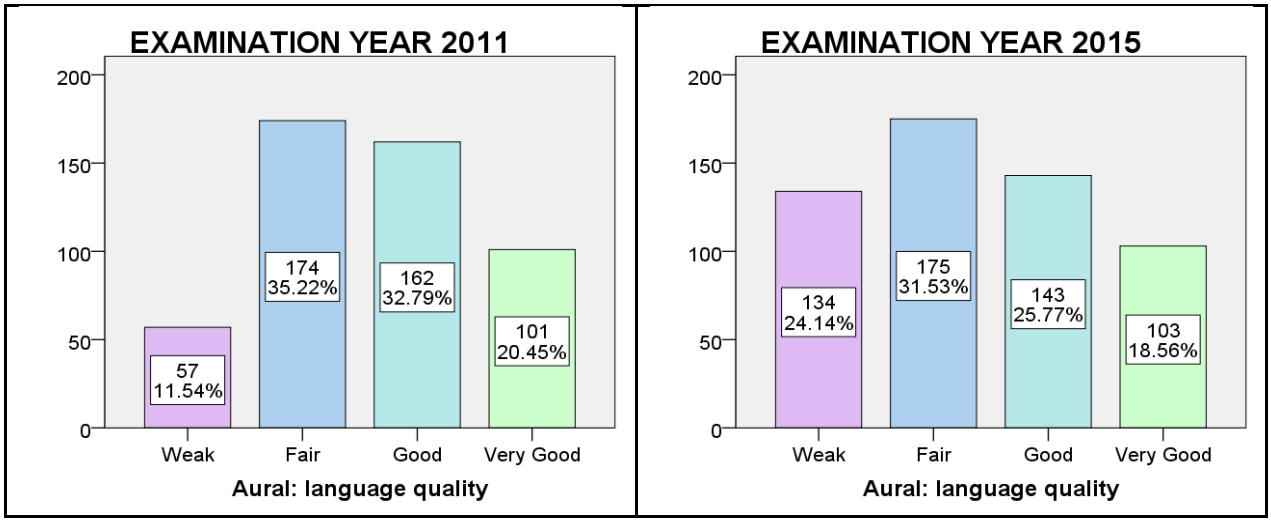


Quality of Aural Examination Answers

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

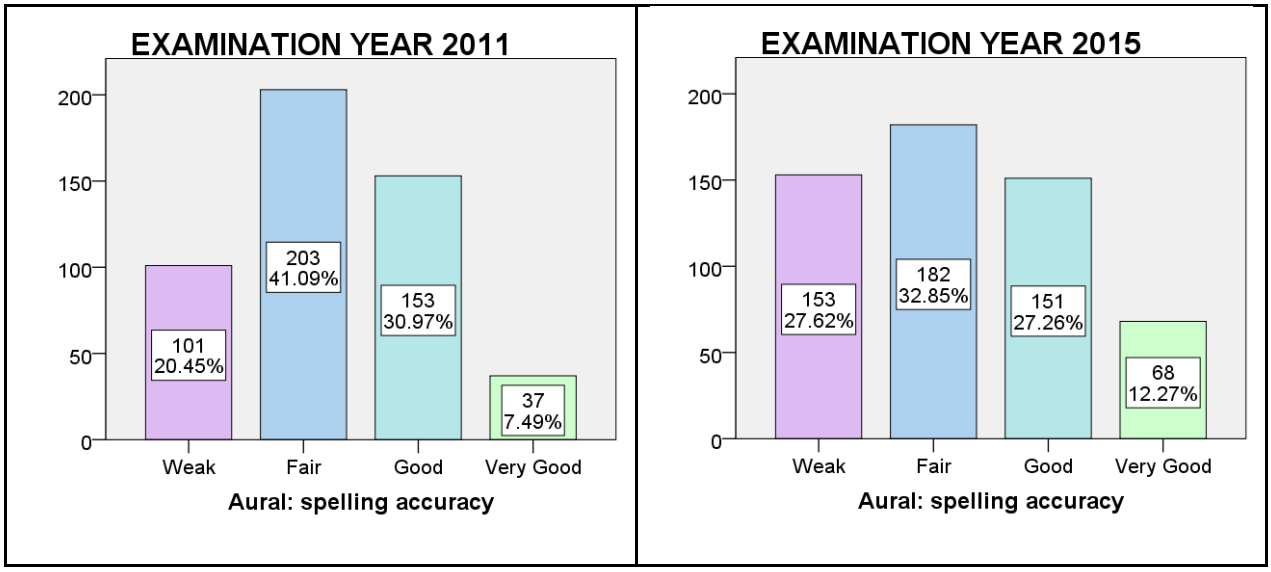
Was there any change between 2011 and 2015 in the spelling accuracy of the students' answers to the aural questions?

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



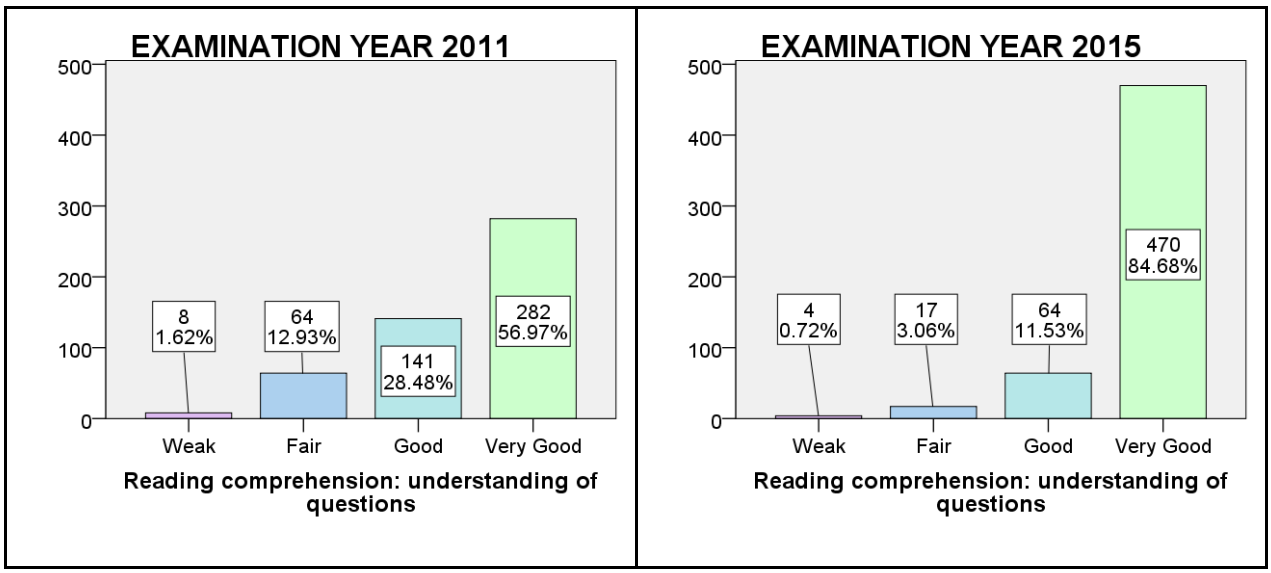
Understanding of Reading Comprehension

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 in 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?

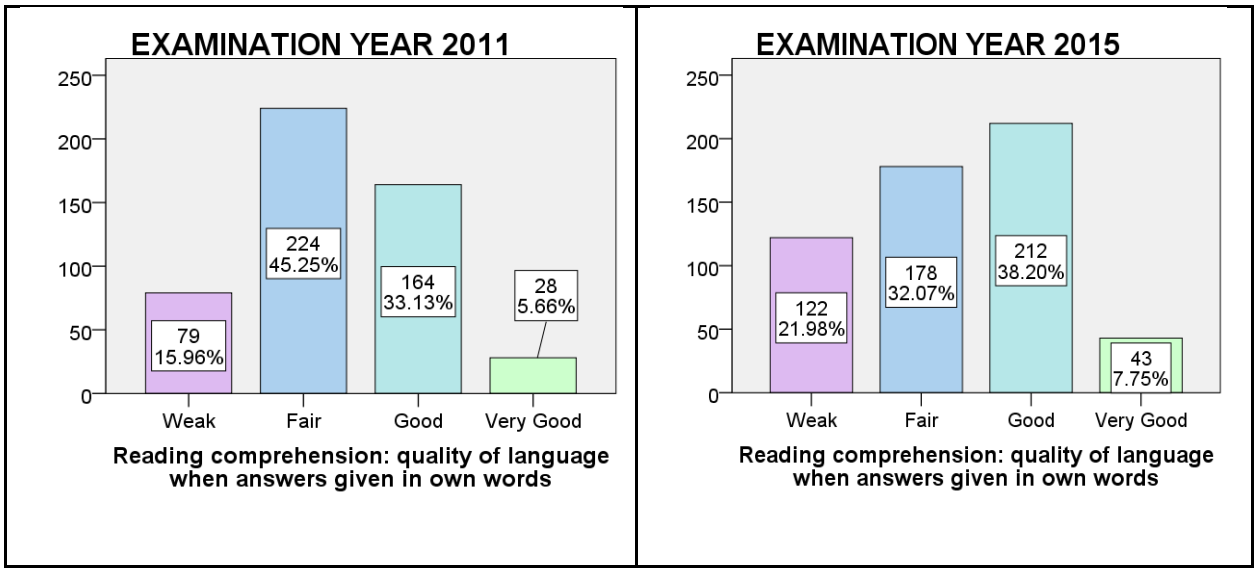
This refers to the language quality of the students' answers to questions on the reading comprehension passage. 2011 students were required to answer each question in their own words and were penalized if they did not, while 2015 students could copy their answers directly from the text without incurring 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



