PLÉCHÁIPÉIS

ag freagairt do Dhréachtsonraíochtaí Gaeilge na Sraithe Sinsearaí T1 agus T2 a foilsíodh do chomhairliúchán ag an gComhairle Náisiúnta Curaclaim agus Measúnachta ar an 23 Feabhra 2021

DISCUSSION DOCUMENT

responding to the Senior Cycle Draft Irish Specifications L1 and L2 published for consultation by the National Council for Curriculum and Assessment on 23 February 2021

Arna réiteach ag
Áine Hyland & Fíona Uí Uiginn
do Choiste Oideachais atá á chomhordú ag
Conradh na Gaeilge

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DEIREADH FÓMHAIR 2021

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1. Réamhrá

I mí Feabhra 2021 d'fhoilsigh an Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) dréachtsonraíochtaí curaclaim do Ghaeilge na hArdteistiméireachta. Fógraíodh tréimhse chomhairliúcháin go dtí deireadh mhí Lúnasa i dtosach agus cuireadh síneadh ama leis an tréimhse ama seo go deireadh mhí na Samhna tar éis brú ó gheallsealbhóirí éagsúla. Is é an **30 Samhain 2021** an spriocdháta don tréimhse chomhairliúcháin anois.

Tá Coiste Oideachais á chomhordú ag Conradh na Gaeilge, an cheanneagraíocht, maoinithe ag Foras na Gaeilge, a oibríonn ar son na Gaeilge agus ar son gach duine a bhaineann leas as an teanga ar fud oileán na hÉireann agus ar fud an domhain. Tá ionadaíocht ar an gCoiste Oideachais seo ag eagraíochtaí éagsúla a bhfuil cur chun cinn na Gaeilge sa chóras oideachais mar chuid den raon freagrachtaí atá orthu. I measc na n-eagraíochtaí seo tá:

- An Foras Pátrúnachta
- An Gréasán do Mhúinteoirí Gaeilge
- Aontas Daltaí Iar-bhunscoile na hÉireann
- Aontas na Mac Léinn in Éirinn
- CONCOS (Coiste Náisiúnta na gColáistí Samhraidh)
- Conradh na Gaeilge
- Gael Linn
- Gael Taca
- Gaeloideachas (eagraíocht náisiúnta ionadaíoch ar scoileanna lán-Ghaeilge agus Gaeltachta)
- Lárionad na Gaeilge, Ollscoil Mhá Nuad
- Ógras
- SEALBHÚ (Lárionad do thaighde ar theagasc agus ar fhoghlaim na Gaeilge DCU)
- Tuismitheoirí na Gaeltachta
- Údarás na Gaeltachta

Rinneadh go leor plé ag an gCoiste Oideachais ar na dréachtsonraíochtaí ó foilsíodh iad agus ag éirí as an bplé sin rinne Ard-Rúnaí an Chonartha, Julian de Spáinn, cur i láthair ar an 2 Meitheamh 2021 don Choiste Oireachtais, Coiste na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge, ag léiriú cuid den ábhar imní a tháinig chun cinn ag an gCoiste Oideachais.[1]

Mar chuid den chomhairliúchán atá ar bun ag an CNCM tá deis ag eagraíochtaí agus ag an bpobal aighneachtaí a chur faoina bhráid agus/nó freagairt trí shuirbhé ar líne. Toisc go bhfuil na dréachtsonraíochtaí deacair le léamh gan saineolas ar fhorbairt curaclaim agus ar théarmaíocht agus choincheapa na teangeolaíochta feidhmí, bheartaigh an Coiste Oideachais iarraidh ar bheirt saineolaithe plécháipéis a scríobh ag dhéanfadh anailís oideachasúil ar na príomhúdair imní atá tagtha chun cinn agus atá ag cothú conspóide agus imní i measc múinteoirí, scoláirí agus tuismitheoirí ó foilsíodh iad. Tá iarracht déanta sa phlécháipéis soiléiriú a thabhairt ar bhunús na n-údar imní sin agus ar ghníomhartha is gá don CNCM, don Roinn Oideachais (RO) agus do Choimisiún na Scrúduithe Stáit (CSS) a ghlacadh le dul i ngleic leis na nithe atá ag cothú na conspóide agus ag cur an chomhairliúcháin dá threoir.

[1] Oireachtas na hÉireann, *Comhchoiste na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge debate – 2 Meitheamh 2021*
https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhartha_na_gaeilge/2021-06-02/

1. Introduction

In February 2021 the National Council for Curriculum and Assessment (NCCA) published draft curriculum specifications for Leaving Certificate Irish. A consultation period until the end of August was initially given, and this was extended to the end of November following pressure from various stakeholders. The **30th of November 2021 is now** the deadline for the consultation period.

Conradh na Gaeilge is a lead organisation, funded by Foras na Gaeilge which works to promote the Irish language and advocates on behalf of all those who use the language throughout the island of Ireland and around the world. Conradh na Gaeilge co-ordinates an Education Committee which includes representatives from various organisations whose range of responsibilities includes the promotion of Irish in the education system. These organisations include:

- An Foras Pátrúnachta
- An Gréasán do Mhúinteoirí Gaeilge
- CONCOS (National Committee of Summer Colleges)
- Conradh na Gaeilge
- Gael Linn
- Gael Taca
- Gaeloideachas (national representative body for all-Irish and Gaeltacht schools)
- Irish Second-Level Students' Union
- Lárionad na Gaeilge, Maynooth University
- Ógras
- SEALBHÚ (DCU Centre for Research in the Teaching and Learning of Irish)
- Tuismitheoirí na Gaeltachta
- Údarás na Gaeltachta
- Union of Students in Ireland

The Education Committee has discussed in detail the draft specifications since their publication and, in the light of these discussions Julian de Spáinn, Ardrúnaí Chonradh na Gaeilge, gave a presentation on 2 June 2021 to the Oireachtas Committee on the Irish Language, Gaeltacht and the Irish-speaking Community, reflecting some of the concerns raised by the Education Committee.[2]

As part of the NCCA's consultation process, various organisations and the public in general have the opportunity to make submissions and / or respond via an online survey to the specifications. As the draft specifications are difficult to read without expertise in the area of curriculum development and an understanding of the terminology and concepts of applied linguistics, the Education Committee decided to ask two experts in the field to prepare a discussion paper giving an educational analysis of the main areas of concern which have emerged to date and which are creating controversy among teachers, students and parents since the publication of the draft specifications. This discussion document seeks to clarify the reasons for these concerns and the actions that the NCCA, the Department of Education (DE) and the State Examinations Commission (SEC) need to take in order to address the issues causing controversy, issues which are detracting from the consultation process.

[2]Oireachtas na hÉireann, *Joint Committee on the Irish Language, the Gaeltacht and the Irish Speaking Community debate – 2nd June 2021*
https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhairt_na_gaeilge/2021-06-02/

Táthar ag súil go gcabhróidh an t-eolas seo leo siúd ar mian leo freagairt do na dréachtsonraíochtaí tríd an suirbhé nó trí aighneacht a scríobh.

It is hoped that this information will assist those who wish to respond to the draft specifications by survey or by making a submission.

2. Cúlra

Ó bunaíodh an stát i 1922, tá áit lárnach ag an nGaeilge ar churaclaim na scoileanna uile sa tír ag an mbunleibhéal agus ag an iar-bhunleibhéal. Go dtí 1999 ba é an curaclam nó an siollabas Gaeilge céanna a bhí á mhúineadh i ngach scoil, scoileanna a mhúin trí mheán an Bhéarla (Teanga 2 nó T2) agus scoileanna a mhúin trí mheán na Gaeilge (Teanga 1 nó T1).

2.1. An Bhunscoil

Sa bhliain 1999 tugadh curaclam nua isteach, Curaclam na Bunscoile 1999, agus den chéad uair rinneadh idirdhealú sa churaclam Gaeilge idir scoileanna T1 agus scoileanna T2. Treisíodh ar an gcur chuige seo le Curaclam Teanga na Bunscoile 2019 atá i bhfeidhm anois ó ranganna na naíonán go rang a 6.[3] Ó 1999 i leith tá infheistíocht mhór déanta i bhforbairt acmhainní teagaisc le tacú le múineadh an churaclaim Ghaeilge i scoileanna T1. Tá cúrsa cuimsitheach Gaeilge **Séideán Sí** curtha ar fáil sna trí mhórchanúint, cúrsa a bhfuil saibhreas teanga ag baint leis agus a bhfuil uasdátú agus oiriúnú déanta air don ré dhigiteach.[4]

Tá saineolaithe teangeolaíochta agus oideachasóirí ag cur síos ar an ngá atá leis an athrú seo sa chur chuige i múineadh na Gaeilge le fada agus leag siad béim ar an dochar a bhí a dhéanamh ag an gcur chuige a bhí i réim, go háirithe ag an iar-bhunleibhéal. Dúradh an méid seo a leanas i dtuairisc a d'fhoilsigh An Bord Curaclaim agus Scrúduithe i 1987:

> It must be stressed that …the needs of Irish as L1 at post-primary level have been totally ignored, as at present there is no recognition in terms of curriculum and syllabus of any linguistic differences between learners of Irish as L1 and L2. The tradition of using the same Irish syllabus for native speakers of Irish and native speakers of English, in Irish-medium schools and in English medium schools, has worked to the detriment of English speakers and Irish speakers alike. Syllabuses have made over-ambitious demands on English-speakers while they have failed to stretch Irish speakers as much as they should. A separate syllabus for Irish in Irish-medium schools must be a priority. Special attention must be given to learners of Irish as L1 and their needs across the curriculum in terms of materials and assessment must be catered for, particularly where there are problems of terminology. There is an urgent need for new courses in Irish for Gaeltacht and all Irish schools which reflect the central role of Irish as the mother tongue.[5]

Bhí an méid seo le rá ag an Ollamh David Little sa phlécháipéis *Languages in the Post Primary Curriculum* a scríobh sé don CNCM in 2003:

> … the continued insistence on a single syllabus for native and non-native speakers of the language, Irish-medium and English-medium students, achieves the worst of both worlds, offering the minority of native speakers and Irish-medium students what is effectively a foreign language syllabus while placing unrealistic demands on the majority of non-native speakers.[6]

[3] CNCM, *Curaclam na Bunscoile,* 1999 https://ncca.ie/ga/bunscoil/bunfhorbairt%C3%AD/comhairli%C3%BAch%C3%A1n-ar-an-dr%C3%A9achtchreat-curaclaim-na-bunscoile/

[4] Foras na Gaeilge i gcomhar le CCEA, *Séideán Sí,* 2021, https://seideansi.ie/

[5] Curriculum and Examinations Board*, Report of the Board of Studies for Languages* (Dublin, 1987), p.17.

[6] David Little, Languages in the Post-primary Curriculum, (NCCA, Nov. 2003) https://ncca.ie/media/1808/languages_in_the_post-primary_curriculum_a_discussion_paper.pdf

2. Background

Since the foundation of the state in 1922, the Irish language has had a central place in the curricula of all schools in the country at primary and post-primary level. Until 1999 the same Irish language curriculum or syllabus was taught in all schools, schools teaching through the medium of English (Language 2 or L2) and schools teaching through the medium of Irish (Language 1 or L1).

2.1. Primary School

In 1999 a new curriculum was introduced, the Primary School Curriculum 1999, and for the first time a distinction was made in the Irish curriculum between L1 and L2 schools. This approach was reinforced by the 2019 Primary Language Curriculum which is now in use in schools from infants to 6th class.[7] Since 1999 a significant investment has been made in the development of teaching resources to support the teaching of the Irish language curriculum in L1 schools. There is a comprehensive course ***Séideán Sí*** available in all three major dialects, a resource rich language course that has been updated and adapted for the digital age.[8]

Linguistic and education experts have long described the need for this change of approach to the teaching of Irish and have emphasised the damage done by the prevailing approach, especially at post-primary level. A report published by the Board of Curriculum and Examinations in 1987 stated the following:

> It must be stressed that … the needs of Irish as L1 at post-primary level have been totally ignored, as at present there is no recognition in terms of curriculum and syllabus of any linguistic differences between learners of Irish as L1 and L2. The tradition of using the same Irish syllabus for native speakers of Irish and native speakers of English, in Irish-medium schools and in English medium schools, has worked to the detriment of English speakers and Irish speakers alike. Syllabuses have made over-ambitious demands on English-speakers while they have failed to stretch Irish speakers as much as they should. A separate syllabus for Irish in Irish-medium schools must be a priority. Special attention must be given to learners of Irish as L1 and their needs across the curriculum in terms of materials and assessment must be catered for, particularly where there are problems of terminology. There is an urgent need for new courses in Irish for Gaeltacht and all Irish schools which reflect the central role of Irish as the mother tongue.[9]

Professor David Little had this to say in the discussion document *Languages in the Post Primary Curriculum* written for the NCCA in 2003:

> … The continued insistence on a single syllabus for native and non-native speakers of the language, Irish-medium and English-medium students, achieves the worst of both worlds, offering the minority of native speakers and Irish-medium students what is effectively a foreign language syllabus while placing unrealistic demands on the majority of non-native speakers.[10]

[7]NCCA, *Primary School Curriculum,* 1999 https://ncca.ie/en/bunscoil/bunfh Forbartha%C3%AD/comhairli%C3%BAch%C3%A1n-ar-an-dr%C3%A9achtchreat-curaclaim-na-bunscoile/
[8]Foras na Gaeilge in association with CCEA, *Séideán Sí,* 2021, https://seideansi.ie/
[9]Curriculum and Examinations Board *, Report of the Board of Studies for Languages* (Dublin, 1987), p.17.
[10]David Little, Languages in the Post-primary Curriculum, (NCCA, Nov. 2003) https://ncca.ie/media/1808/languages_in_the_post-primary_curriculum_a_discussion_paper.pdf

2.2. An tSraith Shóisearach

Sa bhliain 2015 d'fhoilsigh an CNCM Creat nua don tSraith Shóisearach agus dréachtaíodh siollabas nua, nó sonraíocht mar a thugtar anois uirthi, don Ghaeilge mar chuid den Chreat. Cuireadh an dréachtsonraíocht chéanna ar fáil do scoileanna T1 agus T2 ar dtús ach, ag eascairt as aiseolas ón gcomhairliúchán le múinteoirí, socraíodh ar dhá shonraíocht éagsúla a chur ar fáil, ceann do scoileanna T1 agus ceann eile do scoileanna T2.[11] Tá an cur chuige seo ag teacht leis an gcuraclam atá i bhfeidhm ag leibhéal na bunscoile ó 1999 i leith agus tacaíonn an Polasaí don Oideachas Gaeltachta 2017-2022 (Féach 2.4 thíos) ag an Roinn Oideachais go láidir leis an gcur chuige seo:

> Beidh ar na hiar-bhunscoileanna uile atá aitheanta mar scoileanna Gaeltachta an sonrúchán curaclaim T1 a chur ar fáil dá scoláirí sa tsraith shóisearach agus rannpháirtíocht na scoláirí sa rogha seo a chur chun cinn go gníomhach, go háirithe i bhfianaise an scéil go gcuirfidh an fhoghlaim teanga don scoláire a ghabhann don sonrúchán seo ar chumas an scoláire a lánacmhainneacht a chomhlíonadh mar fhoghlaimeoir Gaeilge agus tacú lena c(h)umas chun foghlaim trí Ghaeilge.[12]

Tá na sonraíochtaí T1 agus T2 sa tsraith shóisearach á gcur i bhfeidhm sna hiar-bhunscoileanna ó 2017 i leith agus bhí siad le scrúdú den chéad uair in 2020 ach de bharr na paindéime COVID 19 cuireadh scrúduithe na Sraithe Sóisearaí ar ceal in 2020 agus 2021. Toisc nár tharla na scrúduithe seo go fóill agus nach bhfuil athbhreithniú déanta orthu, tá sé deacair breithiúnas ceart a dhéanamh ar na sonraíochtaí agus an chaoi a bhfuil ag éirí leo. Tá údar imní léirithe ag eagraíochtaí atá ionadaíoch ar mhúinteoirí, An Gréasán do Mhúinteoirí Gaeilge agus na ceardchumainn, faoi ghnéithe de na sonraíochtaí agus go háirithe faoin gcinneadh gan béaltriail a bheith mar chuid den chúrsa agus gan aitheantas a thabhairt don obair labhartha sa ghrád a bhronntar sa scrúdú ceann cúrsa. Tá athbhreithniú iomlán á éileamh ag na grúpaí seo ar na sonraíochtaí nuair a bheidh an chéad scrúdú déanta ag na scoláirí.

Ag eascairt as aiseolas agus as an dioscúrsa ar an tsraith shinsearach go dtí seo agus as éileamh ó gheallsealbhóirí, tá tuarascáil á coimisiúnú ag an CNCM ar chur i bhfeidhm luath T1 agus T2 Gaeilge na sraithe sóisearaí agus táthar leis an tuarascáil sin a fhoilsiú go luath in 2022. Ní bheidh an t-eolas sa tuarascáil seo bunaithe ar thaithí daltaí agus múinteoirí faoi ghnáthchoinníollacha scoile, áfach, agus ní féidir an córas measúnaithe a mheas in éagmais scrúduithe 2020 agus 2021.
Dúradh sa Pholasaí don Oideachas Gaeltachta (POG):

> Táthar ag súil go dtosóidh obair ar shonrúchán idirdhealaithe T1 agus T2 a fhorbairt do Ghaeilge na sraithe sinsearaí nuair a bheidh na sonrúcháin idirdhealaithe don Ghaeilge sa tsraith shóisearach forbartha **agus ag obair go maith sna scoileanna**.[13]

Ní féidir a rá go bhfuil na sonraíochtaí sa tsraith shóisearach T1 agus T2 'ag obair go maith sna scoileanna' fós ach, ina ainneoin seo agus in éagmais aon athbhreithniú a bheith déanta orthu, d'fhoilsigh an CNCM dréachtsonraíochtaí bunaithe ar an múnla céanna T1 agus T2 don tsraith shinsearach i mí Feabhra 2021.

