LEAVING CERTIFICATE

ITALIAN SYLLABUS

Ordinary and Higher Levels

Leaving Certificate Italian Syllabus

Ordinary and Higher Levels

Preamble

A Common Syllabus Framework

The Leaving Certificate Italian syllabus is set out in the context of a common syllabus framework for the teaching and examining of French, German, Spanish and Italian. The syllabus content draws on the junior cycle syllabus and develops many aspects of its aims, objectives and content.

The syllabus is "communicative" in the sense that it is based on the purposes to which learners are likely to want, need or expect to put the knowledge and skills they acquire in class, and in the sense that the objectives detailed in the syllabus are expressed in terms of **language use.** It is not, however, "communicative" in the narrow sense of confining itself to oral face-to-face communication. Nor does it presuppose a rejection of explicit teaching about the target language and culture; indeed, it presupposes quite the contrary.

Syllabus Structure

The two main components of the syllabus are its General Aims and a set of more specific Behavioural Objectives. These Behavioural Objectives which derive from the General Aims are subdivided into three components: Basic Communicative Proficiency, Language Awareness and Cultural Awareness. Finally, details of assessment are described under the heading Assessment. The syllabus layout is therefore as follows:

General Aims

Behavioural Objectives

Basic Communicative Proficiency

Language Awareness

Cultural Awareness

Assessment

The syllabus content is designed in units of General Activities/Themes. The Performance Targets are designed to help teachers and learners to work out schemes of work and to ensure that learners are clear about what is expected of them in relation to each General Theme/Activity. **Assessment of students' performance will emphasise language and communication skills rather than the information content of any particular section of the syllabus.** Some of the communicative and linguistic skills, including the grammatical knowledge that students will need for the realisation of the Performance Targets, are elucidated in Section I as Linguistic Skills - Structures and Grammar. These exponents are, of course, distinctive to each language, and begin the process of translating the framework syllabus into the concrete practice of the classroom.

An **integrated approach** to the three broad components of the syllabus is recommended, i.e. classroom activities should, where possible, involve more than one of the three areas; for example the choice of certain authentic materials might provide the focus for working on certain aspects of any two or all three components. Many of the activities listed in the Language Awareness section will help learners to develop the more global skills necessary to perform activities outlined under Basic Communicative Proficiency. Activities described under Cultural Awareness will allow learners to extend many topics listed under Basic Communicative Proficiency by drawing comparisons, giving examples, describing differences in the way of life of different communities, etc.

Basic Communicative Proficiency

Some observations about the different sections of the Behavioural Objectives component and their relationship to each other are in order at this point. The first and largest section is labelled **Basic Communicative Proficiency**. This builds on the repertory of communicative targets established by the Junior Certificate programme, and indeed it is assumed that the communicative skills acquired in the junior cycle will be maintained and continually reactivated during the senior cycle. The objectives specified in Section I are for the most part related in a very obvious way to practical challenges that might be faced by the learner when operating in the target language community. Oh the other hand, a fair proportion of the objectives in this section may also be seen as relevant to activities and discussion that are likely to take place through the target language in the classroom.

Language Awareness

The aims of the Junior Certificate syllabus make explicit reference to the development of learners' language awareness and cultural awareness. These aspects of the Junior Certificate syllabus are developed further in the syllabus for the Leaving Certificate.

The objectives listed under <u>Language Awareness</u> and <u>Cultural Awareness</u> are highly relevant to the communicative challenges of the classroom and the "real world" and are intended to have an important enabling role with regard to the attainment of a reasonable level of communicative proficiency. However, they also have a valuable contribution to make in connection with the wider language education and intercultural consciousness-raising functions of foreign language learning.