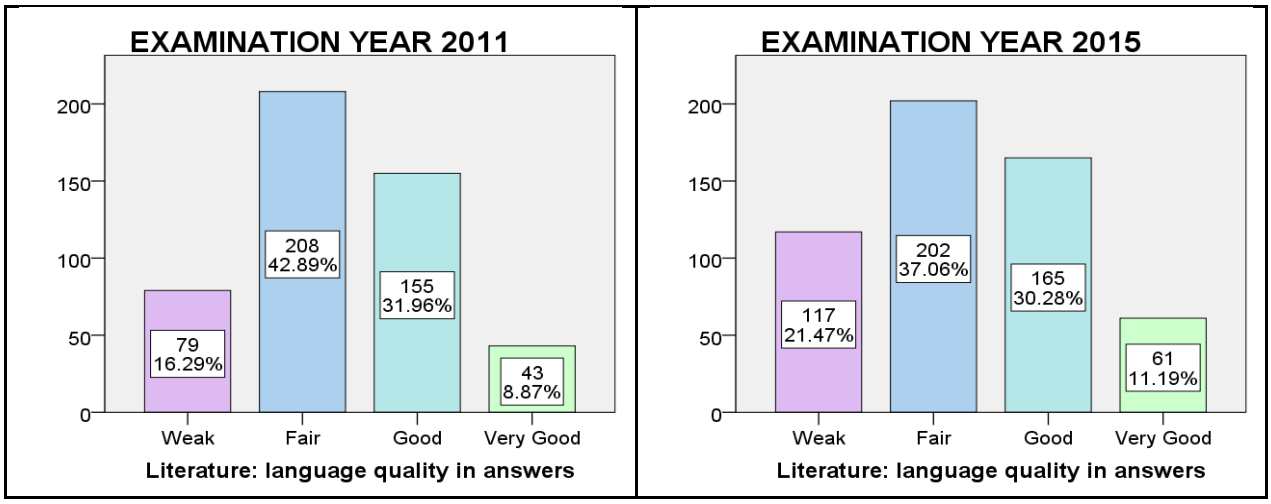
Quality in Answers to Literature Question

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 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 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' **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' **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' **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% to 54.89% in 2015.

In regards to students and their **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 regards 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% v 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% v 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% v 42.13%.

TABLE 13: COMPARISON BETWEEN PERFORMANCE OF STUDENTS IN IRISH-MEDIUM SCHOOLS IN 2011 AND 2015 (WRITTEN)

Written Examination Component	Category	Irish-Medium Students 2011	Irish-Medium Students 2015
Essay: Handling of Topic	Very Good	**35.48**	**51.83**
	Good	**37.33**	**33.03**
	Fair	**24.42**	**14.22**
	Weak	**2.76**	**0.92**
Essay: Accuracy of Verbs	Very Good	**18.89**	**16.59**
	Good	**34.10**	**43.78**
	Fair	**36.87**	**31.80**
	Weak	**10.14**	**7.83**
Essay: Accurate use of prepositions	Very Good	**6.45**	**13.02**
	Good	**34.56**	**37.21**
	Fair	**49.31**	**44.65**
	Weak	**9.68**	**5.12**
Essay: Accurate Use of Genitive Case	Very Good	**5.07**	**11.16**
	Good	**31.34**	**33.95**
	Fair	**51.61**	**43.26**
	Weak	**11.98**	**11.63**
Essay: Spelling Accuracy	Very Good	**4.15**	**7.34**
	Good	**38.25**	**52.75**
	Fair	**45.62**	**34.40**
	Weak	**11.98**	**5.50**
Essay: Syntax	Very Good	**17.51**	**20.18**
	Good	**36.87**	**40.83**
	Fair	**29.03**	**29.36**
	Weak	**16.59**	**9.63**
Aural: Understanding Questions	Very Good	**73.15**	**81.65**
	Good	**17.13**	**11.01**
	Fair	**7.41**	**5.96**
	Weak	**2.31**	**1.38**
Aural: Language Quality	Very Good	**37.96**	**33.49**
	Good	**37.04**	**36.24**

	Fair	**19.44**	**23.85**
	Weak	**5.56**	**6.42**
Aural: Spelling Accuracy	Very Good	**13.43**	**27.98**
	Good	**43.06**	**38.07**
	Fair	**33.80**	**24.31**
	Weak	**9.72**	**9.63**
Reading Comprehension: Understanding Questions	Very Good	**75.93**	**85.78**
	Good	**18.52**	**10.55**
	Fair	**4.63**	**3.67**
	Weak	**0.93**	**0.00**
Reading Comprehension: Answer in Own Words	Very Good	**28.11**	**28.44**
	Good	**35.48**	**40.83**
	Fair	**29.49**	**23.39**
	Weak	**6.91**	**7.34**
Reading Comprehension: Language Quality	Very Good	**9.26**	**15.14**
	Good	**42.59**	**43.12**
	Fair	**35.19**	**27.98**
	Weak	**12.96**	**13.76**
Literature: Language quality	Very Good	**12.86**	**18.52**
	Good	**38.57**	**39.35**
	Fair	**36.67**	**33.33**
	Weak	**11.90**	**8.80**

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' **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' **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' **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' **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)

Written Examination Component	Category	English-Medium Schools 2011	English-Medium Schools 2015
Essay: Handling of Topic	Very Good	**36.92**	**36.50**
	Good	**45.88**	**38.87**
	Fair	**16.85**	**20.77**
	Weak	**.36**	**3.86**
Essay: Accuracy of Verbs	Very Good	**18.89**	**14.24**
	Good	**34.10**	**27.30**
	Fair	**36.87**	**34.42**
	Weak	**10.14**	**24.04**
Essay: Accurate use of prepositions	Very Good	**5.02**	**8.33**
	Good	**30.47**	**23.51**

	Fair	**55.56**	**47.32**
	Weak	**8.96**	**20.83**
Essay: Accurate Use of Genitive Case	Very Good	**4.30**	**11.16**
	Good	**27.96**	**33.95**
	Fair	**56.99**	**43.26**
	Weak	**10.75**	**11.63**
Essay: Spelling Accuracy	Very Good	**3.58**	**4.45**
	Good	**35.84**	**31.75**
	Fair	**49.10**	**44.51**
	Weak	**11.47**	**19.29**
Essay: Syntax	Very Good	**6.09**	**9.82**
	Good	**36.92**	**25.00**
	Fair	**38.35**	**32.44**
	Weak	**18.64**	**32.74**
Aural: Understanding Questions	Very Good	**31.29**	**29.97**
	Good	**33.45**	**26.11**
	Fair	**28.78**	**21.96**
	Weak	**6.47**	**21.96**
Aural: Language Quality	Very Good	**6.83**	**8.90**
	Good	**29.50**	**18.99**
	Fair	**47.48**	**36.50**
	Weak	**16.19**	**35.61**
Aural: Spelling Accuracy	Very Good	**2.88**	**2.08**
	Good	**21.58**	**20.24**
	Fair	**46.76**	**38.39**
	Weak	**28.78**	**39.29**
Reading Comprehension: Understanding Questions	Very Good	**42.29**	**83.98**
	Good	**36.20**	**12.17**
	Fair	**19.35**	**2.67**
	Weak	**2.15**	**1.19**
Reading Comprehension: Answer in Own Words	Very Good	**9.32**	**13.35**
	Good	**34.77**	**31.75**

	Fair	**43.37**	**33.25**
	Weak	**12.54**	**21.66**
Reading Comprehension: Language Quality	Very Good	**2.87**	**2.97**
	Good	**25.81**	**35.01**
	Fair	**53.05**	**34.72**
	Weak	**18.28**	**27.30**
Literature: Language quality	Very Good	**5.82**	**6.38**
	Good	**26.91**	**24.32**
	Fair	**47.64**	**39.51**
	Weak	**19.64**	**29.79**

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** (of both immediate and external environment) was similar across both cohorts 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 Table12). 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 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). However, 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 component of the 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. 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 Table12). 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%). 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 in their responses with their immediate and appropriate responses. 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 Table10).

- 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 great 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 format for the picture series is an important issue and it raises an important question as to whether this format 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 realised and 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 compared to 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 finding 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, particularly those 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) 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 requrements of the native speaker

Recommendations for Further Investigation

- A number of observations have been referenced in this report. The current practice of having a common oral examination for Higher and Ordinary level students requires further investigation. It is impossible to see how such a common oral examination can facilitate such a broad range of students many of whom have demonstrated a high level of fluency and clearly have the capabilities do develop these skills even to a higher level. At the same time there is another very large cohort of students at the opposite end of the scale with a very limited level of understanding and fluency in the language and yet very many of this cohort of students have a positive attitude and goodwill towards the language. For many of these weaker students the oral examination, as presently constituted, could be an entirely negative experience. This experience, coming at the end of their second level schooling, could colour their attitude towards the Irish Language in later life. This report recommends that the current practice of having a common oral examination at both Higher and Ordinary Level be reviewed.