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[11] An Roinn Oideachais, *Sonraíocht Ghaeilge na Sraithe Sóisearaí (*An Roinn Oideachais, 2020) https://curriculumonline.ie/getmedia/394a74f1-ba27-4572-9f1b-93696859fc03/JC-GAE-T1_sonraiocht-deiridh.pdf

[12] An Roinn Oideachais, *Polasaí don Oideachas Gaeltachta 2017-2022,* (An Roinn Oideachais, 2016) lth. 33. https://www.gov.ie/ga/eolas-polasaithe/polasai-don-oideachas-gaeltachta-20172022/

[13] *Ibid.,* lth.12

2.2. Junior Cycle

In 2015 the NCCA published a new Framework for Junior Cycle and as part of this a new Irish syllabus, or specification as it is now known, was drafted. A single draft specification was initially provided for L1 and L2 schools but, as a result of feedback from the consultation with teachers, it was decided to provide two separate specifications, one for L1 schools and one for L2 schools.[14] This approach is consistent with the curriculum in place at primary level since 1999 and the Department of Education's Policy on Gaeltacht Education 2017-2022 (See 2.4 below) strongly supports this approach:

> All post-primary schools that are recognised as Gaeltacht schools will be required to make the L1 curriculum specification available to their students at junior cycle and to actively promote student uptake of this option, particularly in light of the fact that the language learning for the student engaging with this specification will enable the student to reach his/her potential as an Irish-language learner and support his/her ability to learn through Irish.[15]

The junior cycle L1 and L2 specifications have been implemented in post-primary schools since 2017 and were to be examined for the first time in 2020 but the COVID 19 pandemic resulted in the cancellation of the Junior Certificate examinations in 2020 and 2021. Because these examinations have not yet taken place and there has been no review of their operation, it is difficult to make a judgement on the specifications and how well they are working. Organisations representing teachers, An Gréasán do Mhúinteoirí Gaeilge and teacher unions have expressed concern about aspects of the specifications and in particular the decision not to give recognition to oral work in the grade awarded in the final examination. These groups are demanding a full review of the specifications when students have taken the examinations for the first time.

Arising from feedback and discourse on the senior cycle draft specifications to date and demand from stakeholders, the NCCA has commissioned a report on the early implementation of junior cycle L1 and L2 Irish and this report is due to be published in early 2022. This report will not be based on the experience of students and teachers under normal school conditions and will be undertaken in the absence of the 2020 and 2021 examinations and as a result the new L1 and L2 specifications and the new assessment model cannot be properly evaluated.
The Policy on Gaeltacht Education stated:

> Work is expected to commence on the development of differentiated L1 and L2 specifications for senior cycle Irish once the differentiated specifications for Irish at junior cycle have been developed **and are working well in schools.**[16]

It cannot be said that the L1 and L2 specifications for the junior cycle 'are working well in schools' but, despite this, and in the absence of any review, the NCCA published draft specifications based on the same L1 and L2 model for the senior cycle in February 2021.

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[14]Department of Education, *Junior Certificate Irish Specification (* Department of Education, 2020) https://curriculumonline.ie/getmedia/394a74f1-ba27-4572-9f1b-93696859fc03/JC-GAE-T1_sonraiocht-deiridh.pdf

[15]Department of Education, *Policy on Gaeltacht Education 2017-2022,* (Department of Education, 2016) p. 33. https://www.gov.ie/en/policy-information/policy-education-policy-20172022/

[16]*Ibid.,* p.12

2.3. An tSraith Shinsearach

Ag leibhéal na sraithe sinsearaí, tugadh an siollabas Gaeilge reatha isteach i 1995 agus scrúdaíodh é den chéad uair i 1997. Rinneadh leasú ar an siollabas in 2010 de bharr athruithe a rinneadh ar an scrúdú Gaeilge faoi Chiorclán 0042/2007 ar iarratas ón Aire Oideachais, Mary Hanafin. Ardaíodh an céatadán marcanna don bhéaltriail ó 25% go 40% agus rinneadh leasuithe ar na codanna eile den scrúdú, go háirithe an cúrsa litríochta, le freastal ar an ardú sin.

De dheasca an athraithe seo, tháinig ardú ar líon na ndaltaí atá ag tabhairt faoin scrúdú ag an ardleibhéal ó 32.34% in 2011 go 47.9% in 2019.[17] Is dul chun cinn an-dearfach é seo agus tá ardú freisin ar líon na scoláirí atá ag baint grád níos airde amach sa Ghaeilge, go háirithe i scoileanna T2.

Ardaíodh ceisteanna ag an am, áfach, faoin mbaol nach dtiocfadh feabhas suntasach ar chumas labhartha na scoláirí de bharr easpa bailíochta sa bhéaltriail agus mar gheall ar an laghdú ar líon agus ar leibhéal na dtéacsanna litríochta, rud a dhéanann faillí ar riachtanais foghlama scoláirí i scoileanna lán-Ghaeilge agus Gaeltachta. Moladh amháin a cuireadh chun cinn ag an am ná go gcuirfí ábhar eile ar fáil, Saíocht agus Litríocht na Gaeilge, ar aon dul leis an bhfreastal a dhéantar ar an Mata trí Mhata Fheidhmeach, le seans a thabhairt don chohórt scoláirí a mbeadh suim acu ann cur go mór lena scileanna teanga agus a dtuiscint ar shaíocht na Gaeilge.

De bharr na himní a ardaíodh faoin mbéaltriail reatha san Ardteist, rinne an CNCM dhá phíosa taighde a choimisiúnú le féachaint ar éifeacht na leasuithe seo agus, cé gur tháinig ardú ar líon na scoláirí ag tabhairt faoin scrúdú ag Ardleibhéal, léirigh an taighde gur údar imní go leor gnéithe den bhéaltriail go háirithe an tionchar atá ag na sraitheanna pictiúr ar an teagasc agus ar an bhfoghlaim agus nach bhfuil an bhéaltriail mar atá sí struchtúrtha faoi láthair ag cur le cumas labhartha fadtéarmach na scoláirí.[18]

2.4. Polasaí don Oideachas Gaeltachta 2017-2022

Foilsíodh an Polasaí don Oideachas Gaeltachta 2017-2022 i mí Dheireadh Fómhair 2016 tar éis comhairliúcháin eagraithe ag an Roinn Oideachais. Tá an Polasaí ceaptha lena chinntiú go mbíonn eispéireas oideachais ardchaighdeáin agus ábhartha trí mheán na Gaeilge ar fáil do dhaoine óga sa Ghaeltacht. Féachann an Polasaí le forbairt a dhéanamh ar na buntáistí agus na láidreachtaí teangeolaíochta atá ann sa Ghaeltacht i gcomhar le próisis pleanála teanga áitiúla. Féachann sé le soláthar oideachais trí mheán na Gaeilge a láidriú trí raon de ghníomhartha agus tacaí spriocdhírithe sa Ghaeltacht. Tá aitheantas don idirdhealú sa churaclam Gaeilge idir scoileanna T1 agus scoileanna T2 san áireamh sa pholasaí.

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[17] State Examinations Commission, *Examination statistics,* 2020.

[18] Máirtín Ó Curraoin, *Tionchar na Leasuithe sa Bhéaltriail Gaeilge ag Leibhéal na hArdteistméireachta, Tuarascáil Taighde,* (CNCM, 2017). https://ncca.ie/media/3940/final-ncca-research-project-gaeilge-10-may_2017.pdf
Carmel Nic Eoin, *Léargas ar thaithí, ar dhearcthaí agus ar pheirspictíochtaí múinteoirí agus scoláirí i leith na leasuithe a cuireadh i bhfeidhm i 2012 ar Bhéaltriail Ghaeilge na hArdteistméireachta,* (CNCM, 2017) https://ncca.ie/media/3942/2012-oral-examination-insights-report_irish-final.pdf
Muiris Ó Laoire, *Ceisteanna faoi Theagasc agus Mheasúnú na Gaeilge sa tSraith Shinsearach,* (CNCM, 2017) https://gaeloideachas.ie/wp-content/uploads/2021/09/O-Laoire-Ceisteanna-faoi-Theagasc-agus-Mheasunu-na-Gaeilge-sa-tSraith-Shinsearach.pdf

2.3. Senior Cycle

The current Irish syllabus at senior cycle was introduced in 1995 and first examined in 1997. The syllabus was amended in 2010 due to changes made to the Irish examination under Circular 0042/2007 at the request of the Minister for Education, Mary Hanafin. The percentage of marks for the oral examination was increased from 25% to 40% and amendments were made to the other parts of the examination, in particular the literature course, to accommodate this increase.

As a result of this change, the percentage of students taking the examination at higher level increased from 32.34% in 2011 to 47.9% in 2019.[19] This is very positive progress and there has also been an increase in the number of students achieving a higher grade in Irish, especially in L2 schools.

Concern was expressed at the time of this change that students' oral ability would not significantly improve because of a lack of validity in the structure of the oral exam. Concern was also raised about the reduction in the number and level of literary texts, a change which did not take into consideration the learning needs of students in Irish Medium and Gaeltacht schools. One suggestion put forward at the time was that another subject, *Saíocht agus Litríocht na Gaeilge* or Irish Culture and Literature, be made available, similar to the provision of Applied Maths as a subject to complement Maths education. This would give a cohort of interested students the opportunity to enhance their language skills and to broaden their understanding of Irish cultural heritage.

In light of concerns raised about the current Leaving Certificate oral examination, the NCCA commissioned two pieces of research to look at the effect of changes and this research shows that while the number of students taking the examination at Higher level has increased, many aspects of the oral exam are a cause for concern, in particular the impact of the picture sequences on teaching and learning and the fact that the oral exam as it is currently structured does not enhance students' long-term speaking ability.[20]

2.4. Policy on Gaeltacht Education 2017-2022

The Policy on Gaeltacht Education 2017-2022 was published in October 2016 following a consultation organised by the Department of Education. The Policy is designed to ensure that a high quality and relevant educational experience through the medium of Irish is available to young people in the Gaeltacht. The Policy seeks to develop the linguistic advantages and strengths of the Gaeltacht in conjunction with local language planning processes. It seeks to strengthen the provision of education through the medium of Irish through a range of targeted actions and supports in the Gaeltacht. The policy recognises the differentiation in the Irish curriculum between L1 and L2 schools.

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[19]State Examinations Commission, *Examination statistics,* 2020.

[20]Martin Curran, *The Impact of the Reforms in the Oral Irish Examination at Leaving Certificate Level, Research Report,* (NCCA, 2017). https://ncca.ie/media/3940/final-ncca-research-project-gaeilge-10-may_2017.pdf
Carmel Nic Eoin, *An insight into the experiences, attitudes and perspectives of teachers and students in relation to the reforms implemented in 2012 to the Leaving Certificate Oral Irish Examination,* (NCCA, 2017) https://ncca.ie/media/3942/2012-oral-examination-insights-report_irish-final.pdf
Muiris Ó Laoire, *Questions on the Teaching and Assessment of Irish in Senior Cycle,* (NCCA, 2017) https://gaeloideachas.ie/wp-content/uploads/2021/09/O-Laoire-Ceistean-faoi-Theagasc-agus-Mheasunu-na-Gaeilge-sa-tSraith-Shinsearach.pdf

2.5. Forbairt Dhréachtsonraíochtaí T1 agus T2 don tSraith Shinsearach

Ar mhaithe le leanúnachas i gcontanam foghlama na scoláirí, bheartaigh an CNCM tógáil ar an obair ag leibhéal na sraithe sóisearaí agus tosaíodh ar shonraíochtaí nua idirdhealaithe a dhréachtú don tsraith shinsearach i mí na Nollag 2018. Cuireadh Meitheal Forbartha le chéile le hionadaíocht ó gheallsealbhóirí éagsúla mar a dhéantar do gach sonraíocht nua atá le dréachtú. Tugadh doiciméad treorach don mheitheal bunaithe ar theimpléad agus múnla na sonraíochtaí a úsáidtear sa tsraith shóisearach.

Rinne an Mheitheal leasuithe agus moltaí agus cuireadh na dréachtaí éagsúla ón Meitheal os comhair an Bhoird don tSraith Shinsearach agus os comhair Chomhairle an CNCM agus faomhadh dréachtsonraíochtaí T1 agus T2 le dul amach do chomhairliúchán i mí Feabhra 2021. Tá an dá shonraíocht le bheith ar fáil ag ardleibhéal agus ag gnáthleibhéal ach ní bheidh aon scrúdú ann don bhonnleibhéal. Bhí an cinneadh tógtha deireadh a chur leis an mbonnleibhéal sular cuireadh an doiciméad treorach os comhair na Meithle. Tá baol ann leis an gcinneadh seo go ndéanfar faillí ar riachtanais foghlama na scoláirí a thugann faoi bhonnleibhéal faoi láthair agus go dtiocfaidh ardú ar líon na scoláirí a lorgóidh díolúine ón nGaeilge dá bharr.

Sa phlécháipéis seo déanfar anailís ar na dréachtsonraíochtaí faoi na ceannteidil seo a leanas:

- Ábhar na ndréachtsonraíochtaí agus na himpleachtaí a bhaineann lena gcur i bhfeidhm sa tsraith shinsearach
- Na ceisteanna sistéamacha atá tagtha chun cinn a bhaineann le forfheidhmiú an mhúnla T1 agus T2 agus na himpleachtaí do stádas na teanga sna hiar-bhunscoileanna
- Comhtháthú le polasaithe an Stáit i leith na Gaeilge
- Tátail agus moltaí

2.5. Development of Draft Senior Cycle L1 and L2 Specifications

In order to ensure continuity in the continuum of student learning, the NCCA decided to build on the changes at junior cycle and began drafting new differentiated specifications for senior cycle in December 2018. A subject development group for senior cycle Gaeilge was formed with representation from various stakeholders as is the norm in the drafting of all new specifications. The subject development group was given a guidance document by the NCCA based on the template used in developing specifications at junior cycle.

The subject development group made amendments and recommendations and various drafts from this group were presented to the Board for Senior Cycle and the Council of the NCCA and the draft specifications for L1 and L2 Gaeilge were approved for consultation in February 2021. Both specifications are to be available at higher level and at ordinary level but there will be no examination at foundation level. The decision to abolish foundation level was taken before the guidance document was presented to the subject development group. This decision neglects the learning needs of students currently undertaking foundation level and there is a danger that this will lead to an increase in the number of students seeking an exemption from Irish.

This discussion document will analyse the draft specifications under the following headings:

- The content of the draft specifications and the implications of their implementation at senior cycle
- The systemic issues that have arisen in relation to the implementation of the L1 and L2 model and the implications for the status of the language in post-primary schools
- Co-ordination with state Irish language policies
- Conclusions and recommendations

3. Anailís ar Ábhar na nDréachtsonraíochtaí

3.1. Teanga na nDréachtsonraíochtaí

Foilsíodh na dréachtsonraíochtaí T1 agus T2 do phróiseas comhairliúchán i mí Feabhra 2021. Mar chuid den chomhairliúchán, tugtar deis do na geallsealbhóirí ar fad, tuismitheoirí, scoláirí, múinteoirí, eagraíochtaí Gaeilge agus oideachais ionchur a bheith acu. Tá an rannpháirtíocht sa phróiseas comhairliúcháin seo ag brath ar rochtain éasca a bheith ag na geallsealbhóirí ar ábhar na ndréachtsonraíochtaí.

Mar atá luaite thuas, tá na doiciméid seo scríofa i dteanga atá casta agus deacair a thuiscint. Tá sé riachtanach, dar linn, go ndéantar gach iarracht, sular gcuirtear doiciméid mar seo amach do chomhairliúchán, na coincheapa a chur i láthair ar bhealach atá soléite agus glan ó bhéarlagair a chuireann bac ar thuiscint éasca an ghnáthléitheora. Más áil leis an CNCM aiseolas ceart a fháil ón bpobal tríd an gcomhairliúchán, ba cheart, nuair atá doiciméid á n-ullmhú, aird a thabhairt ar chomhairle Ernest Gowers ar chúrsaí teanga agus stíle ina leabhar *Plain Words*. '*Be short, be simple, be human*' [21]

3.2. Teidil na nDréachtsonraíochtaí

Tá na téarmaí T1 agus T2, faoi mar a úsáidtear iad sna dréachtsonraíochtaí, ag cur mearbhaill ar an ngnáthphobal. Ní téarmaí beachta iad sa mhéid is go ndeirtear sna sonraíochtaí go bhfuil cead ag scoláirí i scoileanna a fheidhmíonn trí mheán an Bhéarla tabhairt faoi shonraíocht T1. Ba chóir don CNCM breathnú ar na téarmaí seo arís agus iarracht a dhéanamh teacht ar théarmaí a fhreagraíonn níos fearr do na spriocghrúpaí éagsúla agus atá sothuigthe don phobal i gcoitinne.

3.3. Leagan Amach na nDréachtsonraíochtaí

Is léir ón leagan amach ar na dréachtsonraíochtaí Gaeilge T1 agus T2 go bhfuil siad ag leanúint teimpléid a leag an CNCM amach do dhearadh na sonraíochtaí nua uile don tSraith Shóisearach le béim ar leanúnachas i gcontanam na foghlama ón luath-óige go leibhéal na sraithe sinsearaí.[22]

Tá an Ghaeilge ar cheann de na chéad sonraíochtaí athbhreithnithe atá dréachtaithe ar an múnla seo don tsraith shinsearach. Tá athbhreithniú ar na hábhair eolaíochta idir lámha faoi láthair agus is é an múnla céanna atá in úsáid sna sonraíochtaí sin agus sna sonraíochtaí nua don Eolaíocht Talmhaíochta, don Chorpoideachas agus don Ríomheolaíocht. Is iad seo a leanas na nithe comónta a leagtar amach i ngach sonraíocht:

- Cur síos ar réasúnaíocht, aidhm agus chuspóirí na sonraíochta
- Cur síos ar an tsonraíocht i gcomhthéacs an chontanaim foghlama agus príomhscileanna na sraithe sinsearaí
- Cur síos ar na snáithí atá mar bhunús leis an tsonraíocht
- Cur síos ar na comhpháirteanna measúnaithe

[21] Sir Ernest Gowers, revised and updated by Rebecca Gowers, *Plain Words: a guide to the use of English,* (Penguin Books, 2014).
[22] An Roinn Oideachais, *Sonraíocht Ghaeilge na Sraithe Sóisearaí (*An Roinn Oideachais, 2020) https://curriculumonline.ie/getmedia/394a74f1-ba27-4572-9f1b-93696859fc03/JC-GAE-T1_sonraiocht-deiridh.pdf

3. Analysis of the content of the Draft Specifications

3.1. Language of the Draft Specifications

The draft L1 and L2 specifications were published for consultation in February 2021. As part of the consultation, all stakeholders including parents, students, teachers, Irish language and educational organisations have been given the opportunity to express their opinions. Participation in this consultation process is, however, dependent on stakeholders having easy access to the content of the draft specifications.