The raising of the learner's awareness about the workings of the target language and about his or her own encounter with the language, which is the underlying purpose of the objectives set in Section II (Language Awareness), has direct relevance to the fostering of effective use of the language. Research has shown that developing this kind of awareness, within the context of a rich and interesting target language input - accelerates progress towards grammatical and lexical accuracy and therefore towards communicative efficiency. Talking, reading and writing about the target language in the target language can promote both fluency and accuracy. As far as the language education dimension is concerned, the various objectives listed in the section are designed to develop awareness not only of a range of aspects of the target language but of relevant aspects of the mother tongue and other languages known to the learner and thus, at least to an extent, the functioning of language in general. Such awareness can be expected to improve the learner's ability to use the language for a wide range of purposes.

It is clear that certain misunderstandings of the "communicative approach" - in particular the opinion that grammatical understanding and accuracy are no longer relevant - have not been helpful to the learners, and this syllabus (in part through the enhanced role of "language awareness") is designed to produce a more balanced spread of skills.

Learner Autonomy

Many of the Performance Targets in the Language Awareness section of the syllabus are also aimed at promoting learner autonomy and enhancing learners' chances of success by equipping them with the skills to find their own way. While recognising that it is helpful for teachers and learners to have a defined-content syllabus, it is accepted also that it would be impossible to include in the syllabus all the words and

structures that learners will meet when using the target language. Learners will therefore need to develop communication strategies to cope with words and structures they have not previously met. Effective language learning involves using a range of strategies to deduce meaning similar to those specified in the Performance Targets in this section, such as using not only linguistic knowledge but also context, background knowledge, etc. The Performance Targets exemplify what is understood as language awareness in the syllabus, and further elucidation as well as specific ideas for implementation of this aspect of the course are contained in the methodological guidelines.

Cultural Awareness

Section III of the Behavioural Objectives component **Cultural Awareness** is similarly versatile in its potential usefulness. Taking into account cultural differences is often absolutely essential for successful communication.

It will be clear too that unfamiliarity with the major cultural reference-points (social, political, historical, etc.) of the target language community on the part of a non-native speaker also can hamper communication. As in the case of the objectives in Section II, a further element in the rationale for the objectives in Section III is their likely favourable impact in terms of encouraging "content-instruction" through the medium of the target language. The intention that the Section III objectives should contribute to cultural and intercultural education generally is reflected in the fact that these objectives focus not only on the target language community but also on its relationship to Ireland and the Irish way of life, and in the fact that they refer not only to culture-specific issues but also to issues which go beyond cultural divisions. Teaching and learning strategies based on a comparative methodology are elaborated in the teaching guidelines by way of suggestions for implementing this section of the syllabus.

Level Differentiation

Details relating to aspects of the examinations are described under the heading of Assessment. Rather than regarding students taking Ordinary Level as not able to perform all the tasks of the Higher Level (and therefore identifying parts of the syllabus which are "not appropriate" to the Ordinary Level), it is recognised that the needs at Ordinary Level to communicate successfully within the target language community are no less great than those at Higher Level, and that therefore there are no Behavioural Objectives which are not potentially important at Ordinary Level. The different approach to the two levels for assessment purposes is described under the heading **Differentiation**. By keeping a common syllabus,

however, the reality of the classroom is respected, as the timetable will not always facilitate the separation of the two groups for teaching.

Time Allocation

A minimum period of 180 hours over two years is envisaged for teaching the syllabus content. Where timetabling flexibility allows, additional time should be allocated.

Conclusion

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

(a)   a communicative competence in the target language
(b)   awareness about language and communication
(c)   an understanding of how to go about learning a foreign language
(d)   a level of cultural awareness

Taken together, the General Aims and the Behavioural Objectives (expressed as General Activities/Themes and as Performance Targets) represent a broad consensus view of the ground which a senior cycle modern languages programme would appropriately cover and which a Leaving Certificate modern languages examination would appropriately assess.

GENERAL AIMS

The following general aims are proposed by this syllabus for the teaching and learning of modern languages in the senior cycle.