- 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 must 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 and fluency skills 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 and engagement with 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 further consideration in order to take account of the two additional two 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 suitability of the present model of Oral Examination for students who have a very high level of oral competence should be investigated as many of these students are not challenged by the current model
- The results indicate that the written language quality (grammatical accuracy) of students in English-Medium schools has declined. 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. 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

	Student ID Number		Male/Female	
Type of School	Irish Medium Schools/ English-Medium/ DEIS / Private Secondary/ Vocational School/Community School/Comprehensive			
Location of School	Ulster/Connacht/MunsterLeinster (outside Dublin) Dublin			
Prose Reading/ Level	Weak 1	Fair 2	Good 3	Very good 4
The pronunciation and rythm of the canditate's prose reading was…				
General Conversation/ Level	Weak 1	Fair 2	Good 3	Very good 4
Understanding: The student's understanding of questions relating to his/her immediate environment was...				
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...				
The student's use of the conditional mood when appropriate was...				
The canditate's mastery of other elements of Irish Grammar as evidenced in his/her conversation was…				
Other significant aspects of the student's oral competence (please tick yes or no)	YES		NO	
A wide range of topics was covered in the general conversation				
The student's conversation was spontaneous				

Appendix 2: Oral Examinations Template 2015

School Number	Student's ID Number		Male/Female	
Type of school	Irish-Medium Schools/ English-Medium Private Secondary /Secondary School/ DEIS Community /Vocational /Comprehensive			
Location of school	Ulster/ Connacht /Munster/ Dublin/ Leinster outside Dublin			
Poetry Reading/ Level	Weak 1	Fair 2	Good 3	Very good 4
The pronunciation and rhythm of the canditate's poetry reading was...				
Picture Series/ Level	Weak 1	Fair 2	Good 3	Very good 4
Understanding: The canditate's understanding of the events depicted in each picture was...				
Understanding: The canditate's understanding of the various hints in the speech bubbles was…				
DeScrúdaitheoiribing the pictures: The canditate's ability to deScrúdaitheoiribe the events in the pictures was...				
Vocabulary: The range of the canditate's vocabulary when deScrúdaitheoiribing the events in the pictures was...				

Vocabulary: The student's use of phraseology appropriate to the events depicted in the pictures was...				
Grammatical Accuracy/ Level	Weak 1	Fair 2	Good 3	Very good 4
The student's use of the indicative mood was...				
The canditate's use of the conditional mood...				
The student's use of indirect speech was...				
The student's ability to ask questions based on the events depicted in the pictures and was…				
The canditate's ability to answer questions based on the events depicted in the pictures and Reception was...				

Other significant aspects of the student's performance in the 'picture series' part of the examination (Please tick yes or no)	YES	NO
The student could only ask simple questions		
The student could ask complex questions accurately		
The student could relate the speech bubbles in indirect speech		
The student used the past tense for the most part when deScrúdaitheoiribing the events depicted in the pictures		

General Conversation/ Level	Weak 1	Fair 2	Good 3	Very good 4
Understanding: The student's understanding of questions relating to his/her immediate environment was...				
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…				
The student's use of the conditional mood when appropriate was...				
The canditate's mastery of the principal elements of Irish Grammar as evidenced in his/her conversation was...				
The student's use of indirect speech was...				
Other significant matters that came to your attention during the general conversation part of the examination. Please tick Yes or No.			YES	NO
• A broad range of topics was covered during the conversation.				
• The student's conversation was spontaneous.				

Appendix 3: Oral Examinations Descriptors for Templates

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 demonstrate 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 SEC Descriptors

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 2

Grade	Class	Mark
A	Excellent	29-35
B	Very Good	24-28
C	Good	19-23
D	Fair	14-18
E	Weak	9-13
F	Very Weak	0-8

(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 3		
Grade	Class	Mark
A	Excellent	68-80
B	Very Good	56-67
C	Good	44-55
D	Fair	32-43
E	Weak	20-31
F	Very Weak	019

(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 4			
Grade	Class	Irish Repertoire	Ability
A	Excellent	64-75	39-45
B	Very Good	53-63	32-38
C	Good	42-52	25-31
D	Fair	30-41	18-24
E	Weak	19-29	12-17
F	Very Weak	0-18	0-11

Appendix 5: Oral Examinations SOLOM Matrix

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

Appendix 6: Oral Examinations Transcripts of Examinations with Comments

2011 : Sample 1 : Category: Very good

Conversation:

Scrúdaitheoir: Anois ..... bhí [redacted] go léir agam roimhe seo tusa an chéad bh....uachaill a tháinig isteach. Anois an bhfuil tú I do chónaí in aice láimhe nó cén áit a bhfuil tú i do chónaí?

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

Scrúdaitheoir: Ó sea

Dalta: Áit iontach álainn atá ann. Tá áthas mór orm go 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'athair is mo mháthair ..... Tá dhá dheartháir níos sine agus ..... níos óige.

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 sine .

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: Bhí an t-ádh leis:

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

Scrúdaitheoir: Agus cén sórt oibre é?

Dalta: Níl fhios agam really, just tá sé ag obair .... in ..... Ní raibh mé ag caint leis, faoi, mórán 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: Níl 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 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: Ach níl postanna in Éirinn, níl 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 bíonn 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 thart 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 áiseanna úra, níl fhios agam, níl mórán áiseanna thart anseo fá .....Beidh an Coláiste áis 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 lear mór 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 mórán 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, níl ach thart fá ..... ag obair ansin anois

Scrúdaitheoir: Cad tá ag tarlúint do na daoine sin?

Dalta: Níl fhios agam. Níl mórán postanna thart fán áit seo Postanna ..... níl fhios agam cá fhad a mhairfidh sé .

Ceart go leor agus an bhféachann tusa ar an teilifís?

Dalta: Ah ..... nuair a bhíonn am agam ón staidéar agus ón iascaireacht ..... ar an teilifís.

Scrúdaitheoir: Cén sórt cláracha is maith leat?

Dalta: Desperate Housewives. Is maith liom Desperate Housewives, Fosta bhí .....ar siúl cúpla mí ó shin ach tá sé críochnaithe anois bíonn suim mór 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 mbíonn?

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: Níl 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 níl fhios agam, bhí muid .... i ..... trí seachtainí 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 .....

Scrúdaitheoir: 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 .

Scrúdaitheoir: Ní imríonn tú galf nó aon rud mar sin?

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

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

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

Scrúdaitheoir: An bhfuil Galf chúrsa, machaire gailf?

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

Scrúdaitheoir: An íocann sé?

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

Scrúdaitheoir: An bhfuil sé go maith aige?

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

Scrúdaitheoir: 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, matamaitic fá choinne.....Bh'fhearr liomsa na h-ábhair mar ..... bím i gcónaí ag déanamh ..... fuair mé ..... ard sna ..... tá mé maith ag ..... fosta.

Scrúdaitheoir: An bhfuil mórán daoine ag déanamh ..... ?

Dalta: Tá ..... sa rang.

Scrúdaitheoir: Sea tarlaíonn sé sin. Níl tú ag déanamh .....an bhfuil?

Dalta: níl

Scrúdaitheoir: Níl. 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.

Src: An ea?

Dalta: Bíonn tú ag dul thart ar an leac oighear 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 .....

Scrúdaitheoir: An bhfanann sibh siar tar éis na scoile?

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

Scrúdaitheoir: An raibh Fraincís ar an liosta. An raibh béaltriail?

Dalta: Ní raibh . Tá dúil mhór agam sa Fhraincis. Tá mo chairde ag déanamh Fraincis, brú iontach mór acu leis, bhí siad ag déanamh Scrúdú Fraincise agus anois ag déanamh Scrúdú Gaelic.

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 sábháilt 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 mbíonn 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 coirnéal, 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 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 sine.

  .....

- Scrúdaitheoir: Agus cén sórt obair é ?

  Dalta : Níl fhios agam, really, just, tá sé ag obair istigh in oifig. Ní raibh mé ag caint leis, faoi, mórán, 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, níl fhios agam, níl 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 níl fhios agam cá fhad a mhairfidh sé.

Verbs in the Indicative mood: Very good and very accurate

- Níl fhios agam. Níl mórán postanna thart fán áit seo. Postanna páirtaimseartha níl fhios agam cá fhad a mhairfidh sé.
- Ní imríonn mé Galf tá ..... i gcónaí ag imirt Gailf agus tá mo ..... ag imirt gailf.
- Bíonn 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 níl 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, Adverbs.

  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 mór acu leis.
- thart fá sé ..... ó shin nuair a bhog sé sall ansin
- Beidh uaigneas mór orm ag fágáil na scoile seo

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

2011 : Sample 2 : Category Good

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 álainn is ea í tá cúpla áis ann mar shampla siopa grósaera, oifig an phoist, ... scoileanna, páirc álainn. Is aoibhinn liom m'áit dúchais mar a deir an seanfhocal "níl 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 míle atá idir ..... agus .....?

Dalta: Timpeall ..... míle.

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 éadaí ón scoil seo.

Scrúdaitheoir: Agus cá bhfuil siad ag dul ar scoil?

Dalta: Meánscoil is ea é.

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 ....., teanglann, leabharlann. Tá raon leathan ábhair againn agus tá seacht n-ábhar idir lámha agam, déanaim Gaeilge, Béarla, Gearmáinis, Matamaitic, Fisic, Ceimic agus Staidéar Gnó.

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

Dalta: Is breá liom Bitheolaíocht, oibríonn an múinteoir go hana-dian agus bíonn gach rud ana-shuimiúil. An ..... an Príomh Oide sa scoil agus tá meas ag daltaí agus múinteoirí uirthi.

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 bhriseann tú na rialacha bíonn na múinteoirí ar buile agus crosta.

Scrúdaitheoir: Sea cén pionós a?

Dalta: Scríobhann 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 ..... Taitníonn liom daoine agus tá mé ag obair go dian dícheallach chun na pointí a fháil.