As mentioned above, these documents are written in language that is complex and difficult to understand. It is essential, in our view, that every effort be made, before such documents are issued for consultation, to present the concepts in an intelligible manner and free of jargon which impedes easy-understanding for the lay reader. If the NCCA is to receive proper feedback from the public through consultation, due consideration should be given in the preparation of such documents to Ernest Gowers' advice on language and style in his book *Plain Words* 'Be short, be simple, be human'[23]

3.2. Title of the Draft Specifications

The terms L1 and L2, as used in the draft specifications, are confusing to the general public. They are not accurate terms in that the specifications state that students in English-medium schools are permitted to take the L1 specification. The NCCA should look at these terms again and try to find terms that better suit the various target groups and are comprehensible to the general public.

3.3. Layout of the Draft Specifications

It is clear from the layout of these draft L1 and L2 specifications that they follow the template laid down by the NCCA for the new junior cycle specifications, an approach which emphasises consistency in the continuum of learning from early childhood to senior cycle.[24]

Irish is one of the first revised specifications drafted on this model for senior cycle. A review of the science subjects is currently underway and the same model is used in these specifications and in the new specifications for Agricultural Science, Physical Education and Computer Science. The following are the common features set out in each specification:

- An account of the rationale, aim and objectives of the specification
- A description of the key skills at senior cycle and the place of the specification in the learning continuum
- An account of the various strands underlying the specification
- An outline of the assessment components

[23]Sir Ernest Gowers, revised and updated by Rebecca Gowers, *Plain Words: a guide to the use of English,* (Penguin Books, 2014).

[24]Department of Education, *Junior Certificate Irish Specification (* Department of Education, 2020) https://curriculumonline.ie/getmedia/394a74f1-ba27-4572-9f1b-93696859fc03/JC-GAE-T1_sonraiocht-deiridh.pdf

3.4. Cur chuige na dTorthaí Foghlama – buanna agus laigí

Tá na dréachtsonraíochtaí lom, tanaí gan iontu ach téamaí agus torthaí foghlama. Ní thugtar eolas cuimsitheach faoin méid atá le múineadh ag an múinteoir ná le foghlaim ag an scoláire. Ní thugtar aon mhíniú ar an doimhneacht ba chóir a chaitheamh leis na téamaí ná na topaicí. Ní thugtar treoirlínte do mhúinteoirí ná ní thugtar mionsonraí maidir le measúnú dóibh.

Ba chóir go mbeadh na torthaí foghlama soiléir **agus** cur síos á dhéanamh iontu ar an doimhneacht agus ar an bhfairsinge eolais atá de dhíth sa chúrsa léinn. Chomh maith leis sin ba chóir treoirlínte a chur ar fáil do na múinteoirí faoin gcur chuige múinteoireachta agus eolas cuimsitheach maidir le measúnú an ábhair. Ní leor a rá go gcuirfear na nithe seo ar fáil níos déanaí, tá an comhairliúchán ar siúl faoi láthair agus aiseolas á lorg ó na geallsealbhóirí. Ní féidir aiseolas fiúntach a thabhairt in éagmais an eolais seo.

D'ardaigh múinteoirí agus saineolaithe imní faoin gcur chuige seo bunaithe ar thorthaí foghlama – imní a d'aithin an CNCM féin i dtuairisc chomh fada siar le 2012.[25] Scríobh Áine Hyland tuairisc in 2014 ag léiriú na n-easnamh a bhaineann leis an gcur chuige seo.[26]

Tháinig torthaí foghlama chun cinn mar chur chuige i ndearadh curaclaim le linn na 1990idí, go háirithe i dtíortha ina labhraítear Béarla. Déanann torthaí foghlama cur síos ar an eolas agus na scileanna ba chóir a bheith ag an scoláire ag deireadh an chúrsa léinn. Roimhe seo cuireadh béim ar aidhmeanna agus ar chuspóirí na múinteoireachta. Is dul chun cinn dearfach an cur chuige nua seo sa mhéid is go gcuireann sé béim ar riachtanais an scoláire agus é i lár an phróisis foghlama.

Cé gur uirlis úsáideach i ndearadh curaclaim iad torthaí foghlama, má leagtar amach go soiléir iad, ní leor torthaí foghlama amháin chun sonraíocht a dhearadh do scrúdú a bhfuil an oiread i ngeall leis agus atá i gcás na hArdteistiméireachta. Is ráitis iad na torthaí foghlama a dhéanann cur síos ar an bhfoghlaim atá riachtanach le **buntairseach foghlama** a shroicheadh, ní léiriú iad ar an **réimse scileanna agus eolais** a chuirtear ar fáil don scoláire in aon ábhar.

Ní ceart go mbeadh aon sonraíocht ábhair sa tsraith shinsearach chomh lom, tanaí agus atá na dréachtsonraíochtaí seo a chuireann cnámharlach ar fáil ach nach gcuireann aon fheoil ar na cnámha. Cén saghas feola atá i gceist?

Is fiú, sa chás seo, féachaint ar an gcur chuige ag CCEA (Council for Curriculum, Examinations and Assessment) i dTuaisceart na hÉireann sa tsonraíocht Ghaeilge GCSE 2017.[27] Is doiciméad gonta, dea-scríofa agus sothuigthe é agus tugtar eolas ann faoi na torthaí foghlama ginearálta atá le baint amach **ach** tugtar eolas riachtanach freisin faoin gcaighdeán atá le sroicheadh ag na scoláirí le gráid áirithe a bhaint amach sna tuairiscíní gráid. Sa sampla seo feicimid cur síos ar an gcaighdeán atá de dhíth le grád A a bhaint amach sa Ghaeilge:

> *Candidates select styles and registers of spoken Irish suitable for a range of situations and contexts, showing assured use of Irish. They confidently vary sentence structures and choose from a broad vocabulary to express information, ideas and feelings in an engaging manner. They explain with a high degree of competence how they and others use and adapt spoken language for specific purposes. They*

[25] NCCA *Senior Science Consultation Report*, Dublin: NCCA 2012

[26] Áine Hyland, *The design of Leaving Cert Science Syllabi in Ireland: an international comparison*, (ISTA 2014) https://www.ista.ie/the-hyland-report-2/

[27] CCEA, *GCSE Gaeilge specification, (*Belfast: CEA, 2017). https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-gaeilge-2017

3.4. Learning Outcomes Approach - strengths and weaknesses

In terms of content, the draft specifications, based on themes and learning outcomes, are sparse and lacking in depth. Detailed information is not given about what the teacher is to teach or what the student is to learn. No explanation is given of the depth of learning that should be covered within the themes or topics and teachers are not provided with guidelines or details on assessment.

The learning outcomes should be clear **and** the depth and breadth of knowledge required should also be provided. Teacher guidelines should be provided as well as comprehensive information on the assessment of the subject. It is not sufficient to state that these will be made available at a later date. The consultation is currently underway and feedback is being sought from stakeholders. Worthwhile feedback cannot be given in the absence of this information.

Concerns about providing only themes and learning outcomes in designing syllabi/specifications have been raised by teachers and experts in the field - concerns identified by the NCCA itself in a report as far back as 2012.[28] A report written by Áine Hyland in 2014 highlighted the shortcomings of this approach.[29]

Learning outcomes emerged as an approach to curriculum design during the 1990s, particularly in English-speaking countries. They describe the knowledge and skills that the student should have at the end of the course of study. Previously, the aims and objectives of teaching were emphasised. This new approach is a positive development in that it emphasises the needs of the student and puts them at the centre of the learning process.

While learning outcomes, if clearly set out, are a useful tool in curriculum design, learning outcomes **alone** are not enough to design a specification for a high-stakes examination such as the Leaving Certificate. Learning outcomes are statements of essential learning, and as such they are written at minimum / threshold (i.e. pass/fail) standard. They do not provide the **range of skills and information** to be provided in any subject.

No senior cycle specification should be as bare and lacking in depth as these draft specifications. They merely provide a skeleton with no flesh on the bones and no detailed content.

In this case, it is worth looking at the approach of CCEA (Council for Curriculum, Examinations and Assessment) in Northern Ireland in the 2017 GCSE Irish specification.[30] It is a concise, well-written and comprehensible document that provides information on the general learning outcomes to be achieved **but** the grade descriptions or performance indicators also provide essential information about the standard to be achieved by students to achieve certain grades. In this example we see a description of the standard required to achieve an A grade in Irish:

> *Candidates select styles and registers of spoken Irish suitable for a range of situations and contexts, showing assured use of Irish. They confidently vary sentence structures and choose from a broad vocabulary to express information, ideas and feelings in an engaging manner. They explain with a high degree of competence how they and others use and adapt spoken language for specific purposes. They initiate conversations and demonstrate sensitive listening through contributions that sustain and*

[28] NCCA *Senior Science Consultation Report* , Dublin: NCCA 2012

[29] Áine Hyland, *The design of Leaving Cert Science Syllabi in Ireland: an international comparison* , (ISTA 2014) https://www.ista.ie/the-hyland-report-2/

[30] CCEA, *GCSE Gaeilge specification, (* Belfast: CEA, 2017). https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-gaeilge-2017

initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities. Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation and/or analysis. They choose apt quotations and make comparisons and cross references that illuminate the purpose and meanings of texts. Candidates' writing shows confident, assured control of a range of forms and styles appropriate to the task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force and/or creative impact. They use linguistic and structural features skilfully to sequence texts and achieve coherence. They use a range of accurate sentence structures that ensure clarity. Their choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Mar aon leis seo, tugtar liosta sna haguisíní de na struchtúir teanga atá le bheith ar eolas ag na scoláirí, tugtar liosta de na téacsanna litríochta agus cur síos cuimsitheach ann ar an measúnú ag deireadh an chúrsa léinn.

An cur chuige atá in úsáid sna dréachtsonraíochtaí Ardteiste, cur chuige bunaithe ar thorthaí foghlama agus téamaí amháin, is cur chuige é nach bhfuil in úsáid i ndearadh sonraíochtaí do theastasú seachtrach in aon tír eile go bhfios dúinn. I ngach cás ar fhéachamar air, cuireadh i bhfad níos mó sonraí ar fáil faoi ábhar an chúrsa mar aon le treoirlínte do mhúinteoirí agus eolas cuimsitheach ar an measúnú agus cuirtear an t-eolas seo ar fáil ag an am céanna leis an tsonraíocht[31].

3.5. Easpa Idirdhealaithe sna Torthaí Foghlama

Tá dréachtsonraíochtaí T1 agus T2 deartha do dhá leibhéal, ardleibhéal agus gnáthleibhéal. Ní léir dúinn go bhfuil idirdhealú ceart déanta sna torthaí foghlama idir an méid a bhfuiltear ag súil leis ó na scoláirí ag na leibhéil éagsúla seo m.sh. idir scoláire ag tabhairt faoi T2 gnáthleibhéal agus T1 ardleibhéal. Níl idirdhealú ar bith idir gnáth agus ardleibhéal taobh istigh de dhréachtsonraíocht T1 ná T2. Tá deireadh curtha leis an scrúdú bonnleibhéil a bhí ann go dtí seo agus níl freastal ar leith á dhéanamh anois ar na riachtanais foghlama ag an gcohórt seo daltaí.

Ní féidir leis na geallsealbhóirí aiseolas ceart a thabhairt bunaithe ar an méid teoranta eolais atá sa chreatlach atá curtha ar fáil dóibh. Bhí sé de cheart ag an CNCM, an Roinn Oideachais agus Coimisiún na Scrúduithe Stáit eolas cuimsitheach ar an ábhar agus ar an measúnú a chur ar fáil **sular** cuireadh na doiciméid seo amach do chomhairliúchán.

3.6. Measúnú

Tá tuairisc a d'fhoilsigh an OECD le déanaí faoin gcóras measúnaithe sa tsraith shinsearach in Albain criticiúil faoin easpa ailínithe idir an curaclam mar atá leagtha amach in *Scotland's Curriculum for Excellence* agus na sonraíochtaí agus an measúnú sna hábhair éagsúla a leagann an *Scottish Qualifications Authority* amach[32]. Bunaithe ar an tuairisc seo tá sé beartaithe acu in Albain foras amháin a bhunú a bheidh freagrach as curaclam agus measúnú chun iad a ailíniú níos fearr[33].

[31] Scrúdaíomar siollabais / sonraíocht sraitheanna sinsearaí a ndearnadh scrúdú seachtrach orthu i dTuaisceart Éireann, Sasana, Albain, Iarthar na hAstráile, Victoria (An Astráil), British Columbia (Ceanada), Ontario (Ceanada), an Nua-Shéalainn, Singeapór, Hong Cong, chomh maith leis an Dioplóma Idirnáisiúnta Baccalaureate agus an Baccalaureate Eorpach

[32] OECD, *Scotland's Curriculum for Excellence: Into the Future*, Paris: OECD, 21 Meitheamh 2021

[33] https://www.gov.scot/pubicatons/oecd-review-of-curriculum-for-execllence-scottish-government-response/

develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities. Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation and/or analysis. They choose apt quotations and make comparisons and cross references that illuminate the purpose and meanings of texts. Candidates' writing shows confident, assured control of a range of forms and styles appropriate to the task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force and/or creative impact. They use linguistic and structural features skilfully to sequence texts and achieve coherence. They use a range of accurate sentence structures that ensure clarity. Their choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

In addition, the appendices list the language structures to be learned, the literary texts to be studied and provide a detailed description of the assessment at the end of the course of study.

The approach used in the draft senior cycle specifications, based on learning outcomes and themes only, is an approach that is not used in the design of subject specifications which are externally examined and certified in any other jurisdiction to our knowledge. In every case we looked at, much more detail is provided on the course content, teacher guidelines and assessment and this information is provided at the same time as the specification[34].

3.5. Lack of Differentiation in the Learning Outcomes

The L1 and L2 specifications are designed for each to be examined at two levels, higher and ordinary. The specifications lack an adequate distinction between what is expected of students at these different levels e.g. between a student undertaking ordinary level L2 and higher level L1. There is no distinction at all set out between the learning outcomes for ordinary and higher level students within each draft specification, L1 or L2. The previous foundation level examination has been abolished and it is unclear how the learning needs of the cohort of students who formerly took the exam at this level will be met.

Stakeholders cannot provide proper feedback based on the limited information provided in these specifications. The NCCA, the Department of Education and the State Examinations Commission ought to have provided detailed content and assessment information **before** these documents were issued for consultation.

3.6. Assessment

A recent OECD report on the senior cycle assessment system in Scotland is critical of the lack of alignment between the curriculum as set out in *Scotland's Curriculum for Excellence* and the specifications and assessment in the various subjects set by the *Scottish Qualifications Authority*.[35] Based on this report they plan in Scotland to establish a single body responsible for curriculum and assessment to better align them[36].

[34] We examined the syllabi / specification of externally examined senior cycle courses in Northern Ireland, England, Scotland, Western Australia, Victoria (Australia), British Columbia (Canada), Ontario (Canada), New Zealand, Singapore, Hong Kong, as well as the International Baccalaureate Diploma and the European Baccalaureate.

[35] OECD, *Scotland's Curriculum for Excellence: Into the Future*, Paris: OECD, 21st June 2021.

[36] https://www.gov.scot/pubicatons/oecd-review-of-curriculum-for-execllence-scottish-government-response/

Tá foras den chineál seo againn in Éirinn, an CNCM, ach is léir ó na dréachtsonraíochtaí seo nach bhfuil an CNCM ábalta nó sásta an chuid den raon freagrachtaí a leagtar orthu faoin Acht Oideachais maidir le measúnú a chomhlíonadh.[37]

Tá sé curtha in iúl ag an CNCM go leanfaidh an CSS an gnáthnós atá acu agus nach gcuirfear páipéir shamplacha scrúdaithe ná scéimeanna marcála ar fáil go dtí mí na Samhna 2024, cúpla mí roimh an gcéad scrúdú i mí an Mheithimh 2025.

Is cur chuige lochtach é seo. Ba chóir go mbeadh eolas cruinn, cuimsitheach faoin gcóras measúnaithe, measúnú béil agus scríofa, ailínithe ón tús le hábhar na sonraíochta agus curtha ar fáil in éineacht leis an tsonraíocht roimh an gcomhairliúchán. Ní foláir ailíniú a bheith ann idir na torthaí foghlama, ábhar na sonraíochta, treoirlínte na múinteoirí agus an measúnú. Níl ach dhá leathanach sna dréachtsonraíochtaí faoin measúnú agus is cur síos ar ualú na marcanna atá ann den chuid is mó. Is easnamh ollmhór é seo agus creidimid nár cheart go mbeadh na dréachtsonraíochtaí seo foilsithe d'uireasa an eolais seo.

3.7. An Phunann Teanga

Luaitear sna doiciméid go mbeidh an deis ag gach scoláire Punann Teanga a fhorbairt mar uirlis don mheasúnú foirmitheach. Is deis iontach atá anseo don scoláire machnamh a dhéanamh ar an bpróiseas foghlama agus na scileanna atá sealbhaithe aige ar a thuras teanga. Níl ach alt gairid faoin ngné seo den mheasúnú sna doiciméid, áfach.[38] Níl aon treoir chinnte don scoláire ná don mhúinteoir faoin méid a bheadh i gceist leis an bpunann. Deirtear sna sonraíochtaí go ndéanfaidh an scoláire plé agus comhrá faoin bpunann mar chuid den scrúdú cainte ach nach ndéanfar measúnú ar an bpunann i gcomhair teistiúcháin.

Ba chóir go mbeadh forbairt cheart déanta ar ról agus ábhar na punainne mar chuid den obair i ndréachtú na sonraíochtaí. Tá tábhacht ar leith ag baint leis an measúnú foirmitheach i bpróiseas foghlama an scoláire agus is deis amú é gan aitheantas ceart a thabhairt don ghné seo den mheasúnú foirmitheach.

