

CO. CAVAN VEC

Programme Module Descriptor for

Everyday Irish

Leading to

Level 3 FETAC Component: Irish 3N0869

Please note the following prior to using this programme module descriptor:

- This programme module is part of an overall programme called **Everyday Learning Skills** which leads to the **Level 3 FETAC Certificate in General Learning 3M0874**.
- *Everyday Irish* is an optional programme module for Learners wishing to achieve the Level 3 FETAC Certificate in General Learning.
- Upon successful completion of this programme module a Learner will achieve 10 credits towards the Level 3 FETAC Certificate in General Learning.
- A Learner needs to achieve a minimum of 60 credits to achieve the Level 3 FETAC Certificate in General Learning.
- Teachers/Tutors should familiarise themselves with the information contained in CO. CAVAN VEC's programme descriptor for **Everyday Learning Skills** prior to delivering this programme module.
- In delivering this programme module Teachers/Tutors will deliver class content in line with the Indicative Content included in this programme module.
- In assessing Learners, Teachers/Tutors will assess according to the information included in this programme module.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), Teachers/Tutors are encouraged by CO. CAVAN VEC to integrate the delivery of this content.
- Where there is an opportunity to facilitate Learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, Teachers/Tutors are encouraged by CO. CAVAN VEC to integrate assessment.

Programme Module	Award
Title of Programme Module Everyday Irish	Component Name and Code Level 3 Irish 3N0869
Duration in Hours of Programme Module 100 Hours	Award Type Minor
Status of Programme Module Optional	Credit Value 10 credits
Special Requirements None	
<p>Aims and Objectives of the Programme Module</p> <p>This programme module aims to provide the Learner with the knowledge, skills and competence to communicate at an introductory level in Irish, socially and in simple work-related tasks under supervision.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To develop a level of language in order to be able to use the Irish language in a limited and familiar range of social and professional situations • To gain an initial understanding of the culture of Ireland • To learn to indicate a breakdown in communication and use relevant vocabulary to redress the situation 	
<p>Learning Outcomes of Irish 3N0869</p> <p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs 2. Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink 3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation 4. Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities 5. Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak Irish' in the target language 6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information 7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases. 	
<p>Indicative Content and Programme Outcomes</p> <p>In this programme module the Teacher / Tutor will ensure that the Learner uses correct pronunciation and grammatical constructions , to include:</p> <ul style="list-style-type: none"> • sentence connectors, for example, and, or, with, but, then • question words, for example, why, where, who, when <p>when communicating in the Irish language.</p>	

A New Culture

In order to become comfortable with the use of a language, Learners should be familiar with certain cultural elements of the host country. To ensure this familiarity the Teacher /Tutor will explore with the Learners :

- The geographical location, size and population of the host country
- Significant customs in the host country, for example, Festivals, holidays
- Features of everyday life, for example, eating and drinking habits, local customs and social norms in the host country, local ways of greeting people
- Important current affairs events

Greetings & Nice to Meet You

Expose the Learner to the language and meta linguistic elements necessary to:

- Exchange greetings in both familiar and limited social and work settings in Irish
- Converse at an introductory level in both familiar and limited social and work settings in Irish

Learning will be reinforced so that the Learner is able to reproduce the necessary language autonomously, to include:

- Greet and take leave
- Say Yes, No, Please, Thank You
- Make a simple apology
- Use introductions and courtesies
- Communicate basic personal information, to include:
 - First name and family name, to include, spelling the names
 - Age
 - Date of birth, to include, communicating the date and month of the year
 - Family status
 - Occupation or profession
 - Nationality
 - Personal interests
 - Where the Learner lives
 - Information about:
 - Personal responsibilities
 - Lifestyle preferences
 - People they know
 - Personal possessions

Everyday Life

Expose the Learner to the language and meta linguistic elements necessary to carry out every day social and work related functions at a basic level. Learning will be reinforced so that the Learner is able to reproduce the necessary language autonomously, to include:

- Numbers 1-100, for example, making phone calls and taking phone messages that include reference to numbers
- Time, to include, stating and asking the time, reading basic timetables
- Follow simple directions, follow maps and give basic directions using appropriate vocabulary. This will include expressions to:
 - state elements of space and location, for example, where is?, here is....., straight ahead, over, under, past
 - read basic signs and maps
- Make familiar purchases, to include:
 - ordering quantities

- discussing price and amounts of money, recognising the local currency
- reading basic sales documentation, for example, product descriptions or information on special offers
- Order and purchase food and drink, to include reading menus

Say it again please?