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

Dalta: ..... áit álainn í, bhí mé i ..... cúpla ó shin agus bhí sé go hálainn. Is breá liom ag obair le daoine óga agus aosta . An samhradh seo chugainn beidh post agam in óstán agus beidh mé ag obair le daoine óga agus aosta. Beidh mé ag freastal ar na custaiméirí.

Scrúdaitheoir: Cá 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: Níl mar tá an Tíogar Ceilteach imithe agus níl na daoine atá dífhostaithe ag laghdú.. ach tá rialtas nua againn, tá comhrialtas againn idir Fine Gael agus Páirtí an Lucht Oibre . Tá Enda Kenny an Taoiseach nua agus tá tús maith déanta aige. 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 beidh sé ag teacht go dtí a áit dúchais.

Scrúdaitheoir: An 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: Níl mórán ama agam mar tá mé ag obair go dian 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 scíth ag snámh. Is breá liom ag siopadóireacht freisin. Is breá liom éadaí faiseanta. Is é ..... an siopa is fearr liom. Bíonn na praghsanna ana-ard agus níl mórán airgead agam ach beidh níos mó airgead agam tar éis an samhradh.

Scrúdaitheoir: Sea tar éis na hArdteiste. 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 mórán airgead agam. Níl mórán 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 bhíonn am le spáráil agat, nuair a théann tú amach le do chairde cá dtéann sibh?

Dalta: Téim go dtí na tithe tábhairne, bíonn craic agus spraoi ann ach ó mo thaobh féin deireann mo thuismitheoirí 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 chairde de dheasca na Scrúdaithe?

Dalta: Ní, Táimid ag staidéar go dian só níl mórán 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 bpointí, 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 faighte agatsa. Agus an mbeidh uaigneas ort nuair a rachaidh tú go dtí tír 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 ndéanfaidh tú cairde nua ann?

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 drugaí agus alcól. Cloistear scéalta scanrúla, daoine ar meisce agus dealraíonn sé go bhfuil drugaí níos flúirsí anois ná riamh agus

Scrúdaitheoir: An bhfuil fadhb le drugaí anseo i ..... an dóigh leat?

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

Scrúdaitheoir: Conas a tharla sé sin?

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

Scrúdaitheoir: Níl mórán postanna ann?

Dalta: Sea. Bíonn an drug squad gnóthach timpeall na háite.

Scrúdaitheoir: Sea tá sin go hainnis, cén fáth a dtógann daoine drugaí, toisc nach bhfuil aon rud 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 Níl 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 ábhair 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 ah m m 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 dícheallach chun na pointí a fháil.

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

  Dalta: ..... áit álainn í, bhí mé i ..... cúpla ó shin agus bhí sé go hálainn. Is breá liom ag obair le daoine óga agus aosta. An samhradh seo chugainn beidh post agam in óstán agus beidh mé ag obair le daoine óga agus aosta. Beidh mé ag freastal ar na custaiméirí.

- OK maith an cailín. An bhfuil aon caitheamh aimsire agat?

  Dalta: Níl mórán ama agam mar tá mé ag obair go dian 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 scíth ag snámh. Is breá liom ag siopadóireacht freisin. Is breá liom éadaí faiseanta. Is é ..... an siopa is fearr liom. Bíonn na praghsanna ana-ard agus níl 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 cá dtéann sibh?

  Dalta: Téim go dtí na tithe tábhairne, bíonn craic agus spraoi ann ach ó mo thaobh féin deireann mo thuismitheoirí déan é seo 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 níl siad ábalta déileáil leis an ngéarchéim mar gheall ar na drugaí agus alcól. Cloistear scéalta scanrúla daoine ar meisce agus dealraíonn sé go bhfuil drugaí 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 bíonn na múinteoirí ar buile agus crosta

- an bhliain seo chugainn tá sé ar m' intinn dul go dtí Coláiste i Sasana Ba mhaith liom a bheith i mo .....
- Níl mar tá an Tíogar Ceilteach imithe agus níl na daoine atá dífhostaithe ag laghdú ach tá rialtas nua againn, tá comhrialtas againn 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 múinteoir go hana-dian agus bíonn gach rud ana-shuimiúil
- 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'fhógair 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, Adverbs etc.: Overall grammatical accuracy was good in general but with some basic errors.

- Níl, níl aon duine eile ag teacht ó ..... chun 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”.

.....

2011 : Sample 3 : Category: Fair

Conversation: 2011

Scrúdaitheoir: ..... ar dtús cén aois tú?

Dalta: Tá mé ..... mbliana déag d’aois.

Scrúdaitheoir: Agus an raibh breithlá 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 dheartháir ach anois is arís bíonn muid ag troid an teilifís

Scrúdaitheoir: Cén fáth a mbíonn 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?

Dallta: Is fearr leis rugbaí.

Scrúdaitheoir: Só bíonn sé ag féachaint ar an sacar agus ar an rugbaí ar an teilifís. An bhfuil suim ag d'athair sa spóirt?

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, bhí an obair, tá mé ag obair i bunscoil.

Scrúdaitheoir: Taithí 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 scríobh mé litir don ríomhaire.

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 aoisghrúpa 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 mhúinteoir nuair a bheidh tú críochnaithe 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 mhaith 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. Cé mhéad bliain a chaithfidh tú sa choláiste i .....?

Dalta: m m m

Scrúdaitheoir: Cé mhéad bliain a bheidh tú ann ag déanamh an chúrsa?

Dalta: ah bliain dó.

Scrúdaitheoir: OK dhá 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 chuaigh mé go dtí an ceolchoirm

Scrúdaitheoir: Cá raibh tú?

Dalta: Sa RDS cheannaigh mé mo ticéad ar an idirlíon .Bhí sé caoga Euro. Bhí an ceolchoirm go hiontach. Bhí an atmaisféar leictreach agus bhí an aimsir go hálainn.

Scrúdaitheoir: Cad é an t-amhrán is fearr leat ó .....?

Dalta: Is fearr liom ah ah ah ...

Scrúdaitheoir: Agus an bhfuil dlúthdhioscaí agat?

Dalta: Sea

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

Dalta: Ah ah níl aon Ipod agam.

Scrúdaitheoir: Agus an seinneann tú ceol?

Dalta: Ní seinneann tú ceol.

Scrúdaitheoir: 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...

Scrúdaitheoir: 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 ithfidh muid bia blasta mar shampla pasta agus gach oíche rachaidh muid go dtí an club oíche.

Scrúdaitheoir: Ok agus beidh ana-chraic 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 líon na seilfeanna agus scuab mé an t-urlár. Taitin mé an obair mar bhí na daoine cairdiúil.

Scrúdaitheoir: 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

Scrúdaitheoir : Is leor sin go raibh míle 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 was able to 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 ainm do mo deartháir, tá sé trí bliana déag d'aois, tá sé i
- meánscoil ..... Réitím go maith le mo dheartháir ach anois is arís bíonn muid ag troid an teilifís
- 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 ithfidh muid bia blasta mar shampla pasta agus gach oíche rachaidh muid go dtí an club oíche.

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 cóisir 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 teilifís ach is aoibhinn liom ceol. Is maith liom gach saghas 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 ceolchoirm
- cheannaigh mé mo ticéad ar an idirlíon. Bhí sé caoga Euro. Bhí an ceolchoirm go hiontach. Bhí an atmaisféar leictreach agus bhí an aimsir go h-álainn

Overall grammatical accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adverbs 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 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.
- Ah níl aon post 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 líon 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

Scrúdaitheoir: Cén aois tusa .....?

Dalta: Tá mé ..... mbliana déag .

Scrúdaitheoir: Agus cad é do dháta breithe?

Dalta: Rugadh mé ar an ochtú lá déag de mí Aibreán.

Scrúdaitheoir: So beidh do bhreithlá agat go luath.

Dalta: An seachtain seo chugainn.

Scrúdaitheoir: An mbeidh aon rud deas á dhéanamh agat?

Dalta: Beidh an cóisir mór agam i mo teac eh 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.

Scrúdaitheoir: MM ceart go leor agus cá bhfuil cónaí ort?

Dalta: Tá mé mo cónaí bruach baile ..... in aice leis an scoil.

Scrúdaitheoir: 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 bhí ahh ah go dtí banaltra.

Scrúdaitheoir: Sea Tú féin is tusa an leanbh. An duine is óige sa chlann.

Dalta: Sea

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 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'itheamar na ah ah m m m ah agus siúl mé abhaile agus ah 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 cailíní 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: Imrím galf agus cispheil 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 m imrím ..... ar an foireann sa scoil ah m ah ach imrím amach an scoil leis mo .....

Scrúdaitheoir: Cén áit?

Dalta: Ar club

Scrúdaitheoir: Cad eile? an cispheil? An bhfuil sibh go maith?

Dalta: Níl 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 scoil siúl mé abhaile agus d'ith mé mo dhinnéir agus rinne mé m'obair bhaile d'fhéach mé an teilifís 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 míle nó?

Dalta: Níl , 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 ah ceart go leor tá a lán siopaí éadaí is maith liom na héadaí faisean.

Scrúdaitheoir: Cad a dhéanfaidh tú an samhradh seo chugainn?

Dalta: An samhradh seo chugainn. Ah ah rachaidh mé go dtí eh eh eh an cóisir mo cara agus ithfidh 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 míle 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 sponeity. 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 síul 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 síul mé ah m m

  .....

- 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: Agus an ndéanann tusa aon spóirt?

  Dalta: Imrím galf agus cispheil agus bíonn 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 mór agam i mo teach eh 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 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 bíonn 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 mhí 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, Adverbs 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 tíreolaíocht 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

.....

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 aclaíocht 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 fhaigheann siad deis.