3.8. An Bhéaltriail

Ceann de na húdair imní is mó atá tagtha chun cinn i measc múinteoirí ó foilsíodh na dréachtsonraíochtaí ná an bhéaltriail agus an céatadán de na marcanna atá leagtha amach di in ualú na marcanna.[39] Mar atá luaite in alt 2.3 den cháipéis seo, in 2007 rinne an tAire Oideachais ag an am, Mary Hanafin, athrú i siollabas na hArdteiste faoi Chiorclán 0042/2007 ag ardú chéatadán na marcanna don bhéaltriail ó 25% go 40%, athrú a tháinig i bhfeidhm sa scrúdú den chéad uair in 2012. Sna dréachtsonraíochtaí tá an figiúr sin laghdaithe go 35% rud nach bhfuil tromlach mór na múinteoirí Gaeilge sásta leis.

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[37] Deirtear san Acht Oideachais 1998 ' *Is é is cuspóir don Chomhairle comhairle a thabhairt don Aire maidir le nithe a bhaineann … leis na nósanna imeachta measúnachta a úsáidtear i scoileanna agus le scrúduithe in ábhair atá mar chuid den churaclam.*

[38] CNCM, *Dréachtsonraíocht Curaclaim Gaeilge na hArdteistiméireachta – scoileanna a fheidhmíonn trí mheán na Gaeilge T1,* (Baile Átha Cliath, CNCM) Feabhra 2021 lth. 23

[39] *Ibid.,* lth. 38

We have such a body in Ireland, the NCCA, but it is clear from these draft specifications that the NCCA is unable or unwilling to meet some of their responsibilities under the 1998 Education Act (Ireland) in relation to assessment.[40]

The NCCA has indicated that the SEC will follow its normal practice and that sample examination papers and marking schemes will not be made available until November 2024, a few months before the first exams based on these specifications in June 2025.

This is a flawed approach. Accurate and comprehensive information on the assessment system, oral and written, **should be aligned** from the outset with the content of the specification and provided with the draft specification in advance of the consultation. There must be alignment between learning outcomes, specification content, teacher guidelines and assessment. Information in the draft specifications on assessment comprises two pages and is mainly an account of the weighting of marks. This is a huge shortcoming, and we believe that these draft specifications should not have been published without comprehensive information on the assessment components.

3.7. The Language Portfolio

The draft specifications state that every student will have the opportunity to develop a Language Portfolio as a tool in formative assessment. This is a great opportunity for students to reflect on the learning process and skills acquired on their language journey. However, the documents contain only a brief section on this aspect of assessment.[41] There is no definitive guidance for the student or teacher on what the portfolio would entail. The specifications state that the student will discuss the portfolio as part of the oral examination but the portfolio will not be assessed for certification.

The role and content of the language portfolio should have been properly developed in the drafting of the specifications. Formative assessment is of huge importance in the student's learning process, and it is a great pity that the opportunity to properly acknowledge this by also allowing for the language portfolio to be assessed for certification has not been grasped.

3.8. The Oral Test

One of the main concerns that has emerged among teachers since the publication of the draft specifications is the oral exam and the percentage of marks allocated to it in the weighting of marks.[42] As mentioned in section 2.3 of this document, in 2007 the then Minister for Education, Mary Hanafin, made changes to the Leaving Certificate syllabus under Circular 0042/2007 increasing the percentage of marks for the oral examination from 25% to 40%, a change which was implemented in the examination for the first time in 2012. In the draft specifications this figure has been reduced to 35% a reduction with which the vast majority of Irish teachers is dissatisfied.

[40]The Education Act 1998 states *'The object of the Council shall be to advise the Minister on matters relating to the curriculum … and the assessment procedures employed in schools and examinations in subjects that are part of the curriculum.'*

[41]NCCA, *Draft Leaving Certificate Irish Curriculum Specification - schools operating through the medium of L1 Irish,* (Dublin, NCCA) February 2021 p. 23

[42]*Ibid.,* p. 38

I suirbhé a rinne An Gréasán do Mhúinteoirí Gaeilge agus i gceann a rinne Cumann Meánmhúinteoirí Éireann (ASTI), easaontaíonn 95% de na múinteoirí leis an moladh go laghdófar céatadán na marcanna don bhéaltriail. [43]

Tá tábhacht ar leith ag baint leis an measúnú ar an gcaint ó thaobh na Gaeilge de toisc gur mionteanga í agus nach mbíonn an deis ag go leor de na scoláirí an teanga a úsáid agus a chleachtadh taobh amuigh de shuíomh an tseomra ranga. Bíonn ar an múinteoir deiseanna cumarsáide a chruthú sa seomra ranga don scoláire agus mura dtugtar aitheantas do thábhacht na teanga labhartha in ualú na marcanna don bhéaltriail, ní chaithfear an t-am ag forbairt na scileanna tábhachtacha cumarsáide seo a chuirfidh le cumas labhartha fadtéarmach na scoláirí.

Is líon an-ard marcanna 35% nó 40% don bhéaltriail in aon scrúdú teanga agus dá bhrí sin ba cheart go mbeadh cúram ar leith déanta ag an CNCM do bhailíocht na comhpháirte seo den mheasúnú sa dréachtsonraíocht, go háirithe i bhfianaise thorthaí an taighde a choimisiúnaigh an CNCM féin in 2017 (féach 2.3 thuas) a léirigh gur údar imní go leor gnéithe den bhéaltriail reatha nach bhfuil ag cur le cumas labhartha fadtéarmach na scoláirí.

Ní léir ón dréachtsonraíocht go bhfuil machnamh ceart déanta ag an CNCM ar struchtúr ná ar mheasúnú na comhpháirte seo den tsonraíocht. Mar atá luaite in alt 3.7, níl aon fhorbairt déanta ar an ról dearfach a d'fhéadfadh a bheith ag an bPunann Teanga sa bhéaltriail agus níl aon tagairt déanta do chaighdeánú an mheasúnaithe agus é a cheangal leis an bhFráma Tagartha Comónta Eorpach do Theangacha (FTCE), rud a chuirfeadh go mór le bailíocht na béaltrialach. Níl an teachtaireacht cheart faoi thábhacht na teanga labhartha a thabhairt do scoláirí agus múinteoirí leis an laghdú seo in ualú na marcanna ó 40% go 35%.

[43] An Gréasán do Mhúinteoirí Gaeilge, *Suirbhé 'An Gréasán': Dréachtsonraíochtaí na hArdteiste* 2021, https://angreasan.ie/suirbhe-an-greasan-ardteist/

In surveys conducted by An Gréasán do Mhúinteoirí Gaeilge and the Association of Secondary Teachers of Ireland (ASTI), 95% of teachers disagree with the recommendation that the percentage of marks for the oral test be reduced.[44]

The assessment of the spoken language is of particular importance in the case of Irish because, as a minority language, most students do not have opportunities to use and practice the language outside the classroom setting. The teacher, therefore, has to create opportunities for the student to use the language in the classroom and if the importance of spoken language in the weighting of marks for the oral exam is not recognised, teachers will not be incentivised to spend time developing the important language skills that will improve and enhance students' long-term ability to speak the language.

35% or 40% of the marks for the oral exam in any language exam is very high and for this reason the NCCA should have paid particular attention to the efficacy of this assessment component especially in the light of the findings of its own research in 2017 (see 2.3 above) which showed that aspects of the current oral exam are a cause of concern and are not enhancing students' long term speaking ability.

It is not clear from the draft specification that the NCCA has given due consideration to the structure or assessment of this component of the specification. As mentioned in paragraph 3.7, the potentially positive role for the Language Portfolio in the oral test has not been developed and no reference has been made to standardising assessment and linking it to the Common European Framework of Reference for Languages (CEFR), which would greatly enhance the validity of the oral test.

Overall, we feel that the reduction in the weighting of marks for the oral component of the exam from 40% to 35% does not send the right message about the importance of the spoken language to students and teachers.

[44]An Gréasán do Mhúinteoirí Gaeilge, *Suirbhé 'An Gréasán': Dréachtsonraíochtaí na hArdteiste* 2021, https://angreasan.ie/suirbhe-an-greasan-ardteist/

4. Anailís ar na Ceisteanna Sistéamacha

Ó foilsíodh na dréachtsonraíochtaí T1 agus T2, tá go leor díospóireachta agus roinnt conspóide maidir leo tagtha chun cinn. Tá easpa soiléireachta sna dréachtsonraíochtaí faoi cheisteanna tábhachtacha a bhaineann lena gcur i bhfeidhm. San fholús seo tá imní agus frustrachas ag fás. Tá sé tábhachtach a rá nach dtagann cuid de na ceisteanna sistéamacha seo faoi raon freagrachtaí an CNCM agus gur faoin Roinn Oideachais (RO) agus faoi Choimisiún na Scrúduithe Stáit (CSS) atá sé freagraí ar na ceisteanna seo a sholáthar.

Is iad seo a leanas na ceisteanna sistéamacha atá tagtha chun cinn sa dioscúrsa agus nach bhfuil freagraí ar fáil orthu go fóill.

4.1. Rogha idir T1 agus T2

Tá sé soiléir go bhfuil sonraíocht T2 dírithe ar scoláirí atá ag freastal ar scoileanna a fheidhmíonn trí mheán an Bhéarla. Deirtear go bhfuil T1 dírithe:

> …ar chainteoirí dúchais agus ar fhoghlaimeoirí i scoileanna Gaeltachta agus ar scoláirí san earnáil a fheidhmíonn trí mheán na Gaeilge (Gaelcholáistí agus Aonaid Lán-Ghaeilge). **I scoileanna a fheidhmíonn trí mheán an Bhéarla beidh an rogha ann an tsonraíocht T1 a chur ar fáil chomh maith.'**[45]

Dá réir sin, is léir go mbeidh an rogha ag scoileanna T2 sonraíocht T1 a chur ar fáil ach níl sé soiléir sa doiciméad seo an bhfuil an rogha ag scoileanna T1 sonraíocht T2 a chur ar fáil. Táthar ag brath ar an méid atá le rá sa Pholasaí don Oideachas Gaeltachta 2017-2022 (POG) do shoiléiriú ar an gceist seo. Ag tagairt don tSraith Shóisearach T1 deirtear sa POG:

> Is féidir le hiar-bhunscoileanna atá aitheanta mar scoileanna Gaeltachta an sonrúchán curaclaim T2 a chur ar fáil do scoláirí freisin sa chás gur léir go bhfreastalóidh an sonrúchán T2 níos éifeachtaí ar riachtanais foghlama Gaeilge scoláirí den chineál sin. Meastar nach mbeidh sa chohórt de scoláirí ag rochtain an tsonrúcháin churaclaim T2 ach mionlach beag scoláirí i scoileanna Gaeltachta.[46]

Maidir leis an tSraith Shinsearach deirtear sa POG:

> Mar a tharlóidh sa tsraith shóisearach, beidh ar scoileanna atá aitheanta mar scoileanna Gaeltachta an sonrúchán curaclaim T1 a chur ar fáil dá scoláirí agus spreagadh do líon níos mó scoláirí **rogha** an tsonrúcháin T1 a dhéanamh.[47]

Agus

> Ceangal a chur ar na scoileanna Gaeltachta uile sonrúchán curaclaim T1 Gaeilge a chur ar fáil do scoláirí agus scoláirí a spreagadh go gníomhach chun an rogha seo a ghlacadh.[48]

Tá sé le tuiscint ón méid seo go mbeidh cead ag scoláirí i scoileanna Gaeltachta sonraíocht T2 a roghnú, cé nach bhfuil sé seo ráite go soiléir, agus níl aon tagairt ann do scoláirí i scoileanna lán-Ghaeilge ar chor ar bith mar nach mbaineann an POG leo.

Tá easpa soiléireachta anseo faoi bhuncheist maidir le cur i bhfeidhm sonraíocht T1 agus tá an doiléireacht seo ag cur isteach go mór ar an dioscúrsa agus ag cur an chomhairliúcháin dá threoir.

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[45] CNCM, *Dréachtsonraíocht Curaclaim Gaeilge na hArdteistiméireachta – scoileanna a fheidhmíonn trí mheán na Gaeilge T1,* (Baile Átha Cliath, CNCM) Feabhra 2021 lth. 38

[46] An Roinn Oideachais, *Polasaí don Oideachas Gaeltachta 2017-2022,* (An Roinn Oideachais, 2016) lth. 33. https://www.gov.ie/ga/eolas-polasaithe/polasai-don-oideachas-gaeltachta-20172022/

[47] *Ibid*

[48] *Ibid. lth 35*

4. Analysis of the Systemic Issues

Since the publication of the draft L1 and L2 specifications, much debate and controversy has arisen in relation to the systemic issues. The draft specifications lack clarity on important issues about how they will be implemented and in this vacuum genuine concerns have been left unaddressed and frustration has grown. Some of these systemic questions may not fall within the scope of the NCCA's responsibilities and if this is the case, the Department of Education (DE) and the State Examinations Commission (SEC) should provide answers to these questions.

The following are the systemic questions that have emerged in the discourse and for which answers are not yet available.

4.1. Choice between L1 and L2

It is clear that the L2 specification is aimed at students attending English-medium schools. L1 is said to be aimed at:

> ...native speakers and learners in Gaeltacht schools, and students in the sector that operate through the Irish language (Gaelcholáistí and Aonaid lán-Ghaeilge). **In schools that operate as English-medium schools, there will also be the option to provide the L1 specification.'**[49]

Accordingly, it is clear that L2 schools will have the option to provide a L1 specification but it is not clear from this document whether L1 schools have the option to provide a L2 specification. For any information on this issue we must rely on the Policy on Gaeltacht Education 2017-2022. Referring to the Junior Cycle L1, the Policy states:

> Post-primary schools recognised as Gaeltacht schools may also make the L2 curriculum specification available for students where it is evident that the L2 specification will meet more effectively such students' Irish-language learning needs. The cohort of students accessing the L2 curriculum specification is expected to constitute a small minority of students in Gaeltacht schools.[50]

Regarding Senior Cycle, the Policy states:

> As at junior cycle, schools recognised as Gaeltacht schools will be required to make the L1 curriculum specification available to their students and to encourage greater student uptake of the L1 specification option.[51]

And

> Requiring all recognised Gaeltacht schools to make L1 Irish-language curriculum specification available for students and to actively promote student uptake of this option.[52]

This suggests that students in Gaeltacht schools will be allowed to choose the L2 specification, although this is not clearly stated, and there is no reference to students in Irish medium schools outside the Gaeltacht at all as the Policy does not apply to them.

There is a lack of clarity here regarding a key issue on the implementation of the L1 specification and this ambiguity is dominating the discourse and adversely affecting positive engagement with the consultation.

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[49]NCCA, *Draft Leaving Certificate Irish Curriculum Specification - schools operating through the medium of L1 Irish,* (Dublin, NCCA) February 2021 p. 38

[50]Department of Education, *Policy on Gaeltacht Education 2017-2022,* (Department of Education, 2016) p. 33. https://www.gov.ie/en/policy-information/policy-education-policy-20172022/

[51]*Ibid*

[52]*Ibid. lth 35*

Tá an comhthéacs sochtheangeolaíochta, go háirithe i scoileanna Gaeltachta, an-chasta agus bíonn réimse leathan de chúlraí teanga i measc na scoláirí. Níl aon tagairt don chomhthéacs seo sa dréachtsonraíocht ná tuiscint léirithe air.

An bhfuiltear ag súil le scoláire i scoil Ghaeltachta nó lán-Ghaeilge nach mbeadh sé ar a chumas tabhairt faoi scrúdú T1 ardleibhéal san Ardteist, gnáthleibhéal T1 a dhéanamh ar bheagán pointí CAO in áit an deis a bheith aige scrúdú T2 ardleibhéal a dhéanamh ar phointí níos airde?

Is ceisteanna mar seo atá á gcur ag tuismitheoirí, ag scoláirí agus ag múinteoirí faoi láthair agus in éagmais freagraí cinnte orthu tá frustrachas ag teacht chun cinn.

4.2. Bearta chun glacadh le T1 a spreagadh

Níl aon tagairt i ndréachtsonraíocht T1 do bheart ar bith le scoláirí a spreagadh le tabhairt faoin gcúrsa seo. An t-aon eolas atá ar fáil faoin gceist seo ná sa POG nuair a luaitear na bearta seo a leanas:

1. Scéim sparánachta tríú leibhéal a thabhairt isteach do scoláirí a fheidhmíonn ag tairseach ghrád shonraithe nó a sháraíonn í sa sonrúchán curaclaim T1 don Ghaeilge i scrúdú na hArdteistiméireachta
2. 10% de na háiteanna sna cláir OTM uile a chur in áirithe do scoláirí a fheidhmíonn ag tairseach ghrád shonraithe nó a sháraíonn í sa sonrúchán curaclaim T1 don Ghaeilge i scrúdú na hArdteistiméireachta ar an gcoinníoll go gcomhlíonann na hiarratasóirí na critéir eile d'iontráil ar na cláir
3. Fiosrú a dhéanamh faoin bhféidearthacht le haitheantas ar fheidhmíocht sa sonrúchán curaclaim T1 don Ghaeilge san Ardteistiméireacht mar riachtanas iontrála ar chúrsaí tríú leibhéal a éilíonn inniúlacht níos airde sa Ghaeilge.[53]

Is bearta iad seo a bheadh teoranta do líon beag scoláirí a bheadh ag feidhmiú ag leibhéal ard sna scrúduithe agus a bheadh ag tabhairt faoi líon teoranta cúrsaí ag an tríú leibhéal. Ní bheadh na dreasachtaí nó na bearta seo tarraingteach go leor le tromlach na scoláirí i scoileanna Gaeltachta, lán-Ghaeilge nó i scoileanna eile a spreagadh le tabhairt faoi shonraíocht T1 dá ndeoin féin, fiú má tá an tsonraíocht sin níos feiliúnaí dá riachtanais foghlama.

Tá sé le tuiscint ó dhréachtsonraíocht T1 go mbeidh an cúrsa seo níos dúshlánaí agus go mbeifear ag súil le hardchaighdeán sa scrúdú ag an deireadh. Ní féidir comparáid a dhéanamh idir an tsraith shóisearach agus an tsraith shinsearach sa chás seo. Is scrúdú fíorthábhachtach é an Ardteist i saol an scoláire, scrúdú a bhfuil go leor ag brath air don thodhchaí. Níl sé réalaíoch a bheith ag súil go dtabharfaidh scoláirí faoin tsonraíocht seo gan cúiteamh tarraingteach a chur ar fáil dóibh.