1.   To foster in learners such communicative skills in the target language as will enable them to:

   o   take a full part in classroom activities conducted in the target language;

   o   participate in normal everyday transactions and interactions, both spoken and written, both at home and abroad;

   o   extract information and derive enjoyment from the mass media and the more accessible literature of the target language community;

   o   consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.

2.   To give pupils a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general

3.   To help learners develop strategies for effective language learning.

4.   To equip learners with a broad acquaintance with the cultural, social and political complexion of countries in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

BEHAVIOURAL OBJECTIVES

I. Basic Communicative Proficiency

General Activity/Theme:

Meeting and getting to know people and maintaining social relations.

Performance Targets

o   Giving and seeking personal details, e.g. name, address, nationality, telephone number

o   Asking what languages someone speaks

o   Stating what languages you speak

o   Discussing family and home

o   Asking about and describing the general nature of the region or locality in which someone lives

o   Enquiring about and describing studies or work

o   Introducing a third party

o   Asking after someone

o   Wishing someone well

o   Congratulating someone

o   Making compliments

o   Apologising

o   Making excuses

Linguistic Skills	**Structures and Grammar**
- Developing an awareness of appropriateness of register	Formal/Informal
- Developing correct usage of question forms and appropriate replies	Question Words - Chi(?), Che cosa(?), Dove(?) Come(?)
	Intonation. 2nd and 3rd person questions 1st person for answer
	- Grammatical Agreement: Noun + Adj. + Verb/Pronoun
- Awareness of the conditioning of language by social context	Tu/Lei Piacere Molto lieto Scusi Prego

General Activity/Theme:

Making plans and discussing future action.

Performance Targets:

o   Offering to do something

o   Declaring intentions

o   Making promises

o   Making arrangements, for example for time to be spent with someone

o   Cancelling and altering arrangements

o   Asking about someone's plans for future studies and/or his or her career possibilities

o   Describing your own plans for future studies and/or your career possibilities

Linguistic Skills	**Structures and Grammar**
- Familiarity with concept of future	Verbal Forms: Present/Future (Futuro Semplice); I, II, III conjugations -are/-ere/-ire) Personal Pronouns I, li, III singular & plural Quando (?) Nouns, Adverbs and Adverbial phrases as time signals (domani, lunedi prossimo, l'anno venturo ...)
- Mastering forms of expressing intention	Verbs/Verb phrases/Adverbs expressing intention (non) ho voqlia di (non) ho intenzione di (non) mi va di (non) voglio/vorrei mi piacerebbe
- Ability to differentiate intention of Speaker	Conditional - Indicative Future or Present
- Expressing cause and reason	Perché ...(?)/Perciò

1.3   **General Activity/Theme:**

Understanding, seeking and giving information about climate and weather

Performance Targets:

o   Enquiring about and describing the general weather pattern in a particular country, region, or locality

o   Using the media, telephone services and other sources to find out what the weather is going to be like during a particular period

o   Passing on the main points of a weather forecast to a third party

o   Enquiring whether particular activities (e.g. driving, skiing, sailing, travelling by air, hiking, swimming) are going to be possible under particular weather conditions

Linguistic Skills	**Structures and Grammar**
- Transforming diagrammatic information into sentences	Article + Noun + Adjectives Verbal Forms: Passato Prossimo Passato Remoto Imperfetto Conjunctions (e, che ....) Prepositions - simple + compounds: (di, del, etc.)
- Relaying content of weather forecast in indirect form	Future/Imperfect/Indirect Speech (si prevede che, si dice che) Conjunction Reflexive Pronouns (mi vestirò, etc.)
- Developing ability to understand technical terms and to transfer content in everyday language	Cardinal + Ordinal Numbers Reading graphs, timetables, data and reports for daily usage. Indefinitive adjectives + pronouns (ogni, qualche, del, dei, etc.)