- Explore with the Learner the processes and language that may be used to indicate a lack of understanding or lack of ability to communicate
- Reinforce learning so that the Learner is able to reproduce the necessary language autonomously, to include using:
 - Methods to express non-understanding, for example, shaking your head, shrugging your shoulders
 - Language to express non-understanding, for example, pardon, excuse me, can you repeat please?
 - Phrases to ask for repetition and/or slower speech, for example, please say that again, what did you say, please slow down
 - The phrase 'Do you speak Irish?' and respond accordingly, for example, I speak a little Irish, I understand what you are saying

Reading

- Facilitate the Learner to read a minimum of 10 introductory level reading texts, to include:
 - 6 texts with a personal or social emphasis
 - 4 texts that may be related to the world of work
- While reading the texts facilitate the Learner to complete pre-reading and during reading exercises for each one to demonstrate basic comprehension skills
- Consider with the Learner the notices and signs they encounter on a daily basis, for example, road signs, place or location names, public service signs, items on notice boards
- Review each notice and sign to determine the message it is communicating

Assessment - General Information – Irish - 3N0869

The Assessor is required to devise assessment briefs for the Collection of Work and the Skills Demonstration. In devising the assessment briefs, care should be taken to ensure that the Learner is given the opportunity to show evidence of ALL learning outcomes.

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs	Collection of Work
2. Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink	Skills Demonstration
3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation	Skills Demonstration
4. Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities	Collection of Work & Skills Demonstration
5. Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak English/ [name mother tongue]' in the target language	Skills Demonstration
6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related information	Collection of Work
7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases	Skills Demonstration

Grading

At Level 3 a Learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from FETAC.

Specific Information Relating to the Assessment Techniques

The Assessor is required to devise assessment briefs for the Collection of Work and the Skills Demonstration. In devising the assessment briefs, care should be taken to ensure that the Learner is given the opportunity to show evidence of ALL learning outcomes.

A dictionary may be used at all stages of the assessment process.

Collection of Work	40%
The collection of work may be produced throughout the duration of this programme module	
<p>The Learner will compile a collection of work to include evidence that demonstrates:</p> <ul style="list-style-type: none"> • An appreciation of the culture of Ireland, to include: <ul style="list-style-type: none"> ○ An overview of the geographical location, size, population of the host country ○ An awareness of the significant customs in the host country, for example, Festivals, holidays ○ A description of features of everyday life, for example, eating and drinking habits, local customs and social norms in the host country ○ An overview of important current affairs events • An ability to read a minimum of 10 introductory level reading texts, on both social information and work-related information. In reading the texts, the Learner will complete tasks to demonstrate an understanding of the context and content of the text • An ability to read the message being communicated in a minimum of 6 common notices and signs • The capacity to complete a simple form requiring personal details such as name, address, phone number, age, date of birth <p>The collection of work may include work sheets, cloze tests, multiple choice statements or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on disk.</p> <p>All instructions for the Learner should be clearly outlined in an assessment brief. Learners may be facilitated to complete the task on the culture of the host country in groups. All other evidence will be produced by the Learner working alone.</p>	
Skills Demonstration	60%
The Learner will complete 4 skills demonstrations at appropriate intervals during the course of the programme module	
<p>In completing the 4 skills demonstrations, the Learner will demonstrate correct pronunciation and the use of grammatical constructions in the Irish language , to include:</p> <ul style="list-style-type: none"> • sentence connectors, for example, and, or, with, but, then • question words, for example, why, where, who, when <p>In competing the 4 skills demonstrations the Learner may also communicate the following, when</p>	

relevant:

- language to express non-understanding
- phrases to ask for repetition and/or slower speech
- an appropriate answer to 'Do you speak Irish'
- gestures to express non-understanding

Skills Demonstration 1:

The Learner will demonstrate an introductory level of social and appropriate language when introducing themselves to another person. This will include the Learner communicating the following:

- an appropriate greeting
- personal information
- courtesies
- a simple apology
- taking leave

Skills Demonstration 2:

The Learner will demonstrate an introductory level of social and appropriate language when going shopping. This will include the Learner communicating the following:

- the quantity of items required
- the price of the items
- the amount of money involved in purchasing the items
- a description of the product or information about special offers

Skills Demonstration 3:

The Learner will demonstrate an introductory level of social and appropriate language when eating out. This will include the Learner:

- reading the menu
- greeting the person taking the order
- ordering food from the menu
- ordering drink from the menu or asking for a glass/jug of water
- thanking the person who brings the food and drink

Skills Demonstration 4:

The Learner will demonstrate an introductory level of social and appropriate language when trying to find their way to a desired location. This will include the Learner:

- looking at a map and communicating basic directions they will follow to get to their location
- asking someone for directions to a location
- asking someone for the time
- stating the time for someone
- reading a basic timetable to see when something is open or to use public transport

All skills demonstrations must be evidenced by audio or video and included in the Learner's portfolio of assessment. Audio and video evidence must be provided on disk.