4.3. Pointí Bónais mar Chúiteamh

An bealach is éasca leis an gcúiteamh sin a chur ar fáil ná pointí bónais CAO a cheangal leis an gcúrsa mar atá déanta leis an Matamaitic. Ó 2012 i leith tá 25 pointe breise ar fáil dóibh siúd a thugann faoin scrúdú sin ag ardleibhéal agus a fhaigheann grád ó H6 (40%) suas. Mar thoradh ar an mbónas seo, tá líon na scoláirí atá ag tabhairt faoin ardleibhéal tar éis dúbailt. I bpléchaipéis a ullmhaíodh in Ollscoil Chathair Bhaile Átha Cliath in 2018, dúradh an méid seo a leanas maidir leis na pointí bónais don Mhatamaitic:

> Bonus points were introduced with the objective of maximizing the number of LC students who study for and sit the higher level mathematics exam, at the request of the then Minister for Education and Science Mary Coughlan. She proposed "the objective of encouraging participation in higher

[53] *Ibid lth 35*.

The sociolinguistic context, especially in Gaeltacht schools, is very complex with students coming from a wide range of linguistic backgrounds. There is no clear reference to or understanding of this complex context in the L1 draft specification.

Let us take as an example a student in an L1 school for whom the higher level L1 Irish exam may be too challenging. Is it expected that such a student would be compelled to take ordinary level L1 instead of having the opportunity to take a higher level L2 examination and gain more CAO points?

Questions such as these are currently being asked by parents, students, and teachers and in the absence of definite answers to them, frustration is growing.

4.2. Measures to encourage L1 uptake

There is no reference in the draft L1 specification to any measure to encourage students to undertake this course. The only information available on this issue is in the Policy on Gaeltacht Education where the following measures are mentioned:

1. Introducing a third-level bursary scheme for students who perform at or exceed a specified grade threshold in the L1 curriculum specification for Irish in the Leaving Certificate examination
2. Reserving 10% of places in all ITE programmes for students who perform at or exceed a specified grade threshold in the L1 curriculum specification for Irish in the Leaving Certificate examination if the applicants also comply with the other criteria for entry to the programmes
3. Exploring the potential for recognition of performance in the L1 curriculum specification for Irish in the Leaving Certificate as a requirement for entry to third-level courses which require a higher competence in Irish

These are measures which would be limited to a small number of students performing at a high level in the examinations and undertaking a limited number of courses at third level. These incentives would not be attractive enough to encourage the majority of students in Gaeltacht, Irish medium or other schools to undertake the L1 specification, even if that specification is more appropriate to their learning needs.

The draft L1 specification suggests that this course will be more challenging and that a high standard will be expected in the final examination. Junior cycle and senior cycle cannot be compared in this case. The Leaving Certificate is a high-stakes examination, an examination on which much depends for the future of the student. It is unrealistic to expect students to undertake this specification without providing attractive and realistic incentives.

4.3. Bonus Points as Incentives

The easiest way to provide such an incentive is to link CAO bonus points to the course as has been done with Mathematics. Since 2012 an additional 25 points are available for those who take this examination at higher level and gain a grade from H6 (40%) upwards. As a result of this bonus, the number of students taking higher level has doubled. A discussion document prepared at Dublin City University in 2018 stated the following in relation to the bonus points for Mathematics:

> Bonus points were introduced with the objective of maximising the number of LC students who study for and sit the higher level mathematics exam, at the request of the then Minister for Education and Science Mary Coughlan. She proposed “the objective of encouraging participation in higher mathematics generally”, citing the importance of urgent action so that Ireland move beyond being ‘average’ at mathematics, the link to national competitiveness, skills needs and competencies

> mathematics generally", citing the importance of urgent action so that Ireland move beyond being 'average' at mathematics, the link to national competitiveness, skills needs and competencies underpinning innovation. In conjunction with the Project Maths reform, a target of 30% of the LC cohort taking higher maths was adopted.
>
> A dramatic, positive change in levels of participation in higher level mathematics has been achieved. Between 2011 and 2018: The percentage of LC students taking higher maths grew from 15 % to 31%. 8,600 more students took higher maths (8,237 in 2011; 16,837 in 2018).[54]

Is léir ón tuairisc seo an éifeacht a bhí ag an mbeart seo, beart a tugadh isteach ag an am céanna le Tionscadal Mata, sonraíocht nua don Mhata nach bhfuil níos dúshlánaí; agus go deimhin atá níos éasca ar go leor bealaí, ná an tsonraíocht a bhí ann roimhe sin.

Tuigimid go bhfuil an cheist faoi phointí bónais agus an CAO casta ach is é seo an comhthéacs ina bhfuilimid ag feidhmiú agus caithfear a bheith réalaíoch faoi. Mar a dúirt Sorcha Ní Chéilleachair, Ceannasaí Thuismitheoirí na Gaeltachta, ina haitheasc do Chomhchoiste Oireachtais na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge ar an 7 Iúil 2021:

> Ní féidir na cúrsaí nua seo a phlé gan iad a chur i gcomhthéacs an chórais ina mbeidh siad á gcur i bhfeidhm. Tá sé chomh maith dúinn bheith ionraic linn féin, gan a bheith ag cur i gcéill agus glacadh leis gurb iad pointí ardteiste bun agus barr an chórais oideachais, córas na hArdteiste pé scéal é, sa tír seo.[55]

Ní leor na bearta atá luaite sa POG leis na scoláirí a mhealladh le tabhairt faoi shonraíocht T1 agus dá gcuirfí an tsonraíocht i bhfeidhm gan aon dreasacht eile a chur ar fáil, is baolach gur teip a bheadh i ndán don tsonraíocht agus bheadh an deis freastal i gceart, den chéad uair, ar riachtanais foghlama cainteoirí cumasacha Gaeilge curtha amú.

4.4. Marcanna Bónais v Pointí Bónais

Nuair a luaitear pointí bónais CAO mar chúiteamh ar shonraíocht níos dúshlánaí sa Ghaeilge sa dioscúrsa, déantar tagairt uaireanta, mar argóint ina choinne, do na marcanna bónais a bhronntar cheana féin ar scoláirí a thugann faoi ábhair eile trí mheán na Gaeilge san Ardteist. Is marcanna iad seo a bhronntar ar scoláirí mar chúiteamh ar an ualach breise a bhaineann le staidéar a dhéanamh ar ábhair i mionteanga nach bhfuil ach líon an-teoranta acmhainní teagaisc agus foghlama ar fáil inti i gcomparáid leis an mBéarla, mórtheanga dhomhanda a bhfuil gach a dteastódh d'acmhainní ar fáil inti agus a éascaíonn dá réir cumas foghlama an scoláire.

Ó bunaíodh an stat, aithníodh an gá a bhí leis an gcúiteamh seo agus, cé go bhfuil feabhas tagtha le blianta beaga anuas ar líon agus ar chaighdeán na n-acmhainní atá ar fáil i nGaeilge, tá bearna ollmhór fós ann agus níl aon amhras ach gur dúshlán breise é ar scoláirí, idir chainteoirí dúchais agus iad siúd ar foghlaimeoirí Gaeilge iad, staidéar a dhéanamh ar na hábhair éagsúla trí mheán na Gaeilge.

Ní ceart marcanna bónais agus pointí bónais a chomhcheangal agus iad a úsáid mar argóint i gcoinne bearta le daltaí a spreagadh le tabhairt faoi chúrsa léinn níos dúshlánaí sa Ghaeilge san Ardteist.

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[54] Lisa Looney and Brien Nolan, *Bonus Points for Higher Mathematics – the impact on participation and performance after 7 years of implementation,* (DCU, 2018). https://www.dcu.ie/news/news/2018/08/bonus-points-for-higher-level-maths-the-impact-after-7-years

[55] https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhartha_na_gaeilge/2021-07-07/

> underpinning innovation. In conjunction with the Project Maths reform, a target of 30% of the LC cohort taking higher maths was adopted.
>
> A dramatic, positive change in levels of participation in higher level mathematics has been achieved. Between 2011 and 2018: The percentage of LC students taking higher maths grew from 15 % to 31%. 8,600 more students took higher maths (8,237 in 2011; 16,837 in 2018).[56]

The effect this measure has had is clear from this report. The bonus points were introduced at the same time as Project Maths, a new specification for Maths which is not more challenging, and is easier in many ways, than the previous specification.

We understand that the issue of bonus points and the CAO is complex, but this is the context in which we are operating and it is essential that we are realistic about this. As Sorcha Ní Chéilleachair, Ceannasaí, Tuismitheoirí na Gaeltachta, said in her address to the Joint Committee on the Irish Language, the Gaeltacht and the Irish Speaking Community on 7 July 2021:

> These new courses cannot be discussed without placing them in the context of the system in which they will be implemented. It is as well for us to be honest with ourselves and not pretend that Leaving Certificate points are not the be-all and the end-all of the education system, the Leaving Certificate system anyway, in this country.[57]

The incentives mentioned in the Policy on Gaeltacht Education are not sufficient to encourage students to undertake the L1 specification and, if the specification were to be implemented without providing any other incentive, the specification would be in danger of failure and the opportunity to address the learning needs of native and other competent Irish speakers for the first time at this level would be lost.

4.4. Bonus Marks v Bonus Points

When CAO bonus points are mentioned in the discourse as incentives for undertaking a more challenging specification in Irish, reference is sometimes made, in opposition to such a measure, to the bonus marks already awarded to students who take other subjects through the medium of Irish in the Leaving Certificate. These are marks awarded to students in compensation for the added demands of studying subjects in a minority language, a language that has only a very limited number of teaching and learning resources available in it by comparison with English, a major global language with a huge range of resources which greatly facilitate student learning.

Since the establishment of the state, the need for this compensation has been recognised and, although the number and quality of resources available in Irish has improved in recent years, there is still a huge gap and there is no doubt that it is an additional challenge for students, both native speakers and those who are learners of Irish, to study the various leaving cert subjects at a high level through the medium of Irish.

Bonus marks and bonus points should not therefore be conflated and used as an argument against measures to encourage students to undertake a more challenging course of study in Irish in the Leaving Certificate.

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[56] Lisa Looney and Brien Nolan, *Bonus Points for Higher Mathematics – the impact on participation and performance after 7 years of implementation,* (DCU, 2018). https://www.dcu.ie/news/news/2018/08/bonus-points-for-higher-level-maths-the-impact-after-7-years

[57] https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhairt_na_gaeilge/2021-07-07/

4.5. Acmhainní agus Tacaíochtaí

Toisc go bhfuil cúrsa comónta ann do scoileanna T1 agus T2 sa Ghaeilge sa tsraith shinsearach faoi láthair, bítear ag brath ar na comhlachtaí foilsitheoireachta leis na hacmhainní teagaisc agus téacsleabhair a sholáthar le tacú leis an múinteoireacht. Tá margadh maith ag na téacsleabhair seo toisc go bhfuil cohórt mór daltaí ag tabhairt faoin ábhar ag na leibhéil éagsúla (ard, gnáth agus bonnleibhéal). Ní mar seo a bheadh cúrsaí le sonraíochtaí idirdhealaithe T1 agus T2. Ní bheadh an cohórt daltaí a bheidh ag tabhairt faoi T1 mór go leor le go ndéanfadh na comhlachtaí seo an infheistíocht a mbeadh gá leis chun ábhar teagaisc ar ardchaighdeán a sholáthar.

Nuair a foilsíodh na sonraíochtaí idirdhealaithe don tsraith shóisearach, chuir na comhlachtaí téacsleabhair ar fáil le freastal ar scoileanna T2 ach fágadh faoin gComhairle don Oideachas Gaeltachta agus Gaelscolaíochta (COGG) téacsleabhar a bhrostú amach in 2019, dhá bhliain tar éis don tsonraíocht T1 teacht i bhfeidhm.[58] Nuair a ghlacfar le sonraíochtaí nua amach anseo, caithfear a chinntiú go mbeidh na téacsleabhair agus na hacmhainní teagaisc go léir ar fáil do gach leibhéal de na sonraíochtaí nua **sula** dtiocfaidh na cúrsaí nua i bhfeidhm (i.e. roimh thús an chúigiú bliain).

Níl tús curtha fós le cúrsa ceart teanga a fhorbairt le tacú leis na sonraíochtaí nua ag leibhéal na sraithe sóisearaí, mar a rinneadh ag leibhéal na bunscoile le Séideán Sí, cúrsa a bhfuil infheistíocht shuntasach déanta ann. Tá tacaíochtaí áirithe curtha ar fáil ar bhonn *ad hoc* ag forais éagsúla ach níl aon chúrsa cuimsitheach comhtháite teanga forbartha, cúrsa a chuirfeadh feoil ar chnámha na dtorthaí foghlama agus a thabharfadh treoir don mhúinteoir sa seomra ranga agus dóibh siúd a sholáthraíonn téacsleabhair agus ábhar teagaisc eile.

Bhí an mhíréir idir ábhar na sonraíochtaí agus tuiscint na bhfoilsitheoirí agus na múinteoirí air le feiceáil go soiléir i mí na Samhna 2019 nuair a foilsíodh na páipéir shamplacha do scrúdú na sraithe sóisearaí 2020, T1 agus T2. Baineadh siar as na múinteoirí mar nach raibh an méid a bhí sna páipéir shamplacha ag teacht leis an tuiscint a bhí acu ar ábhar na sonraíochtaí ó na torthaí foghlama. Is léiriú eile é seo ar an deacracht a bhaineann le heaspa soiléireachta faoin ról ba cheart a bheith ag an CNCM i bhforbairt an mheasúnaithe agus an ról atá ag Coimisiún na Scrúduithe Stáit.

Chomh maith leis an easpa eolais faoi na hacmhainní teagaisc, níl aon chur síos ar an bhForbairt Ghairmiúil Leanúnach (FGL) do mhúinteoirí sna dréachtsonraíochtaí, FGL a chaithfí a chur ar fáil **sula** dtabharfaí sonraíochtaí nua isteach.

Is scrúdú róthábhachtach an Ardteist don scoláire, le gur féidir ligean do mhíréir mar seo tarlú arís. Caithfidh an CNCM feoil a chur ar chnámha na dtorthaí foghlama agus na nithe seo a leanas a sholáthar más mian leo aiseolas fónta a fháil ó na geallsealbhóirí:

- Doimhneacht agus fairsinge eolais faoi gach ceann de shnáithí na sonraíochtaí le hidirdhealú soiléir idir na leibhéil éagsúla
- Treoirlínte do mhúinteoirí faoi chur chuige an teagaisc
- Eolas cruinn, cuimsitheach faoin gcóras measúnaithe, faoin bPhunann Teanga agus faoin mBéaltriail
- Páipéir scrúdaithe shamplacha agus scéimeanna marcála

[58] Antain Mac Lochlainn & Siuán Ní Mhaonaigh, *Dúchas- Gaeilge na Sraithe Sóisearaí,* (COGG agus Foras na Gaeilge 7rl, 2019) https://cic.ie/books/published-books/duchas-gaeilge-na-sraithe-soisearai-t1

4.5. Resources and Supports

At present there is one Irish specification for both L1 and L2 schools at senior cycle and the publishing companies provide resources and textbooks to cater for the courses at foundation, ordinary and higher level. There is a profitable market for these resources as a large cohort of students are taking the subject at the various levels. This would not be the case with L1 and L2 differentiated specifications. The cohort of students undertaking L1 (ordinary or higher level) would not provide a large enough market to incentivise the publishing companies to make the necessary investment in providing high quality L1 teaching material and resources.

When the differentiated L1 and L2 specifications for junior cycle were published, the publishing companies provided textbooks to cater for L2 schools but it was left it to An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) to produce a textbook in 2019, two years after the L1 specification had been introduced.[59] It is essential that textbooks and teaching resources are made available for all levels before any new specifications are introduced and implemented (i.e. before the start of 5th year).

The development of a proper language course to support the new specifications at junior cycle level has not yet commenced. At primary level the L1 curriculum has been supported by the development of *Séideán Sí,* a language course in which significant state investment has been made. Certain supports have been provided on an *ad hoc* basis by various groups for junior cycle, but no comprehensive integrated language course has been developed, a course that would give substance to the learning outcomes and provide guidance to the classroom teacher and to those providing textbooks and other teaching materials.

The discrepancy between the NCCA and SEC understanding of the specifications and teachers' and publishers' understanding of the specifications and the learning outcomes was clear in November 2019 when the sample papers for the 2020, L1 and L2 junior cycle examinations were published. Teachers were taken aback because the sample papers did not match their understanding of the learning outcomes. This illustrates clearly the problem that arises from a lack of clarity on role of the NCCA and the role of the SEC in the development of assessment for the specifications.

In addition to the lack of information on teaching resources in the specifications, there is no information of Continuing Professional Development (CPD) for teachers, CPD that would need to be provided **before** any new specifications are introduced.