1.4   **General Activity/Theme**:

Coping with travel and transport

Performance Targets:

o   Asking for directions, optimal routes

o   Giving directions

o   Reserving and claiming seats, couchettes, cabins on trains, buses, ships, planes

o   Specifying particular kinds of seating (smoking, non-smoking, aisle, window)

o   Re-confirming reservations

o   Discussing and making decisions about itinerary details

o   Enquiring about facilities (washroom amenities, refreshments)

Linguistic Skills	**Structures and Grammar**
- Relaying concise information	Imperative - Formal (Lei) Modal Verbs - (potere, dovere, volere) Direct/Indiract Pronouns semplici/accoppiati) non glielo vuole dare Adverbs and Adverbial phrases (avanti dritto, a destra, etc. Velocamente of direction.) Quanto (?) Come (?)
- Summarising arrangements or itinerary	Time & Space Indicators
- Expressing preference	Comparative and Superlative of Adjectives (regular and irregular) Preferire + Conditional Mi piace/Preferisco/Vorrei piuttósto/invece di/invece che

1.5   **General Activity/Theme:**

Buying goods and services

Performance Targets:

o   Using the media, telephone services and other sources to find out where particular goods and services are available

o   Changing money or cheques in banks and change offices

o   Enquiring about methods of payment, i.e. whether travellers' cheques, credit cards or Eurocheques are acceptable for purposes of payment

o   Giving credit card details

o   Ordering goods and services by telephone

o   Negotiating purchase and hire

o   Asking for a discount, refund or replacement

o   Praising and/or complaining about the quality of goods and services

Linguistic Skills	**Structures and Grammar**
- Decoding abbreviated forms of Language	L.500 (cinquecento lire) Sconto 15% (quindici per cento di sconto)
- Using **tone** to express approval/ disapproval	Intonation (Bravo!) (also with ironic tone)
- Developing sensitivity to use of **linguistic structures** to express degrees of approval/disapproval	Splendido/Non c'è male/Beh, insomma/che schifo! (Non) voglio andare (Non) voglio che tu vada/Tu (non) ci vai!
- Becoming aware of intercultural difference in area of negotiation	Gestures as extralinguistic features combined with paralinguistic features in bargaining, etc.
- Recognizing appropriateness of language forms for telephone.	Pronto? Chi parla? Mi chiamo/sono .... Vorrei parlare con .... Un momento, preqo. Ciao! Relative Pronoun: di cui/del quale

- Coping with numbers, names, forms.

1.6   **General Activity/Theme**:

Dealing with emergencies

Performance Targets:

o   Seeking help from people in the vicinity

o   Using the telephone to summon police, medical assistance, fire service or emergency
     breakdown service

o   Giving an account of an accident, breakdown, theft or assault

o   Requesting that you be put in touch with the Irish Embassy

Linguistic Skills   **Structures and Grammar**

- Giving account or description of event   Verbs: Imperfect/Passato Prossimo/
   in the past   Trapassato Prossimo (aveva mangiato)

                                                Conditional Mode: Conditional Passato (.disse che
                                                avrebbe mangiato)

- Relating action to third person   Imperfect. Passato Prossimo
                                                Trapassato Prossimo

- Differentiating degrees of urgency   Mentre .... ho visto che ....
                                                Ailora/Poi/Alla fine ....
                                                Adverbs:
                                                Urgentissimo/urgente
                                                immediatamente/Presto
                                                In fretta/Non c'è fretta
                                                113/Chiamata urgente
                                                Pronto Soccorso/Carabinieri
                                                Aiuto!/Accorrete!/Mandate un'ambulanza
                                                C'è bisogno di un medico

- Transmitting degrees of urgency   - dovere
                                                - occorrere
                                                - accorrere

1.7   **<u>General Activity/Theme</u>**:

Facilitating, encouraging or impeding a course of action

<u>Performance Targets:</u>

o   Requesting permission to do something

o   Making suggestions

o   Offering advice

o   Making demands

o   Ordering or forbidding someone to do something

Linguistic Skills	**Structures and Grammar**
- Transforming simple modal verb forms to verb phrases with object	<u>Vuoi venire/Vorresti con me?</u> <u>Vorrei tanto/Ci verrei</u> <u>Volentieri, ma non posso</u> Main sentence + dependent sentence: <u>Decisi di andare a cinema e lo dissi a mio padre/Dissi a mio padre che andavo (che sarei andata) al cinema.</u>
- Developing sensitivity to expressing degrees of approval or disapproval	<u>Complimenti! Vergogna (ti)!</u> <u>Sono perfettamente d'accordo/Capisco, ma ....</u>
- Developing ability to relate action to third person, not just to self	<u>Voglio andare al cinema.</u> <u>Mamma non vuole.</u> <u>Mamma non vuole che io vada al cinema.</u> <u>(.Mamma non vuole farmi andare al cinema).</u>

1.8   **General Activity/Theme:**

Understanding and expressing feelings and attitudes

Performance Targets:

o   Expressing hope
o   Expressing pleasure
o   Expressing a liking, dislike and preference
o   Expressing satisfaction, dissatisfaction and indifference
o   Expressing surprise and regret
o   Expressing disappointment
o   Expressing horror and embarrassment
o   Expressing belief
o   Expressing disbelief
o   Expressing certainty
o   Expressing uncertainty

Linguistic Skills	**Structures and Grammar**
- Expressing hope	Magari! Volesse il cielo (che ....)
- Expressing pleasure	Finalmente! Che piacere!
- Expressing a liking	Ho voglia di .... Mi piace
- Expressing dislike	Non mi va! Che schifo!
- Expressing satisfaction	Bravo! Complimenti! Magnifico!
- Expressing dissatisfaction	Vergogna! Non mi va a genio! Uffah! Basta!
- Expressing indifference	Ma! Fa lo stesso! Non mi fa nè caldo nè freddo!
- Expressing surprise	Oh! Che meraviglia! Non è possibile! (Ma) com'è possibile?
- Expressing regret	(Come) mi dispiace! Sono dolente (di ....) (Che) peccato! Condoglianze!
- Expressing disappointment	Che delusione! Che figura! Non me l'aspettavo!
- Expressing horror	Ah! Uh! Aiuto!
- Expressing belief	Ci credo! Mano sul fuoco!
- Expressing disbelief	Non ci credo! Non è vero niente! Nient'affatto!
- Expressing certainty	(Ma) sicuro! Non ci piove!
- Expressing uncertainty	Non (ne) sono certo. Chissa (se ....)
- Moving from one-word to full utterances	Magari! .... peccato .... É un peccato che Mi piacerebbe tanto ....
- Developing a choice of expressions appropriate to a variety of contexts	Subjunctive and related constructions Conditional - Compound + Infinitive

- Moving from first to third person accounts of feelings and attitudes

Che + finite form (indicative, subjunctive, conditional) di + infinitive (present/past)

- Progression from immediacy of feeling to expressing feelings relating to past

Sequence of tenses
Ho paura che sia/fosse/sia stato/fosse stato

1.9   <u>**General Activity/Theme**</u>:

Managing a conversation

<u>Performance Targets</u>:

o   Starting a conversation

o   Asking for a repetition and/or clarification

o   Confirming that something has been understood

o   Expressing incomprehension

o   Ending a conversation

<u>Linguistic Skills</u>	<u>Structures and Grammar</u>
- Developing sensitivity to use of register appropriate to situation	Formal/lnformal
- Developing awareness of appropriateness of formulas to initiate and end Conversations	<u>(Mi) Scusi/Preqo</u> <u>Posso presentarmi/Posso presentarle?</u> <u>Verrei presentarle ....</u> <u>Salve! Ti presento</u> <u>Molto lieto/a. Piacere!</u> <u>È stato un piacere incontrarla.</u> <u>Arrivederci/Arrivederla.</u> <u>Apresto. Ciao. Addio.</u>
- Developing use of question forms	Question words: <u>Chi? (di) chi? Che cosa?</u> <u>Per che cosa?/Perchè? Quale? Come?/In che</u> <u>modo?/In quale</u> <u>modo?/Dove? quando?</u>
- Qualifying degrees of comprehension	<u>Molto/Poco</u>