Tá seachtain na sláinte ag druid le gcríoch, fógraíonn an príomhoide thar an córas méadaithe go bhfuil sí fíorbhuíoch 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 méadaithe go mbeidh seachtain na sláinte ag tosú sa scoil
- fógraíonn an príomhoide thar an córas méadaithe go bhfuil sí fíorbhuíoch 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 méadaithe go mbeidh
- Déarfainn go mbeidh cosc ar burgéirí agus sceallóga
- fógraíonn an príomhoide thar an coras méadaithe go bhfuil sí fíorbhuíoch 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: Use of 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, adverbs 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 mór 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 Ábhar Samplach 1 Aicme 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 agus ní bhfuair mé an deis go fóill.

Scrúdaitheoir: Inis dom faoi .....

Dalta: Daoine deasa iad, tá mo comharsan an-cabhrach, ba ..... é mo comharsan réitím go maith leis, is duine deas é eh ah imrím spóirt tá an club áitiúil suite in aice láimhe,

Scrúdaitheoir: An bhfuil na háiseanna go maith sa chlub?

Dalta: Tá. Is club fíor beag muid ach faoi láthair tá mé ag imirt leis an foireann sinsearach, tá mé i roinn a ..... agus tá ag éirí 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 má fhaigheann mé deich nóiméad ag an deire beidh mé an –sásta.

Scrúdaitheoir: An mbíonn sibh ag traenáil go minic?

Dalta: Dhá uair sa seachtain, agus gach dara Domhnach bíonn cluiche agam.

Scrúdaitheoir: An bhfuil am agat anois don traenáil?

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

Scrúdaitheoir: An mbíonn 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 bhliain déarfainn go bhfuil siad cineál níos laige ná mar a bhí cheana, níl 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, níl an caighdeán, tá na peileadóirí tá na scileanna acu ach níl an caighdeán acu.

Scrúdaitheoir: An é ról na mbainisteoirí cluichí a bhuachaint?

Dalta: Cinnte bíonn 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 ido 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 mbíonn 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: Níl aon saol sóisialta acu :

Dalta: Níl is beag saol sóisialta a bhíonn acu.

Scrúdaitheoir: An bhfuil béim ar alcól sa chlub agaibhse, an bhfuil beár 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'fhoghlaim mé le mo chara atá ag imirt le .....is saol proifisiúnta bíonn siad ag traenáil cúig uair cosúil leis na peileadóirí i Sasana agus é sin san iarnóin agus bíonn orthu dul ag obair san oíche, tá an saol crua, níl an airgead ag chuile tír chuile chontae sa tír.

Scrúdaitheoir: Ach tá an t-airgead ag Baile Átha Cliath.

Dalta: Sea Baile Átha Cliath agus b'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 buntáistí acu ach ní aontaím leis sin.

Scrúdaitheoir: Sea an imríonn tú aon spórt eile?

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

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

Dalta: Sea is breá liom ag féachaint ar Rugbaí dá like eh leanaim an sacar is minic a deirim le m'athair cuireann foireann rugbaí i bhfad níos mó bród agus paisean isteach sa cluiche, bíonn 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 faoin 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-ádh leo má chailleann Leinster cúig pointe ach d'éirigh leo dul go am breise.

Scrúdaitheoir: An bhfuil Sky Sport agaibh sa bhaile?

Dalta: Tá.

Scrúdaitheoir: Tá sin costasach nach bhfuil?

Dalta: Tá ní íocann mise é d'íoc m'athair é ach tá craoladh Sky Sport go h-iontach, fiú an galf, an peil, an rugbaí gach spórt.

Scrúdaitheoir: Cad é an foireann sacar is fearr leat?

Dalta: Leanann mé .....D'fhéach mé ar an cluiche, an cluiche is fearr a d'imir siad i mbliana ach níor éirigh leo tá an scór an rud is tábhachtach

Scrúdaitheoir: An bhfuil difríochtaí idir imreoirí sacair agus imreoirí Gaelacha nó iománaíochta?

Dalta: Tá siad i bhfad níos cairdiúla na peileadóirí Gaelacha, ní fhaigheann siad airgead, téann siad ag obair tá scileanna do-chreidte acu.

Scrúdaitheoir: An bhfuil an iomarca airgead sa sacar?

Dalta: Cinnte an iomarca airgead deireann go leor daoine tá an airgead tar éis teacht isteach sa sacar mar gheall ar an caighdeán peil atá ag imirt, sílim caithfidh tú airgead mhaith a íoc leo ach tá sé ró daor

Scrúdaitheoir: An dtéann tú sall go Sasana ag féachaint?

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

Scrúdaitheoir: Cá raibh tú ag fanacht?

Dalta: Tá mé in óstán galánta i lár na cathrach,

Scrúdaitheoir: Chuala go mbíonn 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: Bíonn a lán paisean sa peil Gaelach, bíonn na daoine cairdiúil le chéile, agus ní bhíonn siad ag argóint mar a bhíonn na daoine i Sasana, difríocht mór é sin.

Scrúdaitheoir: An imríonn 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 háiseanna 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: Bíonn ranganna spóirt againn, dhá tréimhse chomh maith leis sin

Scrúdaitheoir: An bhfuil spórt do chailíní?

Dalta: Tá nuair a théann siad ..... go dtí an ..... bíonn ..... acu 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 imríonn 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, cosúil leis an scoil seo agus beidh mé in ann sníomh isteach go deas ann, beidh ranganna beaga ann agus sin go maith.

Scrúdaitheoir: Cé mhéad pointí a theastaíonn uait?

Dalta: Ceathar céad caoga.

Scrúdaitheoir: Cad a cheapann tú faoi chóras na bpointí?

Dalta: Sílim go bhfuil sé féaráilte 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 bliain a sé.

Scrúdaitheoir: Cén fáth an dlí ?

Dalta: Ó bhí mé I mo lad óg bhí spéis agam i gcónaí a bheith I mo ....., níl an airgead ann faraor, bhí mé ag labhairt le mo gairmtreoraí 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 dhlíodóirí 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 dlí. Cosúil le aon phost beidh sé an-deacair.

Scrúdaitheoir: Cén 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 líofa sa Béarla ach domsa tá Gaeilge líofa domsa agus múinteoir an-mhaith do daoine a bhfuil Gaeilge líofa acu cabhraíonn 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: Cén fáth nach ndeachaigh tú sa mheánscoil?

Dalta: Sa mheánscoil ní raibh an deis sin dul

Scrúdaitheoir: Ró-chostasach 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 ábhar ann bhí muid críochnaithe an cúrsa timpeall mí Eanáir agus bhí a lán dul siar i gceist agus seachas na sraith pictiúir tá sé go maith

Scrúdaitheoir: An mbíonn 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 bíonn Gaeilge líofa 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 thuismitheoirí ar TG4?

Dalta: Má bhíonn 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 polaiteoirí na tíre 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, chabhródh 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 ortsa?

  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 chlub?

  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 bpointí?

  Dalta: Sílim go bhfuil sé féaráilte 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 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.

- Chuaigh mé an bhliain seo caite le mo chara, cluiche ...., chaill siad ar an lá ach bhain mé taitneamh 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 this conversation, sometimes accurate and sometimes inaccurate.

- déarfainn go bhfuil..... deireann sé go mbíonn cuid mhór
- 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 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 buntáiste sin ansin i gcónaí...
- Rachainn go DCU agus dhéanfainn dlí
- an Ghaeilge a fhoghlaim, chabhródh sé sin

Overall Grammatical Accuracy in relation to Nouns, Pronouns, Prepositional Pronouns, Prepositions, Adverbs 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.

.....

2015 Sample 2 Category: Good

Scéal: Lá ag cluiche Rugbaí i Stade De France.

Dé hAoine bhí Seán Pól agus Liam ag caint i gceaintín na scoile faoi cluiche idirnáisiúnta rugbaí a bheidh ar siúl i bPáras Dé Sathairn ah ah bhí 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-chreidte an Arc De Triomphe . Cheannaigh Seán liathróid rugbaí i siopa spóirt freisin.

Chuaigh siad go dtí an Stade De France. Bhí an áit plódaithe le daoine ach bhí díomá an domhain ar na daoine ar na buachaillí mar an Fhrainc 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 pictures.

- 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 rófhada ..... 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, Adverbs 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 expression.

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

Sample 2 Category: Good

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 dheartháir ....., 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? Bíonn 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 seomraí atá sa teach?

Dalta: Sé. Thíos staighre tá ....., seomra suí ..... agus seomra folctha agus thuas staighre trí seomra leapa agus seomra folctha eile.

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

Dalta: Tá .

Scrúdaitheoir: Agus cad tá ag fás sa ghairdín? Cén sórt rudaí 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 go maith imo 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. Níl aon phost páirtaimseartha agat an bhfuil?

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

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

Dalta: Glanaim na seomraí, 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?

Dalta: Uaireanta. Tá trí bialann san ionad siopadóireacht, Burger King, ... agus Subway.

Scrúdaitheoir: Cén ceann is fearr leat?

Dalta: Subway.

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 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 i mí Iúil.

Scrúdaitheoir: Agus cé mhéad a chosnaíonn an ticéad?

Dalta: Seachtó Euro.

Scrúdaitheoir: Agus tá tú ag dul. An féidir leat an giotár a sheinm?

Dalta: Ah hm níl.

Scrúdaitheoir: An mbíonn 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, Níl aon Twitter,

Scrúdaitheoir: An dtéann tú ar Facebook go minic?

Dalta: Anois is arís téim ar an idirlíon, úsáidim Google chun an eolas a fháil isteach.