Other appropriate evidence may include supporting worksheets and records of participation.

All instructions for the Learner should be clearly outlined in an assessment brief.

Irish 3N0869

Learner Marking Sheet



Learner's Name: _____

Learner's PPSN: _____

Learning Outcome Learners will be able to:	Assessment Criteria Evidence of the following is included in the assessment portfolio:	Evidence Please indicate where evidence is to be found
1. Display awareness of some basic features of the culture of the target country, to include commonplace greetings and social courtesies, and local customs	<ul style="list-style-type: none">• Awareness of:<ul style="list-style-type: none">○ The geographical location, size, population of the host country○ Significant customs in the host country, for example, Festivals, holidays○ Features of everyday life – eating and drinking habits, local customs and social norms in the host country○ Important current affairs events	
2. Use introductory vocabulary, to include greetings, introductions, courtesies, basic personal information, numbers 1-100, time, simple directions, making purchases, food and drink	<ul style="list-style-type: none">• Use introductory vocabulary to:<ul style="list-style-type: none">○ Greet and take leave○ Say Yes, No, Please, Thank You○ Use introductions, basic personal information, courtesies○ State and be able to spell first name and family name○ State your age, nationality and marital status○ Give date of birth – to include dates and months of the year○ Use numbers 1-100○ State and ask the time○ Ask and give basic directions○ Make purchases○ Order food and drink○ Read menus	
3. Use sentence connectors, question words and simple grammatical constructions with correct pronunciation	<ul style="list-style-type: none">• In all communications, use:<ul style="list-style-type: none">○ Appropriate sentence connectors○ Appropriate question words○ Simple grammatical constructions	

	<ul style="list-style-type: none"> ○ Correct pronunciation 	
<p>4. Exchange familiar information, to include personal details such as where they live, people they know and things they have, notions of time and quantity, space and location, lifestyle preferences and responsibilities</p>	<ul style="list-style-type: none"> ● Exchange basic personal information, to include: <ul style="list-style-type: none"> ○ First name and family name, to include, spelling the names ○ Age and date of birth ○ Family status ○ Occupation or profession ○ Nationality ○ Personal interests ○ Where the Learner lives ○ Information about: <ul style="list-style-type: none"> ▪ Personal responsibilities ▪ Lifestyle preferences ▪ People they know ▪ Personal possessions ● State and ask the time ● Read basic maps ● Use expressions to state elements of space and location such as: <ul style="list-style-type: none"> ○ Where is? ○ Here is ○ Straight ahead ○ Over ○ Other relevant expressions ● Exchange information about quantities when purchasing goods ● Discuss price and amounts of money 	
<p>5. Indicate a breakdown in communication, to include a signal of non-understanding, asking for repetition or slower speech, or 'Do you speak English/ [name mother tongue]' in the target language</p>	<ul style="list-style-type: none"> ● Use: <ul style="list-style-type: none"> ○ Methods to express non-understanding ○ Language to express non-understanding ○ Phrases to ask for repetition ○ The phrase 'Do you speak Irish' ○ Appropriate phrases to respond to being asked 'Do you speak Irish' 	
<p>6. Read simple notices, signs and short pieces of text on familiar subjects, to include social and/or work-related</p>	<ul style="list-style-type: none"> ● Read simple and commonly seen notices ● Read simple and commonly seen signs 	

information	<ul style="list-style-type: none"> • Read a minimum of 10 pieces of text on familiar subjects relating to social and work information 	
7. Interact in a simple way in the target language, to include simple exchanges and use of basic phrases, ordering food and drink, and making familiar purchases.	<ul style="list-style-type: none"> • Interact appropriately using the Irish language • Use simple exchanges when communicating with others • Use basic everyday phrases when communicating with others • Order food and drink appropriately • Make familiar purchases <p>See the criteria for learning outcome number 2 and learning outcome number 4 above</p>	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named Learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____