1.10   **General Activity/Theme:**

Engaging in discussion

Performance Targets:

o   Expressing something as an opinion
o   Stating that something is true or untrue
o   Confirming that something is true or untrue
o   Insisting that something is true or untrue
o   Denying
o   Contradicting
o   Taking sides in discussion
o   Negotiating a compromise
o   Ordering points in a discussion
o   Concluding a discussion

Linguistic Skills	**Structures and Grammar**
- Using clauses of contrast	Ma, Però, Invece, Da una parte ....; d'altra parfa
- Summarising content of utterances/ statements of self and others	Secondo me/Mi sembre/Per me/ru che ne pensi?/ Che ne dici? Che ne dice .../Vorrei sapere la tua opinione/Non mi pare .../Non so se ...
- Moving from first to third person expression of opinion	A parere mio/suo Lei dice/Loro dicono che .... No! Nient' affatto!
- Usage of forms of negation	Negative Expressions (Mai, non lo farò mai) Non + Verb
- Mastering forms expressing reaction	Appropriate formulas/intonation + gestures La smetta! Impossibile!
- Justifying statements, expressing conviction	È Loqico È ovvio Allora Dunque Di consequenza Pertanto In conclusione/concludendo/insomma E va bene!/Ammettiamo pure/Communque Dove vuole arrivare?

1.11   **General Activity/Theme**:

Passing on messages

Performance Targets:

o   Offering to take a message
o   Giving someone a message
o   Indicating from whom a message originated
o   Indicating the degree of importance or urgency of a message
o   Dealing with messages on an answering machine

Linguistic Skills	**Structures and Grammar**
- Communicating degrees of urgency	Adverbs Verbs + Adverbs
- Transforming language forms in expanding messages	Identification + selection of appropriate parts of speech (Nouns, Verbs, adverbs etc.) Chiamata urgente per il si q...../il sig ..... è pre qato di telefonare subito a ....
- Reducing texts into telegrammatic style	Avvisi il pubblico che per domani e previsto uno sciopero qenerale di 24 ore e che .gli sportelli rimmaranno chiusi. - Domani, .q .... Chiusura al pubblico per Sciopero Generale di 24 ore
- Relaying content of message in indirect form	Indirect Speech Ci è stato comunicato ufficialmente che domani ci sarà uno sciopero qenerale di 24 ore e che pertanto gli sportelli rimmaranno chiusi al pubblico.
- Moving from first to third person accounts of context, message or wishes	Verbal Forms, Modi Indefiniti: Infinito Presente/Passato (andare/essere andato) Participio Presente/Passato (andante + andato) Gerundio Presente/Passato (andando + essendo andato) Participio (andato)

II Language Awareness

II.1   **General Activity/Theme**:

Learning about language from target language material

Performance Targets:

o   Understanding the main elements of target language material (newspaper, magazine articles, etc.) dealing with tanguage-related topics such as:

     -      language as a social, regional and educational issue

     -      changes in language and language use (new words, spelling changes, foreign influences, etc.)

o   Exploring target language literary texts as sources of linguistic information and illustration

II.2   **General Activity/Theme**:

Exploring meaning

Performance Targets:

o   Abstracting the main points from a spoken or written target language text

o   Working out the implicit inferences of statements made in a spoken or written target language text

o   Guessing intelligently at the meaning of target language forms on the basis of related forms in the target language and/or other languages (e.g. arriving at the meaning of a noun from that of a related verb)

o   Exploring the workings of the target language through such activities as:

     -      Making meaningful target language sentences out of jumbled target language words, phrases or clauses

     -      Making short pieces of meaningful and coherent target language text out of jumbled or gapped target language sentences

II.3   **General Activity/Theme**:

Relating language to attitude

Performance Targets:

o   Recognising the general "tone" (ironic, angry, flippant, etc.) of a spoken or written target
         language text on the basis of its lexis, grammar and intonation and punctuation

o   Identifying attitudes (e.g. critical, supportive, approving, disapproving) on the basis of a
         speaker's or writer's use of language.