Scrúdaitheoir: Cé mhéad cairde atá agat ar Facebook?

Dalta: Níl 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 teilifís gach lá?

Dalta: Féachaim ar an teilifís go minic, tugann sé sos 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: Bíonn 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 bhí mé ag lán cailíní.

Scrúdaitheoir: An mbíonn na cailíní ag pleidhcíocht sna ranganna?

Dalta: Tá uaireanta. Roinnt de na daoine.

Scrúdaitheoir: Ach bíonn níos mó acu ag pleidhcíocht i scoil buachaillí. Bíonn na buachaillí ag pleidhcíocht?

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 daichead 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. Gheobhaidh 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 seomraí, ním na 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 don corp.

  .....

- Scrúdaitheoir: An dtéann tú ar Facebook go minic?

  Dalta: Anois is arís téim ar an idirlíon, úsáidim Google chun an eolas a fháil isteach.

- Scrúdaitheoir: Cé mhéad cairde atá agat ar Facebook?

  Dalta: Níl 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: 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.

  .....

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 pleidhcíocht /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, Adverbs etc.: Overall grammatical accuracy is good but inaccuracies can be detected frequently.

- Tá ..... i mo chlann. Is mise an páiste is sine. Tá deartháir amháin agam agus tá deirfiúr amháin agam. Mo dheartháir ....., tá sé ..... mbliana d'aois agus mo dheirfiúr ..... tá sí sé bliana d'aois. Réitím go maith leo. Roinnim 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

  .....

2015 Sample 3 Category: Fair

Scéal: Robáil Bainc

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

Sa pictiúr a dó ceannaíonn siad dá 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 chuaigh 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) Maidir le pictiúr a ceathair cá bhfuil eh ah eh 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
- níl a lán airgead agam .... chuaigh 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, Adverbs,

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

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

Sample 3 Category: Fair

Conversation 2015

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

Dalta: Tá ..... i mo chlann, ... agus ..... is ainm do mo deirfiúracha. .... agus ... is ainm do mo deartháireacha ..... is ainm do mo mháthair agus ..... is ainm do mo athair. Is í .... an duine is sine sa clann, is ..... [redacted] 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 í 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 ana-suim aige sa saol sacar. Tá sé ag freastal ar scoil speisialta .... ach tá mo deartháir eile anois tinn. Chuaigh sé síos 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 dhearthár.

Scrúdaitheoir: Ana-mhaith, ana-mhaith sin go h-iontach 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 snámh gach oíche, agus eh hm is maith liom ag imirt cispheil agus ag rith, smaoineamh mé ar i rith ah eh ah h i rith an samhraidh bíonn muid ag imirt cispheil agus peil Gaelach sa club

Scrúdaitheoir: Club spóirt áitiúil agus an imríonn tú le foireann na scoile?

Dalta: Níl

Scrúdaitheoir: Sea níl an t-am agat agus an bhfuil do fhoireann peile go maith, do fhoireann áitiúil? 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 níl. Níl sé ag imirt na páircí.

Scrúdaitheoir: Ní imríonn sé i bPáirc an Chrócaigh. Maith thú féin agus cén áit a dtéann tú ag snámh?

Dalta: Hm ah bhuel hm ah hm tá mé le snámh 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 lán 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 mór ..... 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 chonaic mé scannán .. agus is scannán rómánsúil é agus scannán greannmhar é.

Scrúdaitheoir: Cé 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 smaoinigh mé an éasca eh ah ach tá .... is múinteoir ..... í agus cabhraíonn 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 lámha agat?

Dalta: Ah hm tá ah hm déanaim Béarla Mata Fraincis Tíos Bitheolaíocht 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 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 banaltra 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 sea agus an ndéanfaidh tú taithí oibre?

Dalta: Ah ah ah

Scrúdaitheoir: An mbeidh tú ag obair in ospidéil?

Dalta: Níl ach cabhraigh mé mo ..... nuair a bhíonn sí tinn agus cabhraigh mé mo ..... anois mar is maith liom an obair tá an banaltra 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, smaoinigh mé ah ah tá an obair ah iontach.

Scrúdaitheoir: Maith thú fhéin ana-shuimiúil 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 níl an a lán banaltra 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 míle 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 dhearthair.

  .....

- Scrúdaitheoir: Ana-mhaith, ana-mhaith sin go h-iontach 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 snámh gach oíche, agus eh hm is maith liom ag imirt cishpheil agus ag rith, smaoineamh mé ar i rith ah eh ah h i rith an Samhraidh bíonn 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 sibh aon rud?

  Dalta: Hm hm níor bhuaigh.

  .....

  - Scrúdaitheoir: Agus cén áit a imríonn tú ar an bpáirc? Ann 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 níl.níl sé ag imirt na páircí.

  .....

  - 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 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..... cabhraíonn 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, Adverbs: 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.

.....

.....

2015 : Sample 4 : Category: Weak

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 chistin ah ah hm hm hm ah

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

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

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

I pictiúr a sé Pádraig san Ospidéal Pádraig ah 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.

Sample 4 : Category: Weak

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 cistin 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 mórán 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 mórán rudaí ann do dhaoine óga? an bhfuil mórán 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 chlann i pictiúrlann,

Scrúdaitheoir: Ní maith liom scannán mar sin bíonn eagla orm an raibh eagla ort?

Dalta: Sea bhí ha ha is maith liom horror.

Scrúdaitheoir: Ní maith liomsa scannán 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 ebliana.

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: Níl

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: Níl.

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 mbíonn 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: Cé 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 bhíonn tú ag obair?

Dalta: Naoi

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

Dalta: Sea Sea hm hm

Scrúdaitheoir: Ar an Satharn agus ar an Domhnach? Agus an bhfuil aon chaitheamh aimsire agat? Cad a dhéanann tú I do am saor? An maith leat ag léamh nó 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 ceolchoirm 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 tsamhraidh?

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 mór

Scrúdaitheoir: ana-mhaith ana-mhaith an raibh tú ann le do chlann?

Dalta: Eh ah sea eh ah

Scrúdaitheoir: ana-mhaith 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-mhaith 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 críochnaithe.

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 folctha agus seomra ah agus bia

  .....

- Scrúdaitheoir: OK agus an bhfuil móran áiseanna ido áit chónaithe?

  Dalta: Gabh mo leithscéal.

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

  Dalta: Sea ah ah hm ah

  .....

- Scrúdaitheoir: An bhfuil pictiúrlann san áit?

Dalta: Sea an .....

.....

- Scrúdaitheoir: Ní maith liomsa scannán uafáis nó horror mar sin, cad iad na hábhair scoile atá á dhéanamh agat? Cé mhéad ábhar?

  Dalta: Hm Hm Hm ah Mata, Béarla, Gaeilge, Stair, Tíreolaíocht agus E E a bliana

- Scrúdaitheoir: Agus cén ceann is fearr leat ? Cén ceann is maith leat?

- Dalta: Is maith liom an Béarla, ní maith liom an mata

.....

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 Chathaoirligh, a mholtóirí, a lucht an fhreasúra, a lucht éisteachta agus a chairde. Fearaim fáilte mhór romhaibh anseo inniu. Is mise …….. agus tá mé fhéin agus mo fhoireann go h-uile is go hiomlán i bhfabhar an rúin seo – "is deacair a bheith dóchasach as an todhchaí in Éirinn". I dtús báire, déanfaidh mé sainmhíniú ar an rún agus ina dhiaidh sin labhróidh mé libh faoin chúrsaí eacnamaíochta in Éirinn i láthair na huaire, faoi imirce agus ar deireadh, faoi cheannaireacht na tíre. Táim lán-chinnte, nuair a bheidh mo chuid pointí cloiste agaibh go n-aontóidh sibh liom.

"Is deacair a bheith dóchasach as an todhchaí in Éirinn". Is í an aimsir láithreach atá dhá 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 aidiacht 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 rudaí maithe i ndán dóibh. Sin agaibh é a dhaoine uaisle, an rún atá amach os ár gcomhair inniu. An bhfuil sé deacair creideamh go bhfuil rudaí maithe i ndán dúinn mar náisiúin? Níl aon cheist faoi ach go bhfuil.

Ó thosaigh an géarchéim eacnamaíochta domhanda i 2008, dúradh le muintir na hÉireann nach raibh an scéal go dona. Dúradh linn nárbh fhada go mbeadh cúrsaí ar ais ina gceart. Ach mar a deir an sean-fhocal, "ní féidir dubh a chur ina gheal, ach seal", agus is cosúil go raibh cúrsaí níos measa nár cheap muid. Fágadh muid i gcruachás ceart. Tá cúrsaí eacnamaíochta na tíre seo ina gcíor tuathail. Tá na milliúin le ais-íoc againn, tá fiacha ollmhór orainn mar thír agus tá sé soiléir go mbeidh ciorruithe dhá dhéanamh ar chuile bhuiséad náisiúnta ó seo go 2030. Is cosúil go bhfuil fiche bliain crua os ár gcomhair. Is cosúil go n-íslófar caighdeán ár saoil, go gcaithfidh muid gearradh siar ar an méid airgead a chaitheann muid. Is cosúil nach bhfuil feabhas ar bith ag teacht ar chúrsaí go luath. Cén ionadh go bhfuil sé deacair a bheith dóchasach faoin todhchaí? Na milliúin daoine dífhostaithe, an mílte daoine dhá bplúchadh ag morgáistí ollmhóra agus na céadta daoine gan dídean? Níl aon dóchas le fáil i bhfíricí cás na h-Éireann. Tá muid sáinnithe i bpoll, agus ní fheicimse éinne ag teacht i gcabhair orainn.