The Leaving Certificate is too important an examination for students to allow such inconsistencies to happen at this level. The NCCA must give detailed content information along with the learning outcomes and provide the following if they want to get meaningful feedback from stakeholders:

- Depth and breadth of knowledge about each strand of the specifications with a clear distinction between the various levels
- Guidelines for teachers on teaching strategies
- Accurate, comprehensive information on the assessment system, the Language Portfolio and the oral exam
- Sample examination papers and marking schemes

[59]Antain Mac Lochlainn & Siuán Ní Mhaonaigh, *Dúchas- Junior Cycle Irish,* (COGG and Foras na Gaeilge 7rl, 2019) https://cic.ie/books/published-books/duchas-gaeilge-na-sraithe-soisearai-t1

- Liostaí téacsanna/litríochta
- Eolas faoin bhForbairt Ghairmiúil Leanúnach a chuirfear ar fáil do na múinteoirí
- Gealltanas a thabhairt go ndéanfar cúrsaí cuimsitheacha teanga a fhorbairt a fhreastalóidh ar riachtanais foghlama éagsúla scoláirí agus go gcuirfear iad seo ar fáil **sula** gcuirtear aon tsonraíocht nua Ghaeilge i bhfeidhm don tsraith shinsearach sna hiar-bhunscoileanna

- List of texts / literature
- Information on Continuing Professional Development to be provided to teachers
- Commitment to the provision of comprehensive language courses that meet the different learning needs of various cohorts of students **before** any new Irish specification is implemented for senior cycle in post-primary schools

5. Comhtháthú le Polasaithe Stáit i leith na Gaeilge

5.1. Polasaithe ábhartha an Stáit

Tá tábhacht ar leith ag baint leis an gcuraclam Gaeilge i scoileanna na tíre mar thacaíocht do pholasaithe eile an stáit i leith na teanga. Tá an tuiscint seo leagtha amach go soiléir sa Straitéis 20 Bliain don Ghaeilge 2020-2030 nuair a deirtear:

> Tá an córas oideachais ar cheann de na príomhmhodhanna chun an cumas teanga a bhfuil an Straitéis 20 Bliain bunaithe air a chothú. Sa scolaíocht fhoirmiúil, tá an Stát ábalta cuidiú go gníomhach le cumas teanga ár ndaoine a fhorbairt. Is sprioc lárnach é mar sin go n-éireodh leis na húdaráis oideachais fócas náisiúnta níos córasaí agus níos dlúithe a bhaint amach ó thaobh fhoghlaim na Gaeilge.[60]

Tá sé fíorthábhachtach mar sin go mbeidh na húdaráis oideachais (an CNCM, an RO agus CSS) ag cur spriocanna na bpolasaithe stáit eile san áireamh ar bhealach córasach agus forbairtí á ndearadh acu d'fhoghlaim agus do mhúineadh na Gaeilge. I measc na bpolasaithe eile seo tá:

- Ráiteas an Rialtais i leith na Gaeilge 2006
- Straitéis 20 Bliain don Ghaeilge 2020-2030
- Plean Gníomhaíochta 2018–2022 don Ghaeilge
- Polasaí don Oideachas Gaeltachta 2017-2022
- Bille na dTeangacha Oifigiúla (Leasú) 2019
- Chomh maith leo seo, tá Polasaí don Oideachas Lán-Ghaeilge ar an gclár oibre ag an Roinn Oideachais i láthair na huaire.

Ní léir dúinn faoi láthair go bhfuil an comhtháthú sin ag tarlú go córasach agus dá bhrí sin tá míréir ann in áiteanna idir na polasaithe éagsúla agus codanna de na dréachtsonraíochtaí seo m.sh. luaitear sa Straitéis 20 Bliain go 'leanfar de bheith ag soláthar difreáil tríd an Ghaeilge a thairiscint ag **trí leibhéal** sa Teastas Sóisearach agus san Ardteistiméireacht …'[61]

Ina ainneoin seo, tá deireadh curtha le bonnleibhéal sa tsraith shóisearach agus sa tsraith shinsearach sna dréachtsonraíochtaí.

Luaitear sa Straitéis 20 Bliain 'nasc tairbhiúil a dhéanamh le Comhchreat Tagartha na hEorpa um Theangacha le sainmhíniú a dhéanamh ar na caighdeáin teanga agus chumarsáide a fhíorófar faoi na nósanna imeachta measúnaithe.'[62] I mBille na dTeangacha Oifigiúla (Leasú) 2019, deirtear go mbeidh aitheantas á thabhairt don bhFráma Tagartha Comónta Eorpach seo i bpróiseas earcaíochta na hearnála poiblí amach anseo.

Dá réir sin, ba chóir go mbeadh na sonraíochtaí ag leibhéal na sraithe sinsearaí ailínithe ar bhealach trédhearcach leis an bhFráma Tagartha Comónta Eorpach do theangacha ionas go mbeidh comhleanúnachas ann idir na caighdeáin sa chóras oideachais trí chéile agus polasaithe earcaíochta an stáit. Ní léir dúinn go bhfuil an t-ailíniú seo ar bun ar bhealach córasach, trédhearcach.

[60] gov.ie - An Straitéis 20 Bliain don Ghaeilge (www.gov.ie) lth. 12
[61] *Ibid* lth 13
[62] *Ibid* lth 12

5. Co-ordination with other Irish language State Policies

5.1. Relevant state policies

The Irish language curriculum in schools is of particular importance in supporting the other language policies of the state. This is clearly set out in the *20 Year Strategy for the Irish Language 2020-2030* which states:

> The education system is one of the critical engines for generating the linguistic ability on which this 20-Year Strategy is premised. In formal schooling, the State can actively assist the development of the linguistic capabilities of our population. The achievement by the education authorities of a more systematic and intensive national focus on the universal learning of Irish is therefore a central goal.[63]

It is of the utmost importance that the education authorities (the NCCA, DE and the SEC) take the goals of other state policies into account in a systematic way when planning developments for the teaching and learning Irish. These other policies include:

- Government Statement on the Irish Language 2006
- 20-Year Strategy for the Irish Language 2010-2030
- Action Plan 2018–2022 for the Irish Language
- Policy on Gaeltacht Education 2017-2022
- Official Languages (Amendment) Bill 2019
- As part of its current programme of work, the Department of Education is developing a Policy for Irish-medium Education based on the template of the Policy on Gaeltacht Education

It is not clear to us that such co-ordination is currently taking place and there are inconsistencies in places between the various policies and proposals in the draft specifications e.g. *The 20 Year Strategy* states that 'differentiation will continue to be provided by offering Irish **at three levels** in the Junior and Leaving Certificates …'[64]

Despite this, foundation level in junior cycle has already been abolished and it is proposed to abolish it at senior cycle in the draft specifications.

The 20-Year Strategy states 'A beneficial linkage can be made with the Common European Framework of Reference for Languages (CEFRL) for defining the linguistic and communicative standards that the assessment procedures will verify.'[65] The Official Languages (Amendment) Bill 2019 states that this Common European Framework of Reference will be recognised in the future public sector recruitment process.

Accordingly, the specifications at senior cycle level should be aligned in a transparent manner with the Common European Framework of Reference for Languages so that there is coherence between standards in the education system as a whole and state recruitment policies. It is not clear to us that this alignment is taking place in a systematic, transparent way.

[63] gov.ie - The 20 Year Strategy for the Irish Language (www.gov.ie) lth. 12
[64] *Ibid* lth 13
[65] *Ibid* lth 12

5.2. An Fráma Tagartha Comónta Eorpach

Is cáipéis é an Fráma Tagartha Comónta Eorpach (FTCE) a dhéanann mionchur síos ar an inniúlacht teanga a léiríonn foghlaimeoirí ag leibhéil éagsúla chumais. Tá 6 leibhéal i gcóras an FTCE: na bonnleibhéil (A1 agus A2), na meánleibhéil (B1 agus B2) agus na hardleibhéil (C1 agus C2). Is féidir na leibhéil sin a roinnt ina bhfo-leibhéil nuair is gá. Úsáidtear an mionchur síos atá san FTCE ar fud an domhain le spriocanna nó torthaí foghlama a shainiú do shiollabais agus cúrsaí teanga, agus mar shlata tomhais le tacú leis an measúnú teanga.

Toisc go mbaintear úsáid as leibhéil an FTCE ar fud an domhain, bíonn **trédhearcacht** ag baint le cáilíochtaí atá ceangailte leis na leibhéil sin. Tuigeann múinteoirí, foghlaimeoirí, institiúidí tríú leibhéal agus fostóirí céard is brí le cumas A2 sa Fhraincis, nó le cáilíocht B1 sa Ghearmáinis. Cuireann sé leis an **leanúnachas** ó chúrsa go cúrsa, ó theanga go teanga agus ó leibhéal amháin sa chóras oideachais go leibhéal eile. De réir an pholasaí náisiúnta do theangacha iasachta sa chóras oideachais in Éirinn, ní mór gach scrúdú teanga a cheangal anois leis an FTCE.

Cé nach bhfuil an Ghaeilge mar chuid den pholasaí sin, tá beagnach gach cúrsa agus cáilíocht teanga ó leibhéal na meánscoile go dtí an tríú leibhéal, ailínithe anois leis an FTCE. Is eisceacht í an dréachtsonraíocht nua Ghaeilge don Ardteist, rud a fhágann go bhfuil míréir idir é agus na céimeanna a thagann ina dhiaidh sa Ghaeilge ag an tríú leibhéal. Tá cur síos cuimsitheach ar an FTCE agus na leibhéil éagsúla a bhaineann leis ar fáil in **Aguisín 1** agus **Aguisín 2.**

5.2. Common European Framework of Reference

The Common European Framework of Reference (CEFR) is a document that describes in minute detail the language competence demonstrated by learners at different levels of ability. There are 6 levels in the CEFR system: the foundation levels (A1 and A2), the intermediate levels (B1 and B2) and the advanced levels (C1 and C2). These levels can be divided into sub-levels where necessary. The detailed description of language ability contained in the CEFR is used internationally to define learning goals or outcomes for language syllabuses and courses, and as criteria to support language assessment.

The widespread use of CEFR levels internationally contributes to the **transparency** of qualifications attached to those levels. Teachers, learners, third-level institutions and employers understand what it means for a learner to be at A2 level in French, or for a qualification to be at B1 level in German. This ensures **continuity** from course to course, from language to language and from one level in the education system to another. According to the national policy for foreign languages in the Irish education system, all language examinations must now be linked to the CEFR. Although Irish is not included in that policy, almost all Irish language courses and qualifications from post-primary to third level are now aligned with the CEFR. The new draft specification for Leaving Certificate Irish is an exception, making it inconsistent with the Irish-language courses that precede and follow it within the education system. A more comprehensive description of the CEFR and its various levels is available in **Appendix 1** and **Appendix 2.**

6. Tátail agus Moltaí

Tar éis dúinn dianstaidéar agus anailís a dhéanamh ar Dhréachtsonraíochtaí Curaclaim Gaeilge na hArdteistiméireachta T1 agus T2 don phlécháipéis seo, tá moltaí le déanamh againn ag eascairt as príomhthátail na hanailíse sin.

6.1. Tátail

1. Rinne an CNCM frámú ar struchtúr na Gaeilge sa tSraith Shinsearach bunaithe ar struchtúr T1 agus T2 a tugadh isteach mar chuid den Chreat don tSraith Shóisearach in 2017 gan aon athbhreithniú a dhéanamh ar fheidhmiú an struchtúir sin ná gan aon anailís ar oiriúnacht an struchtúir sin don Ardteist, scrúdú a bhfuil an oiread sin i ngeall leis don scoláire.
2. Tugadh amlíne neamhréalaíoch don chomhairliúchán i lár paindéime, amlíne gurbh éigean síneadh a chur léi, rud a léirigh easpa tuisceana sa CNCM ar na himpleachtaí níos leithne a bhaineann leis na hathruithe a moladh sna dréachtsonraíochtaí.
3. Tá amlíne neamhréalaíoch luaite le forfheidhmiú na sonraíochtaí sna scoileanna, amlíne atá athraithe cheana féin ó Mheán Fómhair 2021 go Meán Fómhair 2023 (le scrúdú den chéad uair in 2025).
4. Níl aon phlean le píolótú a dhéanamh ar na sonraíochtaí seo.
5. Foilsíodh na dréachtsonraíochtaí do chomhairliúchán gan buneolas atá riachtanach má tá na geallsealbhóirí le haiseolas ceart a thabhairt orthu. Tá cur síos ar an eolas atá in easnamh déanta againn thuas agus cuimsíonn sé na nithe seo a leanas:
    - Cur síos ar a bhfuil i gceist leis na torthaí foghlama sa dá dhréachtsonraíocht
    - Idirdhealú soiléir sna torthaí foghlama idir gnáthleibhéal agus ardleibhéal T1 agus T2
    - Réasúnaíocht faoin gcinneadh deireadh a chur leis an mbonnleibhéal agus an cur síos ar an gcaoi a ndéanfar freastal ar an gcohórt daltaí a thugadh faoin scrúdú ag an leibhéal seo
    - Míniú ar áit na litríochta i sonraíocht T2 gnáthleibhéal nuair nach bhfuil sé i gceist measúnú a dhéanamh ar an litríocht sin sa scrúdú ceann cúrsa
    - Treoirlínte teagaisc do na múinteoirí
    - Cur síos cuimsitheach ar an gcóras measúnaithe, páipéir shamplacha agus scéimeanna marcála.
    - Liosta téacsanna/litríochta.
    - Cur síos beacht ar an méid a bheidh i gceist leis an bPunann Teanga
    - Cur síos ar na hacmhainní, na tacaíochtaí teagaisc agus an pacáiste d'fhorbairt ghairmiúil leanúnach a chuirfear ar fáil le tacú leis na sonraíochtaí nua agus amlíne curtha leo
    - Cur síos ar an struchtúr atá beartaithe don Bhéaltriail, comhpháirt fhíorthábhachtach den mheasúnú
    - Eolas soiléir maidir le rogha idir T1 agus T2
    - Eolas faoi bhearta le cúiteamh a thabhairt do scoláirí as an ualach breise a bhaineann le scrúdú níos dúshlánaí a dhéanamh ag leibhéal na hArdteiste
    - Plean le píolótú a dhéanamh ar aon sonraíochtaí nua, mar a rinneadh le Tionscadal Mata – an t-aon athrú mór curaclaim a rinneadh le blianta beaga anuas a bheadh inchurtha leis an athrú seo

6. Conclusions and Recommendations

After undertaking a detailed study and analysis of the L1 and L2 draft specifications for this discussion document, we have a number of recommendations to make based on the following conclusions.

6.1. Conclusions

1. The NCCA set out the structure for Irish in senior cycle based on the L1 and L2 structure introduced as part of the Framework for Junior Cycle in 2017 without undertaking any review of how that structure was operating or any analysis of the suitability of that structure for the Leaving Certificate, an examination that is such a high-stakes examination for the student.
2. The consultation was given an unrealistic timeline in the middle of a pandemic, a timeline that had to be extended, reflecting a lack of understanding in the NCCA of the wider implications of the changes proposed in the draft specifications.
3. An unrealistic timeline has been cited for the implementation of the specifications in schools, a timeline that has already changed from September 2021 to September 2023 (to be examined for the first time in 2025).
4. There are no plans to pilot these specifications.
5. The draft specifications for consultation have been published without the basic information required for stakeholders to give considered feedback. This information includes the following:
    - Clear information on what the learning outcomes entail in the draft specification
    - Clear distinction in learning outcomes between ordinary level and higher level (L1 and L2)
    - Rationale for the decision to discontinue foundation level and any indication as to how the cohort of students who would have taken the examination at this level will be catered for
    - Rationale for the literature component in the ordinary level L2 specification although this component will not be assessed in the final examination
    - Teaching guidelines for teachers
    - A detailed description of the assessment system including sample papers and marking schemes
    - List of texts / literature
    - A detailed plan for the role of the Language Portfolio
    - Information on the resources, teaching supports and CPD package to support the new specifications together with a timeline
    - A detailed outline of the structure for the oral exam, a key component of the course
    - Clear information on the choice between L1 and L2
    - Information on measures to incentivise students for the additional work involved in taking a more challenging examination at Leaving Certificate level
    - A plan to pilot any new specifications, in line with the piloting undertaken for Project Maths - the only major specification change at senior cycle in recent years which would compare with these proposed changes

6.2. Moltaí

Bunaithe ar na tátail thuas tá sé soiléir nach féidir leis na dréachtsonraíochtaí seo, mar atá siad leagtha amach faoi láthair, freastal go sásúil ar riachtanais na spriocghrúpaí éagsúla agus gur gá féachaint ar an bhfráma T1 agus T2 arís agus ceist a chur faoina oiriúnacht don tsraith shinsearach.

Is cinnte go bhfuil gá le sonraíochtaí idirdhealaithe le freastal ar riachtanais éagsúla na scoláirí. Níl an *status quo* sásúil mar nach bhfuil freastal á dhéanamh ar riachtanais na gcainteoirí dúchais ná cainteoirí cumasacha Gaeilge. Mar a dúirt an tOllamh David Little in 2003 agus atá luaite cheana sa phlécháipé:

> … the continued insistence on a single syllabus for native and non-native speakers of the language, Irish medium and English medium students, achieves the worst of both worlds.

Tá deis ann anois leis na sonraíochtaí nua dul i ngleic leis an gceist seo agus sonraíochtaí a dhearadh atá in oiriúint do na spriocghrúpaí éagsúla ar fad den chéad uair.

Chuige seo caithfear frámú eile a dhéanamh ar na sonraíochtaí seachas T1 agus T2. Tá dhá rogha ann leis seo a dhéanamh:

Rogha 1 - Sonraíochtaí nua a chur ar fáil ag na ceithre leibhéal seo a leanas:

- Bonnleibhéal
- Gnáthleibhéal
- Ardleibhéal
- **Sárleibhéal – cúrsa nua dírithe ar ardchaighdeán i labhairt agus scríobh na teanga mar aon le heolas ar ghnéithe de shaíocht agus litríocht na Gaeilge**

Bheadh na buntáistí seo a leanas ag baint le Rogha 1:

1. Bheadh rogha ag scoláirí i scoileanna T1 tabhairt faoin scrúdú ag an Sárleibhéal dá mba mhian leo agus bheadh sé oscailte do scoláirí i scoileanna T2 tabhairt faoi freisin. Ní ábhar breise a bheadh i gceist cosúil le Mata agus Mata Fheidhmeach ach sonraíocht eile a fhreastalaíonn i gceart ar riachtanais foghlama cohórt daltaí nach bhfuil freastal ceart déanta orthu ag leibhéal na sraithe sinsearaí go dtí seo.
2. Tá ceithre leibhéal i gceist faoin múnla seo mar atá leis na dréachtsonraíochtaí T1 agus T2 ach freagraíonn na leibhéil seo níos fearr agus ar bhealach níos simplí, dar linn, do na spriocghrúpaí ar a bhfuil siad dírithe.
3. Ní bheadh gá le scrúdú T1 gnáthleibhéal, scrúdú nach mbeadh éileamh air.
4. Chinnteodh sé go ndéanfaí freastal ar an gcohórt scoláirí a mbeadh sonraíocht ag Bonnleibhéal níos oiriúnaí dá riachtanais foghlama.
5. D'fhéadfaí na leibhéil éagsúla a cheangal ar bhealach trédhearcach leis an bhFráma Tagartha Comónta Eorpach, rud a chinnteodh go mbeadh na sonraíochtaí ailínithe le polasaithe eile an rialtais don teanga.