II.4   **General Activity/Theme:**

Talking and writing about your experience of the target language

Performance Targets:

o   Discussing aspects of your experience of the target language, such as:

         -        how long you have been learning it

         -        where you have been learning it

         -        the advantages of learning it in terms of its use in Europe and in the world

         -        what you find easy and difficult about it

         -        what you like and dislike about the way you have been learning it

o   Describing and commenting on any ways in which you have made your own personal

         contribution to the process of learning the target language

o   Describing any ways in which learning the target language has affected your present life

         (e.g. friendships, enjoyment of books, films, music, etc., attitude towards other culture)

         and/or future prospects (e.g. travel, career possibilities, further language learning)

II.5   **General Activity/Theme:**

Consulting reference materials (e.g. dictionaries and grammars), relating to the vocabulary and grammar of the target language

Performance Targets:

o   Using vocabulary correctly and appropriately with the help of dictionaries

o   Learning to cope with simple grammatical terminology relating to the target language

o   Using target language forms correctly on the basis of explanations in grammars relating to the target language written in English or Irish or in the target language.

III Cultural Awareness

III.1 **General Activity/Theme:**

Learning in the target language about the present-day culture associated with the target language

Performance Targets:

o   Understanding the main elements of target language material (notably newspaper and magazine articles, listening material and literary texts) on contemporary aspects of target language community life such as the following:

- everyday activities (shopping, getting to work, eating and drinking, etc.)

- customs and traditions

- the popular arts and entertainment

- the range and role of the mass media

III.2 **General Activity/Theme**:

Reading modern literary texts (notably novels, short stories, poems and plays, or extracts from these) in the target language.

Performance Targets:

o   Understanding the main elements of the surface meaning of a modern literary text in the target language

o   Identifying meanings present but not overtly expressed in such a text

o   Appreciating the "tone" of such a text.

III.3   **General Activity/Theme**:

Describing and discussing everyday life in the target language community

Performance Targets:

o   Describing the similarities and contrasts between normal everyday life in Ireland and normal everyday life in one of the communities associated with the target language, with particular reference to, <u>for example</u>:

-   where people live

-   how people are educated

-   what people work at

-   how much people earn in various jobs

-   how much holiday time people have and how they use it

-   how people spend their leisure hours generally

-   what transport facilities are available

-   what kinds of amenities people expect to have provided in their cities, towns and villages

-   what people eat and drink, where and at what times

-   what kinds of shops are available

-   what kinds of public services are available (e.g. schools, hospitals, swimming pools)

-   what aspects of the natural environment are prominently referred to in conversation and/or involved in work and leisure activities

o   Discussing the relative advantages and disadvantages of the Irish way of life and that of the target language community in respect of the above areas of experience

o   Identifying differences between Irish and target language community behaviour in everyday circumstances with the potential to occasion misunderstanding, embarrassment, or offence

o   Critically examining national stereotypes

III.4   **General Activity/Theme:**

Understanding, describing and discussing aspects of the relations between the target language community and Ireland

Performance Targets:

o   Outlining in broad terms the principal links between the target language community and Ireland (e.g. co-membership of the EU, literary connections, tourism, sport, etc.)

o   Stating and defending personal opinions about the desirability of maintaining, developing or changing Ireland's links with the community in question

III.5   **General Activity/Theme**:

Understanding, describing and discussing in <u>general terms</u> issues that transcend cultural divisions

Performance Targets:

o   Discussing issues <u>such as</u>

-    teenager culture
-    the generation gap
-    "entertainment"
-    environment and ecology
-    sexual and racial equality
-    ethnic minorities
-    health and lifestyle
-    changing perspectives regarding human relationships (marriage, the family, etc.)
-    the European dimension
-    the Third World
-

o   Describing how such issues present themselves in Ireland and in the target language community

o   Stating and defending personal opinions in respect of such issues

ASSESSMENT

Examination tasks will always be based on the syllabus content.