Mar thoradh ar an eacnamaíocht dona atá againn, tá na milliúin daoine óga ag dul ar imirce. Imíonn 500 duine ón tír seo, go fadtéarmach, gach seachtain 500? A dhaoine uaisle, ní chaithfidh mé cur i gcuimhne díobh nach bhfuil ach ceithre milliúin duine ina gcónaí ar an oileán seo. Samhlaigh go n-imíonn 0.05% de saoránaigh na tíre gach mí? A leithéid de staitistic. Cuireann sé díomá uafásach orm. Samhlaigh an briseadh croí an uafáis, an brón, an uaigneas. B'fhéidir go gceapann lucht an fhreasúra nach bhfuil an domhain chomh mór sin níos mó, le teicneolaíocht nua agus eitleáin. Ach ní aontaímse leo. Cuimhnigh oraibh fhéin ar feadh soicind. Smaoinigh ar do mhac, d'iníon, do chara, do leannán. 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? Ní cheapaim é. Níl dóchas ar bith le fáil againn i leapacha folamh, ciúnas duairc agus uaigneas a fhágann an imirce seo againn.

Le bliain anuas, tá easpa muiníne againn mar náisiún in ár gceannairí polaitiúla. Cháin muid Brian Cowen, mhaslaigh muid é agus is mion minic linn a bheith ag fiodmhagadh faoi sna meáin. Níor thaispeáin muid trua ná taise dó cé nach air a bhí an mileán ach ar a chomhleacaí – Bertie Ahern! Chaith muid le Mícheál 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 míle maith agaibh as ucht bhur gcuid éisteachta agus anois agus sibh tar éis mo thaobh den scéal a chloisint, táim lán-chinnte go n-aontaíonn sibh 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, mórán measa, faoi thodhchaí na tíre, bhur gcuid éisteachta, one example of incorrect use was observed (an méid airgead) but this would not justify 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 fiodmhagadh 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?

Sample 2 Category: Good

Cearta Páistí

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 bhí an tír i ndrochstaid coimeádaithe faoi rún agus ba dheacair an rud é fianaise a fháil chun fulaingt na leanaí a thaispeáint. Bhí difríocht ollmhór idir Éire san am atá thart leis an Éire atá inniu ann. Ba bheag cearta daonna a bhí ag daoine fásta, gan bacaint le páistí. Bhí an-tionchar ag an Eaglais rialú na tíre agus toisc é sin bhí sé éasca an neamairt a raibh ar pháistí a choimeád faoi rún.

Tá eolas ag gach mac máthar anois faoi scannal ar Eaglais 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 hEaglaise. Níos measa fós, níor tharla faic ag an am chun é seo a stopadh. Fós faoi láthair tá sé beagnach dodhéanta pionós a chur ar na sagairt seo toisc easpa fianéise. Taispeánann na heachtraí mar seo cé chomh tábhachtach is a bhfuil cearta páistí sa lá atá inniu ann. Caithfimid infheistíocht a dhéanamh inár leanaí in ionad an gheilleagair ionas nach tarlóidh 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 choimeádfaidh an tír seo slán. Tá a fhios ag gach uile duine má tá oideachas faighte 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 i bhfeidhm i leith oideachais agus an córas sláinte, ach tá siad ag déanamh dearmad glan ar na leanaí atá faoi mhíbhuntáiste. Na leanaí nach raibh faic acu ar an chéad dul síos! Tá cearta ag gach leanbh ó cheann ceann na tíre. Seo saol sláintiúil a bheith acu agus ardchaighdeán maireachtála a bheith acu. Ach ní mar a shíltear a bhítear. In áiteanna faoi mhíbhuntáiste, bíonn deacracht ag na páistí seo fiú oideachas a fháil, go háirithe toisc fadhbanna frithshóisialta. Níos minice ná a mhalairt bíonn fadhbanna clainne i gceist agus toisc na deachtrachtaí seo eaScrúdaitheoiraíonn fadhbanna drugaí, alcól agus fadhbanna sláinte.

Tá freagracht ag an rialtas cinntiú nach tarlóidh an leithead. Ba cheart dóibh pionóis níos déine a chur i bhfeidhm i leith cosaint leanaí. Faoi láthair toisc róphlódú na príosúin is deacair an rud é tréimhse a gearradh ar na coirpigh seo. Is rud náireach é seo. Mura tiocfaidh pionós níos déine i bhfeidhm ní bheidh deireadh riamh leis go deo!

Tá neamairt déanta freisin i leith cearta páistí i slí eile. Níl ár córas sláinte thar mholadh beirte. Is tír saibhir í Éire, ach conas mar sin go bhfuil córas sláinte tríú domhanda againn? Chomh maith leis sin tá an scéal ag dul in olcas. Níl aon chóras sláinte againn don meabhairghalar. Tá ardú suantasach tagtha i ráta féinmharú i measc daoine óga. Tá cearta acu saol breá athaiseach a bheith acu. Má tá aon sort fadhb acu ba cheart go mbeadh siad abálta cabhair a fháil. An fadhb is mó a baineann le seo ná easpa aiseanna do mheabhairghalair.

Ní féidir liom cur síos cé chomh tábhachtach is atá sé cearta páistí a choimeád in aigne na ndaoine.

Tá freagrachtacht againn i leith ár leanaí. Tá ceart acu oideachas don scoth a fháil. Córas sláinte cheart a bheith againn agus níos mó ná aon rud eile a bheith saor ó fadhbanna na tíre seo. Caithfimid dul i ngleic leis na fadhbanna seo sula mbeidh sé ródhéanach. Baithear an cabhair in am an ghráitéar agus caithfidh an Rialtas obair an son seo. Is fíor an seanfhocal Mol an óige agus tiocfaidh sí agus is fíor an rud é Mura

bhfuil sochaí cheart againn, rachaidh siad ar an bóthair d'aimhleasa. Ionas go mbeidh meas ag an aos óg ar dhaoine sa todhchaí, caithfimid meas a thaispean 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 cosaint leanaí 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 Caitliceach.

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 príosúin).

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 Eaglais rialú na tíre.

Sample 3 Category: Fair

An caidreamh sóisialta in aois an idirlín

Tá an caidreamh sóisialta maith in aois an idirlín. Tá a lán suíomhanna gréasáin cosúil le Google, Youtube agus MSN. Tá suíomhanna gréasáin sóisialta mar shampla Facebook agus Twitter. Is breá liom an idirlín agus is breá le mo thuismitheoirí agus mo chairde an idirlín. Is maith liom an idirlín mar tá raon na rudaí a dhéanamh. Tá mé ábalta ag caint le mo chairde ar Facebook nó féach físeán ar Youtube.

Rud éigin difriúil, tá mé ábalta faigh eolas ar suíomhanna cosúil le Google. Tá sé an-cabhrach nuair atá tú ag déanamh d'obair bhaile nó ag staidéar. Úsáideann daoine óga agus daoine fásta suíomh Google. Faigheann tú eolas faoi tíortha eile, scannán, Éireann, teangacha eile agus a lán topaicí eile. Tá a lán daoine ar Facebook. Daoine óga, daoine fásta agus daoine cáiliúla. Ar mo leathanach Facebook, tá griangraif agus eolais fúm. Tá mé ábalta ag caint, le mo chairde ar an 'chat' agus ag caint lena daoine sa scoileanna difriúla

le linn an laethanta saoire. Chuirinn grianghraif den mo laethanta agus feicim pictiúirí don daoine eile ar do laethanta. Tá mé ar Facebook gach oíche. Tá a lán déagóirí ag imirt cluiche ar Facebook mar shampla Farmville. Ach uaireanta, ceapaim go bhfuil Facebook dainséarach. Tá fadhb mhór don pidophilíocht agus cyber-bullaíocht. Tá a lán scéalta bronnach faoi déagóirí agus cyber-bullaíocht.

Suíomh freisin Twitter. Tá lán daoine cáiliúla ar Twitter. Ni leathan Twitter agam mar níl a lán ama agam an bhliain seo. Níl a lán eolais agam faoi Twitter. B'fhéidir an bhliain seo chugainn.

Ar an idirlín, tá mé ábalta féach ar scannáin agus clár teilifíse. Nuair a tá mé tinn, tá sé an-cabhrach. Is breá liom ag féachaint ar gclár teilifíse cosúil le '90210' agus 'Pretty Little Liars' agus tá mé ábalta ag caint le mo chairde faoin gclárach. Cúpal cláracha a sheoladh i Meiriceá roimh in Éirinn agus féach mé ar na idirlín agus lán scannáin.

Sa deireadh seachtaine nó i rith na seachtaine, is maith liom féach ar Youtube. Tá a lán físeáin greannmhara agus físeáin ceol. Tá an lán fiséain cailúla mar shampla "Charlie bit my finger". Sa lá atá inniu ann, tá an idirlín an-úsáideach don déagóirí, daoine fásta agus seandaoine. Faigheann tú siamsaíocht agus eolais ar an idirlín. Is breá liom mo ríomhaire agus tá an idirlín ar mo fón póca. Nuair atá mé amach as teach ó níl mé in aice le mó ríomhaire, tá mé ábalta feic mo Facebook,srl. Tá an caidreamh sóisialta maith 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 – físeáin ceol.

Spelling accuracy: Fair: In general the spelling accuracy was fair. A good number of incorrect spellings were observed – pidophilíocht; fiséain cailúla; cúpal cláracha; bullaíocht; bronnach; pictiúirí; griangraif etc.