Bheadh na sonraíochtaí ag na leibhéil éagsúla seo oscailte do na scoláirí ar fad ar mian leo tabhairt fúthu agus bheadh líon áirithe pointí breise CAO ar fáil dóibh siúd a roghnaíonn an scrúdú ag Sárleibhéal mar chúiteamh as an obair bhreise a bheadh ag dul leis an tsonraíocht seo.

6.2. Recommendations

Based on the above findings, it is clear that these draft specifications, as currently set out, cannot satisfactorily meet the needs of the various target groups and that the L1 and L2 structure needs to be revisited and its suitability for senior cycle questioned.

Differentiated specifications are certainly needed to meet the needs of different cohorts of students. The *status quo* is not satisfactory as the needs of native and competent Irish speakers are not being met. As Professor David Little said in 2003 and as already referenced in this discussion paper:

> … The continued insistence on a single syllabus for native and non-native speakers of the language, Irish medium and English medium students, achieves the worst of both worlds.

The introduction of new specifications provides an opportunity to address this issue and to design specifications that are tailored to meet the needs of all cohorts of learners for the first time.

This requires framing the specifications in a way that differs from the junior cycle L1 and L2. There are two options for doing this:

Option 1 - Provide specifications at the following four levels:

- Foundation level
- Ordinary level
- Higher level
- **Advanced level - a new course aimed at a higher standard in oral and written language skills along with the study of a broader range of Irish literature, literary history and culture**

Option 1 would have the following advantages:

1. Students in L1 schools would have the option of taking the examination at Advanced Level if they wished and it would also be open to students in L2 schools. Unlike Maths and Applied Maths, it would not be an additional subject but another level that meets the learning needs of a cohort of students whose learning needs have not been adequately met at senior cycle level to date.
2. There are four levels under this model as with the draft L1 and L2 specifications but these levels respond in a more appropriate fashion, in our view, to the various learning cohorts.
3. It eliminates the need for an ordinary level L1 exam, an exam for which there would, in all likelihood, be little or no demand.
4. It would ensure that the cohort of students currently taking Irish at Foundation level would have their learning needs met.
5. The various levels could be linked in a transparent way to the Common European Framework of Reference for Languages, ensuring that the specifications are aligned with other government language policies.

The specifications at these various levels would be open to all students who wish to undertake them, and **additional CAO points would have to be available for those who choose the examination at Advanced Level** to compensate for the additional work that would be involved in studying for an exam at this level and to incentivise students to undertake the course.

Rogha 2 - Sonraíochtaí a chur ar fáil ag na trí leibhéal seo a leanas:

- Bonnleibhéal
- Gnáthleibhéal
- Ardleibhéal

AGUS

Ábhar nua a fhorbairt **Saíocht agus Litríocht na Gaeilge** a bheadh ar fáil do chohórt daltaí a mbeadh spéis acu tabhairt faoi ar an múnla céanna le Mata / Mata Fheidhmeach atá ar fáil faoi láthair do scoláirí.

Bheadh an t-ábhar Saíocht agus Litríocht na Gaeilge ar fáil do na scoláirí ar fad ar mian leo tabhairt faoi agus bheadh pointí CAO ag dul leis ar an mbealach céanna le Mata / Mata Fheidhmeach.

Bheadh na buntáistí seo a leanas ag baint le frámú Rogha 2:

1. Bheadh rogha ag scoláirí i scoileanna T1 tabhairt faoin ábhar **Saíocht agus Litríocht na Gaeilge** dá mba mhian leo agus bheadh sé oscailte do scoláirí i scoileanna T2 tabhairt faoi freisin. Ábhar breise a bheadh i gceist cosúil le Mata agus Mata Fheidhmeach le sonraíocht a fhreastalaíonn i gceart ar riachtanais foghlama cohórt daltaí nach bhfuil freastal ceart déanta orthu ag leibhéal na sraithe sinsearaí go dtí seo.
2. Bheadh 3 leibhéal i gceist faoin múnla seo don Ghaeilge agus ábhar breise roghnach ag leibhéal amháin.
3. Ní bheadh gá le scrúdú T1 gnáthleibhéal, scrúdú nach mbeadh éileamh air.
4. Chinnteodh sé go ndéanfaí freastal ar an gcohórt scoláirí a mbeadh sonraíocht ag Bonnleibhéal níos oiriúnaí dá riachtanais foghlama.
5. D'fhéadfaí na leibhéil éagsúla a cheangal leis an bhFráma Tagartha Comónta Eorpach, rud a chinnteodh go mbeadh na sonraíochtaí ailínithe ar bhealach trédhearcach le polasaithe eile an rialtais don teanga.
6. Bheadh tacaíocht don chur chuige seo ó pholaiteoirí sna páirtithe éagsúla mar tá múnla den chineál seo tagtha chun cinn sa chomhphlé ar an gceist seo ag Comhchoiste Oireachtais na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge le cúpla mí anuas.[66]

Molaimid go dtabharfaidh an CNCM aghaidh ar gach ceann de na tátail atá luaite againn ag 6.1 agus go gcuirfear iad ar fad san áireamh i ndréachtadh aon sonraíochtaí nua sula bhfoilsítear iad.

6.3. Focal Scoir

Is scrúdú fíorthábhachtach i saol an scoláire an Ardteist, scrúdú a bhfuil go leor i ngeall leis. Ní ceart athrú chomh mór leis an gceann atá beartaithe sna dréachtsonraíochtaí seo a dhéanamh in aon ábhar ag an leibhéal seo, go háirithe sa Ghaeilge, ábhar a bhfuil tábhacht níos leithne ag baint leis ná an scrúdú féin, gan na himpleachtaí a mheas go cairéiseach.

[66] Oireachtas na hÉireann, Coiste na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge – 33ú Dáil, 26ú Seanad (Meitheamh, Iúil agus Meán Fómhair 2021) https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhartha_na_gaeilge/2021-06-02/

Option 2 - Provide specifications at the following three levels:

- Foundation level
- Ordinary level
- Higher level

AND

Develop a new subject ***Saíocht agus Litríocht na Gaeilge*** **or Irish Language, Culture and Literature** which would be available to a cohort of students who would be interested in undertaking this course of study based on the same model as Maths / Applied Maths currently available to students.

This subject, Irish Language, Culture and Literature, would be available to all students who wish to undertake it and CAO points would apply to it in the same way as happens with Maths & Applied Maths.

Option 2 would have the following advantages:

1. Students in L1 schools would have the option of taking the subject **Irish Language, Culture and Literature** and it would also be an option for students in L2 schools. The new specification would meet the learning needs of a cohort of students who have not been properly catered for at senior cycle level to date.
2. This model would involve 3 levels for Irish and an optional additional subject at one level.
3. It eliminates the need for an ordinary level L1 exam, an exam for which there would, in all likelihood be little or no demand.
4. It would ensure that the cohort of students currently catered for by Foundation level would have their learning needs met.
5. The various levels could be linked to the Common European Framework of Reference for Languages, which would ensure that the specifications were aligned in a transparent way with other state policies for the language.
6. This approach would be supported by politicians as this model has emerged as a solution in the discussions on this issue at the Joint Committee on the Irish Language, the Gaeltacht and the Irish Speaking Community.[67]

We recommend that the NCCA address the recommendations at 6.1 and that they take them all into consideration in drafting of any new specifications before publication.

6.3. Concluding Remarks

The Leaving Certificate is a very important high-stakes examination in the life of the student, an examination on which much depends. No subject at this level, especially Irish, which has a wider importance than the examination itself, should be changed in as significant a manner as proposed in these draft specifications, without careful consideration of the implications of those changes.

[67]Oireachtas na hÉireann, Coiste na Gaeilge, na Gaeltachta and the Irish Speaking Community - 33rd Dáil, 26th Seanad (June, July and September 2021) https://www.oireachtas.ie/en/debates/debate/comhchoiste_na_gaeilge_na_gaeltachta_agus_phobal_labhairt_na_gaeilge/2021-06-02/

Tá sé soiléir ón bhfreagairt ar na dréachtsonraíochtaí go dtí seo go bhfuil gá le hathbhreithniú iomlán ar an bhfráma atá ceaptha ag an CNCM do dhréachtsonraíochtaí T1 agus T2.

Tuigimid go bhfuil sonraíocht nua ar fáil don tsraith shóisearach ó 2017 agus go bhfuiltear den tuairim go gcaithfear, ar mhaithe le leanúnachas sa chontanam foghlama, sonraíocht nua a cheapadh don tsraith shinsearach le tógáil ar an obair seo. Caithfear a chur san áireamh, áfach, go bhfuilimid ag feidhmiú i gcúinsí eisceachtúla de bharr na paindéime COVID 19 agus nach bhfuil scrúduithe 2020 ná 2021 sa tsraith shóisearach tar éis tarlú agus níl aon athbhreithniú ceart déanta ar éifeachtacht an chur chuige T1 agus T2 ag an leibhéal seo.

An chomhairle a bheadh againne ag an bpointe seo ná go gcuirfí aon chinneadh ar shonraíocht nua don Ghaeilge sa tsraith shinsearach ar leataobh go dtí go mbeidh an t-athbhreithniú ar an tsraith shóisearach déanta agus torthaí an athbhreithnithe curtha ar fáil. Ansin iarraimid ar an Roinn Oideachais, an CNCM agus Coimisiún na Scrúduithe Stáit na moltaí atá déanta againn sa phlécháipéis seo a chur san áireamh agus fráma nua a dhearadh don Ghaeilge ag leibhéal na sraithe sinsearaí, fráma a fhreastalóidh i gceart, den chéad uair, ar riachtanais foghlama na scoláirí uile sa tír.

It is clear from the response to the draft specifications to date that a full reappraisal of the structure proposed in the draft L1 and L2 specifications is required.

A new specification for junior cycle has been available since 2017 and we understand that in the interests of continuity in the learning continuum, a new specification for senior cycle needs to be devised to build on this work. It must be borne in mind, however, that we are operating in exceptional circumstances due to the COVID 19 pandemic and that the 2020 and 2021 junior cycle examinations did not take place and the effectiveness of the L1 and L2 approach has not been properly reviewed at this level.

Our advice at this stage would be that any decision on a new specification for Irish in the senior cycle should be set aside until the review of the junior cycle has been completed and the results of the review have been made available. We then ask that the Department of Education, the NCCA and the State Examinations Commission give consideration to the recommendations we have made in this discussion document for the design of a new structure for Irish at senior cycle level, a structure that, for the first time, would cater adequately for the learning needs of all students in the country.

Aguisín 1 - An Fráma Tagartha Comónta Eorpach

Céard é an Fráma Tagartha Comónta Eorpach (FTCE)?
Is cáipéis é an Fráma Tagartha Comónta Eorpach a dhéanann mionchur síos ar an inniúlacht teanga a léiríonn foghlaimeoirí ag leibhéil éagsúla chumais, agus iad i mbun réimse leathan gníomhaíochtaí cumarsáide. Tá 6 leibhéal i gcóras an FTCE: na bonnleibhéil (A1 agus A2), na meánleibhéil (B1 agus B2) agus na hardleibhéil (C1 agus C2). Is féidir na leibhéil sin a roinnt ina bhfo-leibhéil nuair is gá; mar shampla, is féidir leibhéal B2 a roinnt ina dhá fho-leibhéal, B2 agus B2+, nó B2.1 agus B2.2, mar a thugtar orthu freisin. Aithníonn an FTCE go mbíonn an cumas teanga ag brath go mór ar chomhthéacs na cumarsáide; mar sin, déanann sé cur síos ar na 6 leibhéil chumais i gcomhthéacs 67 gníomhaíocht chumarsáideach a bhaineann le húsáid na teanga sa saol acadúil, gairmiúil agus sóisialta, ar nós '*watching tv, film and video', 'understanding conversation between other people', 'interviewing and being interviewed', 'creative writing'* nó '*analysis and criticism of creative texts'*. Féach mar shampla an cur síos a bhaineann leis an gcaint phoiblí nó *'addressing audiences*' ar leathanach 76 den FTCE.

Cé na buntáistí a bhainfeadh le sonraíochtaí na hArdteiste a cheangal leis an FTCE?
Úsáidtear an mionchur síos atá san FTCE ar fud an domhain le spriocanna nó torthaí foghlama a shainiú do shiollabais agus cúrsaí teanga, agus mar shlata tomhais le tacú leis an measúnú teanga. Tá roinnt buntáistí ag baint leis an úsáid seo:

1. Cuireann an FTCE béim, ní hamháin ar na scileanna teanga féin, ach ar chumas an fhoghlaimeora na **scileanna sin a úsáid agus iad i mbun cumarsáide**. Is í an phríomhsprioc a bhaineann le cúrsaí atá bunaithe ar an FTCE, mar sin, ná **an foghlaimeoir a chumasú le bheith in ann an teanga a úsáid** go héifeachtach ina s(h)aol acadúil, gairmiúil agus sóisialta i ndiaidh an chúrsa, seachas foghlaimeoir a ullmhú do scrúdú. Seo rud a theastaíonn go géar i gcás na Gaeilge, ar ndóigh.

2. Tá an FTCE an-úsáideach le torthaí foghlama cuimsitheacha a fhorbairt. Tá sé luaite cheana féin go bhfuil easpa sonraí i dtorthaí foghlama na ndréachtsonraíochtaí; d'fhéadfaí an FTCE a úsáid le **feoil a chur ar na cnámha** loma sin. Féach mar shampla na torthaí foghlama atá leagtha amach don léamh i ndréachtsonraíochtaí na hArdteiste (lch 31):

   Ba chóir go mbeadh ar chumas an scoláire:
   - leas a bhaint as réimse leathan téacsanna dílse neamhliteartha agus litríochta chun cur lena chumas teanga
   - téacsanna neamhliteartha agus litríochta, i seánraí éagsúla, a thuiscint agus a ionramháil agus anailís chriticiúil a dhéanamh orthu
   - rogha phearsanta téacsanna a léamh go neamhspleách ar son taighde agus taitnimh
   - iontaofacht foinsí eolais a thuiscint
   - comparáid agus codarsnacht a dhéanamh idir téacsanna
   - téacsanna a léamh a thugann léargas níos leithne ar an duine agus ar an saol mór

   Luaitear, mar shampla, gur cheart go mbeadh ar chumas an scoláire téacsanna a léamh agus 'anailís chriticiúil a dhéanamh orthu' agus ní thugtar aon mhíniú breise ar a bhfuil i gceist leis an anailís sin. Is mór idir an cur síos an-ghinearálta sin thuas agus an cur síos mionsonraithe a dhéantar ar na scileanna céanna ag leibhéal B2 den FTCE, mar atá le feiceáil ó na samplaí thíos (agus níl anseo ach cuid de na scileanna léitheoireachta a luaitear ag an leibhéal sin).

Appendix 1 - The Common European Framework of Reference

What is the Common European Framework of Reference (CEFR)?
The Common European Framework of Reference is a document that describes in detail the language proficiency demonstrated by learners at different levels of ability, while engaged in a wide range of communicative activities. There are 6 levels in the CEFR system: the foundation levels (A1 and A2), the intermediate levels (B1 and B2) and the advanced levels (C1 and C2). These levels can be divided into sub-levels where necessary; for example, level B2 can be divided into two sub-levels, B2 and B2 +, or B2.1 and B2.2, as they are also called. The CEFR recognises that language ability is highly dependent on the context of communication; as such, it describes the 6 proficiency levels in the context of 67 communicative activities relating to the use of the language in academic, professional and social life, such as *'watching tv, film and video', 'understanding conversation between other people' , 'interviewing and being interviewed' , 'creative writing'* or '*analysis and criticism of creative texts'*. See for example the description of public speaking or *'addressing audiences'* on page 76 of the CEFR.

What are the potential benefits of linking the specifications for Leaving Certificate Irish to the CEFR?
The detailed description of language proficiency contained in the CEFR is used worldwide to define learning goals or outcomes for language syllabuses and courses, and as criteria to support language assessment. There are several benefits to this use of the CEFR:

1. The CEFR emphasises not only the language skills themselves, but the learner's ability **to use those skills when communicating**. The main goal of CEFR-based courses, therefore, is to **enable the learner to use the language** effectively in his/her academic, professional and social life beyond the course, rather than merely preparing him/her for an examination. This is something that is desperately needed in the case of the Irish language.

2. The CEFR can be a very useful support for the development of detailed and comprehensive learning outcomes. It has already been mentioned above that the learning outcomes of the draft specifications lack detail; the CEFR could be used **to flesh out the bare bones** of the current draft specifications. See for example the learning outcomes set out for reading in the draft L2 Leaving Certificate specifications (page 29):

   Students should be able to:
   - **use a wide range of authentic literary and non-literary texts to develop their language capabilities**
   - **understand, manipulate and critically analyse literary and non-literary texts from various genres read a personal selection of texts independently for research and pleasure**
   - **understand the reliability of sources of information**
   - **compare and contrast texts**
   - **read texts that provide a broader insight to humans and to life in general**

   While it is stated that the student should be able to read and 'critically analyse' texts, no further explanation is given of what that analysis might entail. There is a significant difference between the very general learning outcomes above and the detailed description of the same skills at CEFR level B2, as can be seen from the examples below (and these are just some of the reading skills mentioned at that level).

Samplaí den chur síos a dhéantar ar scileanna léitheoireachta ag leibhéal B2 den FTCE	
Reading for pleasure	• *Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.* • *Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.*
Identifying cues and inferring	• *Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.*
Expressing a personal response to a creative text	• *Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments.* • *Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play.* • *Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.* • *Can express in some detail their reactions to the form of expression, style and content of a work, explaining what they appreciated and why.*
Analysis and criticism of creative texts (including literature)	• *Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.* • *Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.* • *Can evaluate the way the work encourages identification with characters, giving examples.* • *Can describe the way in which different works differ in their treatment of the same theme.*

3. Mar gheall go mbaintear úsáid as leibhéil an FTCE ar fud an domhain, bíonn **trédhearcacht** ag baint le cáilíochtaí atá ceangailte leis na leibhéil sin. Tuigeann múinteoirí, foghlaimeoirí, institiúidí tríú leibhéal agus fostóirí céard is brí le cumas A2 sa Fhraincis, nó le cáilíocht B1 sa Ghearmáinis. Cuireann sé leis an **leanúnachas** ó chúrsa go cúrsa, ó theanga go teanga agus ó leibhéal amháin sa chóras oideachais go dtí an chéad leibhéal eile, nuair a bhíonn gach cúrsa agus cáilíocht ceangailte leis an gcóras céanna. Mar gheall air sin, de réir an pholasaí náisiúnta do theangacha iasachta sa chóras oideachais in Éirinn, ní mór gach scrúdú teanga a cheangal anois leis an FTCE. Cé nach bhfuil an Ghaeilge mar chuid den pholasaí sin, tá beagnach gach cúrsa agus cáilíocht teanga ó leibhéal na hiar-bhunscoile go dtí an tríú leibhéal, chomh maith le bunriachtanais teanga do mhúinteoirí ag gach leibhéal, ailínithe anois leis an FTCE. Is eisceacht í an dréachtsonraíocht nua don Ardteist, rud a fhágann go bhfuil míréir idir sin agus na céimeanna a thagann roimpi agus ina diaidh.