In any given year examiners will choose a broadly representative range of elements from the syllabus.

1.   **General Principles**

Candidates should be prepared to meet, in various combinations, situations and tasks from the whole syllabus content.

1.2   The tasks encountered in the examination in the four skills of listening, reading, speaking and writing will have "real life" validity or will be preparatory for real tasks.

1.3   The language encountered in listening and reading tasks will be authentic where possible and of real use to learners.

1.4   Assessment in the four skills will be concerned primarily with the receipt and transmission of meaning.

2.   **Core Objectives**

All candidates will be assessed on their ability to

(a)   demonstrate an understanding of the <u>spoken</u> target language in brief and more extended forms in a variety of registers and situations

(b)   demonstrate an understanding of the <u>written</u> target language in brief and more extended forms in a variety of registers

(c)   express themselves with relative fluency and correctness in the target language both in speech and in writing in order to describe, obtain and convey information, offer explanations, and express ideas, opinions and feelings.

3.   Differentiation

The syllabus aims to cater for a wide range of pupil ability. Assessment will be at Ordinary and Higher levels. While the syllabus is the same for both levels, the performance targets will involve language use of varying degrees of complexity.

Differentiation will be effected by means of

(a)   Mark Allocation/Weighting of Skills

In the ongoing language acquisition process, receptive skills (listening and reading) develop earlier and to a greater degree than do productive skills (speaking and writing), in differentiating between Ordinary and Higher Level assessment, the receptive skills will, taken together at Ordinary Level, be accorded a greater emphasis in terms of total available marks than will the corresponding skills at Higher Level. As a result, more marks will be allocated to productive skills at Higher Level than at Ordinary Level.

Mark Allocation

Higher Level		Ordinary Level	
Speaking	25%	Speaking	20%
Listening comprehension	20%	Listening comprehension	25%
Reading comprehension	30%	Reading comprehension	40%
Writing	25%	Writing	15%

(b)   Assessment Criteria

These will take account of:

(i)   ability to transfer meaning and

(ii)   degrees of accuracy and appropriateness of language, including the range of vocabulary and structures used.

4. **Format**

The examination will assess a candidate's ability to:

(a)   understand the spoken language

(b)   understand the written language

(c)   communicate in the spoken language

(d)   communicate in the written language.

Within each of these Assessment Objectives the language and examination tasks will arise from the subject content.

Oral Assessment

The oral component of assessment will consist of

(a)   general conversation, based on the syllabus content; candidates may avail of the option of discussing a literary work

(b)   a role-play situation

(c)   picture sequence.

Fifteen minutes will be allotted per candidate.

Listening Comprehension

Candidates will be required to listen to a tape recording and to answer questions in English or Irish on what they have heard. They will be required to demonstrate an understanding of general information and specific details On a variety of aural stimuli arising from the subject content of the syllabus, including conversations overheard, public announcements, and extracts from radio and other sources.

Reading Comprehension

Candidates will be expected to demonstrate an understanding of, and extract relevant specific information from, such texts as public signs, menus, timetables, brochures, guides, letters, newspaper or magazine articles and works of literature. Candidates will have the option of answering questions on literary texts they have studied. As the list of texts may occasionally be changed, it will be issued separately from the syllabus. Material at the Higher Level will place

greater demands on the candidates. It will require the candidate to explore various levels of meaning within a text and demonstrate awareness of some stylistic aspects of literary texts.

Written Production

The tasks set will primarily require the candidate to use the target language for purposes of communication, such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating, etc.