Correct use of Irish syntax: Fair: 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 todhchaí 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 todhchaí in Éirinn". Is fíor na focail iad tá an tír seo i dtro stad agus ní fheiceann na todhchaí 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 taighte. Tá an ainmhí fuail flathuil imithe ar an bóthair anios agus nil ios ag an duine an tiocfaidh 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 se le feiceáil go mór. Ní d'fhoghlaim go bhfuail aon duine dóchasach do na todhchaí de bhearr nach bhfuil aon seans go mbeadh an cúlú eacnamaíocht thart i cupla bliain.

Tá sé fíor deacair a bheith dóchasach as an todhchaí in Eirinn de bhearr an meid duine ata ag dul ar an bad ban go dtí tír ina bhfuil duine ag lorg fosteoir i gcomhair an fualuntais oibre ata le fáil ann. Deiretear go bhfoill 1000 duine gach seachtain ag dul ar imirce duine go bhfuil céimeanna acu san innealtoireacht, muinteoiri, aillraí, go leir ag fágáil a tír ducasach i gcomhair oibre in aon pairt don domhain. Is i an Astrail, Meiricea, agus Ceanada na príomh aiteanan ata duine ag dul gach seachtaine, cen saghas todhchaí ata ag Éirinn? Tá beagnach gach uile duine ata ag dul go dtí an coláiste anios ag dul ar imircaigh i gcuig bliain. Beag na duine oige suite go leir thall i Meiricea agus ní mbeadh an tir seo ro-deas ina gcoir.

An fadhb is coitianta timpeail an tir ar fad na coiriúlacht ta ardu taighta ar anios de bhearr an méid sin duine a caithfidh goid de bhearr nach bhfuil aon phoist acu agus ta siad gan dideain. 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 tir a beadh ann ansin agus ni beadh aon duine sásta fanacht

anseo. Caithfidh gach duine a bheith eaglach faoin coiriulacht anios ach smaoineadh i deich bliain nó nios lu beag se dardaithe agus beag duine ro-scanraithe dul amach le €100 in poca meas bhfuil mbaol mór an gur goidtear é. Cen saghas 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 eacnamaíocht. Ní teann seachtain ar aghaidh nuair a nach feictear scéal ar an nuacht bhí comhlacht eile ag dúnadh síos timpeall an tir. Tá na comhlachtaí ag dul go dtí aiteanna difriúil 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 mo agus nios mo comhlachaí ag ath lunnú. Cén saghas tír a beag anseo? Tír gan poisteanna, ardú ar coiriúlacht 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 nios mo agus nios mo bliain in aghaidh bliain. Ta na duine saibhir ag déanamh go maith le an cúlú eacnamaíocht. 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 thart.

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 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 fíorann ní beidh beag saol an ceann is a raibh se.

Tá mé cinnte go bhfuoul sibh go leir ag rath faoin am soe go bhfuil sibh ar son an ruin seo mar nil 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 eacnamaíocht; sa blianta ata thart; sna todhchaí etc.

Accurate use of the genitive case: Weak: The genitive case, when used, was generally inaccurate - an cúlú eacnamaíocht, 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 taighte, gan poisteanna, bliain in aighadh bliain, faoin am soe, ach smaoineadh i deich bliain, go bhfuoul 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 fíorann 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 'músclaíonn' na páistí ionas go mbeidh sí ábalta lón a réiteach dóibh agus fáil réidh. Réitíonn 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 táimid lán-chinnte dá mbeadh, go ndéanfadh sí a dícheall iad a thabhairt dóibh.

Téann siad go léir ag snámh le chéile agus deirtear nach mbíonn aon fhaitíos ar na gasúir mar go bhfuil siad "muiníneach aisti". Taispeánann sé seo an caidreamh láidir grámhar atá eatarthu. Líonann sé a croí le h-áthas agus le gliondar nuair a bhíonn sí ag triomú coirp na ngasúir 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 flúirseach sa scéal.

(iv) An t-atmaisféar i rith an scéil.

Cé go bhfuil an grá atá ag an bhean óga dá cuid páistí go flúirseach sa scéal, tá atmaisféar brónach uaigneach ann.

Níl aon mhuinín ag an bhean óg aisti féin. Nuair a bhíonn sí ag fuáil agus ag deisiú stocaí ar an trá deir sí nach raibh sí go maith aige sin ach an oiread le cócaireacht. Buaileann sé í corr uair go bhfuil sí ag éirí "díomhaoin" ach cuireann sí uaithi an smaoineamh sin. Bíonn sí a léamh an leabhar "The Co-operative Movement in Great Britain" le Beatrice Webb ach ní bhaineann sí aon taitneamh ná tairbhe as. Léann sí é mar go bhfuil "coinsias mhná óga iompaithe ar a leithéid.

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". Níl compánach ar bith aici seachas an bheirt 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; taispeánann 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.

Sample 2: Category Good

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 ná 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 paistí 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 sár mhaith. Leis seo, an conclúid atá ann ná caillltear cuid den chaidreamh leis an mbean óg mar gheall go bhfuil an fear sa bhaile agus caitheann siad a chuid ama leis na paistí. Bíonn an bhean óg cosúil leis an athar ansin, leadránach agus gan spraoi, an conclúid de seo ná caillltear cuid den chaidreamh idir na paistí 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 chaillltear, ar an doigh etc.

Sample 3: Category Fair

An Bhean Óg

(i) An caidreamh idir an bhean óg agus a páistí

Sa scéal 'An Bhean Óg' Faighimid léargas dona shaol uaigneach don cailín amháin sa tuath. Tá beirt páistí aici agus tá a fear céile ag obair sa cathair. Feiceann sí a fear céile sa deireadh seachtaine. I rith an seachtain, téann sí go dtí an trá lena pháistí. Níl sí ag imirt lena cailín nó buachaill. Tá sí ag léamh an leabhair 'The Co-operative Movement in Great Britain'. Níl an caidreamh go maith lena máthair agus a pháistí. Tá sí ina haonar gan aon chairde. Tá sé soiléir, is maith léi an pháistí ach níl a fhios againn cén fáth nach bhfuil sí ag imirt lean 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, foghlaímid gur téann a fear céile abhaile. Roimh an sin, níl sí ag caint lena gcomharsan nó a pháistí. Níl aon chairde 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; foghlaímid 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 leanaí de, 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 gnáthdaoine san daichidí. Ach tugtar leadunna dúinn, gurbh é a mhalairt ag an bhean óg maidir leis an scéal. Deirtear nach bhfuil spiorad dá laghad inti agus go deachaigh sí go dian na héadaigh a bhaint uirthi agus a leanaí. Léirítear go bhfuil fear leannta é a fear cheile agus gur maith leis a mbeadh si fein mar an gcéanna. Chuir sí tríocha leannta dó ce go bhfuil chuir 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. Caithfidh a chuir sciorta neat uirthi fein agus ní raibh sí abalta a chuir smaoidithe ar a aghaidh mar níor mhaith leis é agus tá sí dílis dó. Is cosúil go mhúch taom eadochasach a bhuail sí. Is cosúi freisin a toil fein i leataobh ag an bean og agus ndeannan 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 tríocha leannta dó ce go bhfuil chuir an obair a tuirseach uirthi; Caithfidh a chuir sciorta neat uirthi fein agus ní raibh sí abalta a chuir smaoidithe ar a aghaidh; Is cosúi freisin a toil fein i leataobh ag an bean og agus ndeannan sí de reir mar is maith leis a fear cheile etc.

Appendix 9: Written Examinations Template 2011 & 2015

Template Higher Level Paper 1 & 2		
School Number:	Student ID Number:	Male/Female
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	Weak 1	Fair 2	Good 3	Very good 4
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	**Weak 1**	**Fair 2**	**Good 3**	**Very good 4**
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...				
Reading Comprehension/ Level	**Weak 1**	**Fair 2**	**Good 3**	**Very good 4**
The student's understanding of the text, as evidenced in the answers to the questions, was...				
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....				
Literature/ Level	**Weak 1**	**Fair 2**	**Good 3**	**Very good 4**
The language quality in the literature answers reviewed (use of verbs, prepositions and nouns) was....				

Appendix 10: Pictures v General Conversation 2015

Pictures V General Conversation

	Picture Series 2015	General Conversation 2015
Understanding	**Understanding**	**Understanding**
Very Good	**53.96%**	**63.28%**
Good	**23.49%**	**18.59%**
Fair	**14.85%**	**11.78%**
Weak	**7.7%**	**6.36%**
Vocabulary	**Vocabulary**	**Vocabulary**
Very Good	**32.83%**	**39.60%**
Good	**25.66%**	**32.45%**
Fair	**28.89%**	**21.25%**
Weak	**12.60%**	**6.70%**
Phrases	**Phrases**	**Phrases**
Very Good	**11.88%**	**4.50%**
Good	**9.66%**	**10.39%**
Fair	**17.55%**	**16.40%**
Weak	**66.84%**	**68.71%**
Conditional Mood	**Conditional Mood**	**Conditional Mood**
Very Good	**0.61%**	**1.27%**
Good	**2.16%**	**2.42%**
Fair	**3.67%**	**6.47%**
Weak	**93.56%**	**89.64%**
Indirect Speech	**Indirect Speech**	**Indirect Speech**
Very Good	**9.32%**	**3.12%**
Good	**20.70%**	**11.09%**
Fair	**14.94%**	**16.51%**
Weak	**55.04%**	**69.28%**

- The results of the study show a weaker performance in the students' competence in the understanding of the events depicted in the picture series when measured against the understanding of questions in relation to the various topics discussed in the general conversation section. A number of 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.