4. Bíonn leibhéil an FTCE luaite freisin mar riachtanais do phoist a bhaineann le teangacha, an Ghaeilge san áireamh. Tá sprioc uaillmhianach leagtha amach i mBille na dTeangacha Oifigiúla (Leasú) go mbeadh 20% de na daoine a earcófar san earnáil phoiblí inniúil ar an nGaeilge faoin mbliain 2030, agus tá seans maith ann go n-úsáidfear leibhéil an FTCE chun an inniúlacht sin a shainiú. Dá mbeadh an Ardteist ailínithe leis an FTCE ar bhealach trédhearcach, agus córas bailí, éifeachtach measúnachta ag baint léi, thacódh sé go mór le polasaí agus spriocanna earcaíochta an bhille teanga agus leis an obair phleanála teanga atá ar siúl ar fud na tíre. Buntáiste a bheadh ann don dalta freisin, dá mbeadh **aitheantas gairmiúil náisiúnta agus idirnáisiúnta** ag baint le cáilíocht Ghaeilge na hArdteiste.

Examples of CEFR descriptors related to reading at B2 level	
Reading for pleasure	• Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively. • Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.
Identifying cues and inferring	• Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
Expressing a personal response to a creative text	• Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments. • Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play. • Can describe their emotional response to a work and elaborate on the way in which it has evoked this response. • Can express in some detail their reactions to the form of expression, style and content of a work, explaining what they appreciated and why.
Analysis and criticism of creative texts (including literature)	• Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. • Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. • Can evaluate the way the work encourages identification with characters, giving examples. • Can describe the way in which different works differ in their treatment of the same theme.

3. The widespread use of CEFR levels internationally contributes to the **transparency** of qualifications attached to those levels. Teachers, learners, third level institutions and employers understand what it means for a learner to be at A2 level in French, or for a qualification to be at B1 level in German. The alignment of all courses and qualifications to the same system ensures **continuity** from course to course, from language to language and from one level in the education system to the next. It is for this reason that the national policy for foreign languages in the education system in Ireland states that all language examinations should be linked to the CEFR. Although Irish is not included in that policy, almost all Irish-language courses and qualifications from post-primary to third level, as well as minimum language requirements for teachers at all levels, are now aligned with the CEFR. The new draft Leaving Certificate specification for Irish is an exception, making it inconsistent with the courses preceding and following it within the education system.

4. CEFR levels are also used as minimum language proficiency requirements for language-related jobs, including those related to Irish. The Official Languages (Amendment) Bill sets out an ambitious target that 20% of new recruits to the public sector will be competent in Irish by 2030, and it is quite likely that CEFR levels will be used to define that competence. If the Leaving Certificate were aligned with the CEFR in a transparent manner, with a valid, effective system of assessment, it would greatly support the recruitment policy and goals of the language bill and the language planning work that is taking place throughout the country. It would also be an advantage for the student, if there was **national and international professional recognition** related to the Leaving Certificate Irish qualification.

Míthuiscintí coitianta faoin FTCE

Bíonn míthuiscintí ar dhaoine uaireanta faoi ghnéithe den FTCE. Seo ceithre mhíthuiscint choitianta:

1. **Gur dearadh an FTCE do dhaoine fásta agus nach bhfuil sé oiriúnach do leibhéal na scoile:**
   Tugann an Dr Brian North, duine d'údair an FTCE, aghaidh ar an míthuiscint seo sa leabhar *The CEFR in Practice* (2014, lch 230):
   "*One of the enduring fallacies about the CEFR is the very idea that it was developed for adult learners. It is often said that ... the CEFR is not appropriate for the younger learner context. This is a misunderstanding. The CEFR, with its action-oriented approach, is concerned with the nature of real world language use. ... the CEFR descriptors in their published form are not age appropriate for very young learners, but they can be unzipped into micro-descriptors, simplified, exemplified etc. in a way appropriate to context.*"

   Níl sé fíor, mar sin, nach féidir an FTCE a úsáid i gcomhthéacs na scoile; tá solúbthacht ag baint leis agus is féidir é a chur in oiriúint do chomhthéacs ar bith. Tá sé seo déanta cheana féin do mhúineadh an Bhéarla mar theanga bhreise sa bhunscoil in Éirinn agus tá samplaí eile curtha ar fáil ag Comhairle na hEorpa.

2. **Go bhfuil sé dírithe ar fhoghlaimeoirí teanga agus nach féidir é a úsáid i gcomhthéacsanna T1:**
   Is fíor gur dearadh an FTCE d'*fhoghlaimeoirí* teanga seachas do chainteoirí dúchais ach ní hionann sin agus a rá nach bhféadfadh sé a bheith úsáideach i gcomhthéacsanna T1. Tá scileanna áirithe teanga a shealbhaíonn cainteoirí dúchais ón gcliabhán, de ghnáth, agus nach gá dóibh iad a 'fhoghlaim' dá bharr, m.sh. cumas foghraíochta, tuiscint ar an teanga labhartha, scileanna comhrá agus an idirghníomhaíocht labhartha a bhaineann leis an ngnáthshaol laethúil, srl. Ach bíonn an-éagsúlacht i measc cainteoirí dúchais (go háirithe i gcás mionteanga) maidir le réimse an stóir focal a bhíonn acu, cruinneas na teanga, scileanna agallaimh, díospóireachta, idirbheartaíochta nó cur i láthair, chomh maith leis na scileanna litearthachta ar fad. Bíonn na hardscileanna cumarsáide agus litearthachta le foghlaim ag gach duine, cainteoirí T1 agus T2 araon. Cuimsíonn an FTCE na bunscileanna cumarsáide ach tá béim ar na hardscileanna cumarsáide agus litearthachta freisin, go háirithe ó leibhéal B2 ar aghaidh (Féach North 2014, lch 21).

3. **Nach bhfuil an FTCE oiriúnach le sainiú docht a dhéanamh ar cháilíochtaí ag leibhéal na hiar-bhunscoile, cáilíochtaí atá ailínithe cheana féin le creat náisiúnta, an NFQ:**
   Is fíor a rá nárbh é príomhsprioc an FTCE sainiú docht a dhéanamh ar cháilíochtaí, ach is creat an-ghinearálta é an NFQ agus níor dearadh é sin le sainiú a dhéanamh ar cháilíochtaí *teanga* ná le tacú le forbairt curaclaim teanga. Mar gheall air sin, tá sé ráite ag an údarás náisiúnta cáilíochtaí, QQI, gur féidir agus gur cheart an FTCE a úsáid le sainiú a dhéanamh ar chaighdeáin a bhaineann leis an inniúlacht teanga (Féach QQ1 2020, lch 57).

4. **Gurb é an t-aon bhealach le dul chun cinn a dhéanamh ó B2 ná bogadh ar aghaidh go dtí C1:**
   Seans gurb é an chúis is mó nach ndearnadh tagairt don FTCE sna sonraíochtaí nua Ardteiste ná go raibh B2 luaite cheana féin leis an tsonraíocht T1 don tSraith Shóisearach, agus chun dul chun cinn a dhéanamh ar an leibhéal sin, bheadh ar chúrsa na hArdteiste a bheith ag C1 ar an FTCE, leibhéal a bheadh ró-ard don chomhthéacs sin. An deacracht is mó atá i gceist ansin, i ndáiríre, ná gur dócha go bhfuil na leibhéil atá luaite cheana féin leis an tSraith Shóisearach ró-uaillmhianach agus go bhfuil athbhreithniú agus coigeartú ag teastáil orthu sin sula leantar ar aghaidh go dtí leibhéal na hArdteiste. Ach tá míthuiscint eile i gceist freisin. Tá bearna sách mór idir B2 agus C1, ach is féidir na fo-leibhéil B2+ nó B2.2 a úsáid chun an dul chun cinn idir an dá leibhéal a léiriú. Ní mór a thuiscint go dtarlaíonn an fhorbairt teanga ar dhá bhealach; is féidir dul chun cinn a dhéanamh ó leibhéal amháin go leibhéal eile, ach is féidir cur go mór le *réimse na scileanna cumarsáide* freisin, fiú taobh istigh de leibhéal amháin.

Common misconceptions about the CEFR

Here are four common misconceptions about the CEFR:

The CEFR is designed for adults and is not suitable for learners at school level:
Dr Brian North, one of the authors of the CEFR, addresses this misunderstanding in the book *The CEFR in Practice* (2014, p. 230):
"*One of the enduring fallacies about the CEFR is the very idea that it was developed for adult learners. It is often said that ... the CEFR is not appropriate for the younger learner context. This is a misunderstanding. The CEFR, with its action-oriented approach, is concerned with the nature of real-world language use. ... the CEFR descriptors in their published form are not age appropriate for very young learners, but they can be unzipped into micro-descriptors, simplified, exemplified etc. in a way appropriate to context.*"
It is not true, therefore, that the CEFR cannot be used in a school context; it is a flexible framework and can be adapted to any context. This has already been done in the context of English as an additional language in primary school in Ireland as well as in other examples provided by the Council of Europe.

1. **It is aimed at language learners and cannot be used in L1 contexts:**
It is true that the CEFR was designed for language *learners* rather than for native speakers, but that does not mean that it cannot be useful in an L1 context. Certain language skills are usually acquired by native speakers from infancy and do not therefore need to be 'learned', e.g. phonetic ability, understanding of spoken language, conversational skills and the spoken interaction of everyday life, etc. But native speakers (especially in the case of a minority language) vary greatly in their range of vocabulary, linguistic accuracy, interview, debate, negotiation, or presentation skills, as well as in all literacy skills. Everyone, both L1 and L2 speakers, must learn those advanced communication and literacy skills. The CEFR includes the basic communication skills but there is also an emphasis on the advanced communication and literacy skills, especially from B2 level onwards (See North 2014, p. 12).

2. **The CEFR is not suitable for the strict definition of qualifications at post-primary level, which are already aligned with a national framework, the NFQ:**
It is true that the main goal of the CEFR was not to provide a strict definition of qualifications, but the NFQ is a very general framework and was not designed to define *language* qualifications or to support language curriculum development. For this reason, the national qualifications authority, QQI, has stated that the CEFR can and should be used to define standards relating to language proficiency (See QQ1 2020 , p. 57).

3. **The only way to progress from B2 is to move on to C1:**
Perhaps the main reason that the CEFR was not referenced in the new draft Leaving Certificate specifications was that the L1 specification for Junior Cycle had already been 'broadly aligned' with B2, and to progress from that level, one might assume that the Leaving Certificate course would have to be aligned to C1 on the CEFR, a level that would be too advanced for that context. The main issue here, however, is that the CEFR levels referenced in the Junior Cycle Irish specifications are likely to be overly ambitious and require review and adjustment before progressing to Leaving Certificate level. But there is also another misunderstanding here. There is a relatively large gap between B2 and C1, but the sub-levels B2 + or B2.2 can be used to indicate progress between the two levels. It is also important to understand that language development occurs in two ways; it is possible to progress from one level to another, but a learner can also develop in relation to the *range of communication skills* he/she possesses, even within one level.

Aguisín 2 - An FTCE agus an Ghaeilge sa chóras oideachais

Cúrsaí Gaeilge ón Iar-Bhunscoil go dtí an Ollscoil:

	Sraith Shóisearach	Ardteist	Bunchéim 3ú leibhéal
Bonnleibhéal	**A1.1** sna bunscileanna cumarsáide	**A1.2** sna bunscileanna cumarsáide	-
Gnáthleibhéal	**A2.1** sna bunscileanna cumarsáide	**A2.2** sna bunscileanna cumarsáide	-
Ardleibhéal	**A2.2 – B1.1** sna scileanna cumarsáide ar fad agus réimse níos leithne topaicí agus tascanna	**B1.1 – B1.2** sna scileanna cumarsáide ar fad agus réimse níos leithne topaicí agus tascanna	**B2.1 – B2.2** sna scileanna cumarsáide ar fad
Sárleibhéal	**B1.2** (= na daltaí a fheidhmíonn ag an leibhéal is airde agus a ghnóthaíonn grád A)	**B2.1 – B2.2** *Siollabas faoi leith dírithe ar ardscileanna cumarsáide, ar shaibhreas teanga agus ar eolas ar shaíocht agus litríocht na Gaeilge a fhorbairt ar bhealach comhtháite	**C1** (= na mic léinn a fheidhmíonn ag an leibhéal is airde agus a mbronntar céad onóracha orthu)

* D'fhéadfadh spriocanna foghlama an chúrsa seo a bheith oiriúnach do chainteoirí dúchais agus d'fhoghlaimeoirí cumasacha araon – cé gur dócha go mbeadh buanna agus laigí difriúla acu agus béim le cur ar scileanna éagsúla dá réir, is é an sprioc chéanna a bheadh le baint amach acu ar fad ag deireadh an chúrsa.

**Mura mbeadh an sárleibhéal i gceist, is dócha go mbeadh ar an gcúrsa ardleibhéil freastal ar fhoghlaimeoirí a bhainfeadh leibhéil idir B1.1 agus B2.2 amach faoi dheireadh na hiar-bhunscoile.

Appendix 2 - The FTCE and the Irish language in the education system

Courses from Post-Primary to University level:

	Junior Cycle	Leaving Cert	3rd level primary degree
Foundation level	**A1.1** in basic communication skills	**A1.2** in basic communication skills	-
Ordinary level	**A2.1** in basic communication skills	**A2.2** in basic communication skills	-
Higher level	**A2.2 - B1.1** in all communication skills and a wider range of topics and tasks	**B1.1 - B1.2** in all communication skills and a wider range of topics and tasks	**B2.1 - B2.2** in all communication skills
Superior level	**B1.2** (= students who perform at the highest level and achieve an A grade)	**B2.1 - B2.2** * A specific syllabus aimed at developing advanced communication skills, language richness and knowledge of Irish culture and literature in an integrated way	**C1** (= students who perform at the highest level and are awarded first honours)

* The learning goals of this course may be suitable for both native speakers and very competent learners - although they are likely to have different strengths and weaknesses and require an emphasis on different skills, they would be working towards the same goal by the end of the course.

**If the superior level were not adopted, the higher-level course would need to cater for learners who might achieve levels between B1.1 and B2.2 by the end of post-primary school.

Bunriachtanais teanga do mhúinteoirí cáilithe ag gach leibhéal den chóras oideachais:

	Gnáthscoileanna	Scoileanna lán-Ghaeilge/ Teagasc trí mheán na Gaeilge
Réamhscoil	-	**B2** (ar a laghad) sa chaint agus san idirghníomhaíocht labhartha, agus béim ar: 1. na gníomhaíochtaí agus topaicí a bhaineann le páistí óga, m.sh. súgradh agus spraoi, cluichí, scéalta, amhráin agus rannta, jócanna, ealaín, timpeallacht na réamhscoile agus an saol mórthimpeall uirthi (seomraí, an gairdín, srl.), an aimsir agus éadaí, mothúcháin, bia, an corp, tinneas agus timpistí, an teaghlach, ócáidí speisialta, srl. 2. an cineál teanga a theastaíonn le tacú leis na gníomhaíochtaí thuas agus leis an bhfoghlaim ag an leibhéal sin (m.sh. ag cur ceisteanna, ag tabhairt mínithe agus treoracha soiléire an-simplí, ag bainistiú ghníomhaíochtaí na bpáistí, ag tacú leis an idirghníomhaíocht idir páistí, ag tabhairt moltaí, ag tabhairt eiseamláirí teanga don pháiste, srl.) Tá treoir mhaith le fáil in Aistear. Tá samplaí maithe den chineál cainte a dhéanann daoine fásta le páistí ar fáil freisin in Gaschaint.
Bunscoil	**B2** sa chaint	**B2** sa chaint (ach C1 inmhianaithe)
Iar-Bhunscoil **(múinteoirí a bhíonn ag teagasc ábhair eile trí mheán na Gaeilge)**	-	**B2** sna scileanna ar fad (Seans go mbeadh deacrachtaí praiticiúla leis seo a chur i bhfeidhm. Tacaíochtaí de dhíth)
Iar-Bhunscoil **(múinteoir Gaeilge)**	**B2.2** sna scileanna ar fad ach **C1** inmhianaithe	**C1** sna scileanna ar fad
Cúrsaí Gaeilge ag leibhéal na hOllscoile	**C1–C2** sna scileanna ar fad	

Minimum language proficiency requirements for qualified teachers at all levels of the education system:

	Ordinary schools	All-Irish schools / Teaching through the medium of Irish
Pre-School	-	**B2** (at least) in speech and in spoken interaction, with an emphasis on: 3. the activities and topics related to young children, e.g. play and fun, games, stories, songs and rhymes, jokes, art, the preschool environment and the world around it (rooms, the garden, etc.), the weather and clothes, emotions, food, the body, illness and accidents, the family, special occasions, etc. 4. the type of language required to support the above activities and learning at that level (eg. asking questions, giving very simple and clear explanations and instructions, managing the children's activities, supporting the interaction between children, giving suggestions, providing the child with language exemplars, etc.) Good guidance can be found in Aistear. Good examples of adult-child talk are also available in Gaschaint.
Primary School	**B2** in speech	**B2** in speech (but C1 desirable)
Post-Primary **(teachers who teach other subjects through the medium of Irish)**	-	**B2** in all skills (There may be practical difficulties with implementing this. Supports required)
Post-Primary **(Irish teacher)**	**B2.2** in all skills (but C1 desirable)	**C1** in all skills
Irish-language courses at University level	**C1 - C2** in all skills	