

The Irish Language in English-Medium Post-Primary Schools in Northern Ireland

by Mr. Dessie Tennyson,
An Gréasán & Senior Teacher,
in conjunction with Gael Linn.

- March 2023 -



**The Irish Language in English-Medium Post-Primary Schools
In Northern Ireland**

by

**Mr. Dessie Tennyson, An Gréasán & Senior Teacher St. Joseph's Donaghmore,
in conjunction with Gael Linn**

§

Table of Contents

Background	3
Qualifications at GCSE/GCE Level	5
GCE Irish – More of the same?	9
Conclusion	13
Recommendations	14
Author	15
Appendices	16

Background

2021 witnessed the lowest ever uptake of GCSE Irish for a generation with only 1519 entrants. In 2004, the Department of Education disapplied the requirement for students to study a language at Key-Stage 4. The effects of disapplication began to impact Irish in Northern Ireland in 2007 and thus started a 43% decline in GCSE Irish entrants over a 14-year period, with 2665 students completing the exam in the Summer of 2007. While the figures for A-Level (GCE) Irish are relatively encouraging as they have remained reasonably static over the same period, the number of ‘second-language learners’ fell to 137 out of the 325 entrants in the summer of 2021.

In 2007, the Irish Language was recognised as the 23rd Official Language of the European Union and in the years following this announcement the numbers rose from 279 in 2007 to 350 in 2010. Employment opportunities for those with an ‘advanced level of Irish’ have greatly increased. Irish will become a full working language of the European Union in January 2022 and in preparation for this, the European Commission have embarked on a number of recruitment drives to appoint Grade 5 translators and Grade 7 Lawyer-Linguistics: these posts command salaries of €59,000 and €72,000 respectively¹. Prior to the derogation being removed, the EU embarked on recruitment drive appointing 72 translators in 2018² followed by a further 50 in 2020. Closer to home, 447 jobs required fluency in Irish during the period of May 2020-May 2021; 69.1% were outside of the Education sector and 84.7% outside of Gaeltacht areas³.

While the fall in numbers of entrants for GCSE Irish is worrying, we must also consider the continuing rise in the number of students attending Irish-medium Education (IME) post-primary schools in the past ten years. With more than 7,000 students receiving their education through the medium of Irish in 2021, the IME Post-Primary numbers have risen by 111% since 2011 with 714 students attending 5 Post-Primary Irish Medium schools (two Irish medium schools and three schools with Irish-Medium Streams) rising to 1511 in September of 2021⁴.

¹ <https://www.ecdc.europa.eu/sites/default/files/documents/information-on-salaries-taxation-pension-allowances-staff-European-Union-2021.pdf>

² <https://www.thetimes.co.uk/article/72-irish-language-translators-wanted-for-eu-6sg27qcrw>

³ www.PEIG.ie/foluntais

⁴ Information provided by Comhairle na Gaelscolaíochta

As we reflect upon the many reasons/causes of the decline in the uptake of languages, it is worth noting that there is a trend across all modern languages, with Spanish being the exception. Several reports have been published in the last few years that analyse in-depth issues relating to languages uptake such as *Language Trends Northern Ireland*⁵ and *Irish and other Languages in Northern Ireland's Education System*⁶.

However, as a classroom practitioner, I believe that there are five main reasons that have a major impact on the uptake of languages at KS4 and KS5:

- (1) A huge focus on STEM subjects
- (2) A greater choice of subjects
- (3) Irish is often competing against subjects such as ICT, Childcare, Travel and Tourism and other business-related subjects
- (4) Lack of relevant and up-to-date information regarding the employment opportunities that Irish provides
- (5) Difficulties relating to the assessment of Irish / awarding of grades at GCSE and GCE level with CCEA, the only examination body to offer such qualifications

This paper will focus on the historic and current difficulties pertaining to the awarding of grades and indeed the overall provision of an appropriate curriculum/assessment model for the Irish Language. I will draw on my own experience as a teacher of Irish in *Abbey Christian Brothers' Grammar School*, Newry, Co. Down, and subsequently, as a teacher of Irish and *Gaeilge* in *St. Joseph's Grammar School*, Donaghmore, Co. Tyrone. This paper has been commissioned by Gael Linn, an organisation which has responsibility for monitoring policy in relation to the Irish language in the education system on the Island of Ireland as one of the Lead-Organisations funded by Foras na Gaeilge since 2014.

⁵ <https://nireland.britishcouncil.org/programmes/education/language-trends-northern-ireland>

⁶ https://www.mercator-research.eu/fileadmin/mercator/documents/regional_dossiers/irish_in_northernireland_2nd.pdf

Irish Language Qualifications at GCSE/GCE Level in Northern Ireland

While OCN(NI) offer a Level 2 qualification in Irish in Northern Ireland, this portfolio-based subject is weighted equivalent to a 'Grade B' at GCSE⁷. A similar offering is available at Level 3, but this equates to an AS in Irish. Schools offering French, Spanish and/or German in Northern Ireland can opt to enter their students into exams run by Pearson Edexcel, WJEC (Wales), AQA or CCEA, Irish departments must enter their students with the local exam board CCEA.

CCEA currently offer four languages as part of their Modern Languages portfolio of French, German, Irish and Spanish. GCSE Gaeilge is primarily aimed at IME Post-Primary schools but some schools, with a significant intake of students who completed their Primary Education in an Irish-medium setting, also avail of the exam⁸.

Table A shows the number of entrants for each language for the last two years of external exams in 2018 and 2019⁹:

TABLE A

	FRENCH	GERMAN	IRISH	SPANISH	Gaeilge
GCSE 2019	3924	677	1644	3254	204
GCSE 2018	4251	932	1814	3730	177
GCE 2019	357	69	291	457	N/A
GCE 2018	412	109	318	415	N/A

Many students say that they find languages difficult and unfortunately this is a very common complaint heard by language teachers throughout the North and is mentioned as part of the British Council Report¹⁰. Moreover, dual linguists in Abbey Christian Brothers' Grammar School, Newry, believed it was more difficult to achieve the higher grades in Irish than in French or Spanish. The Abbey actively encouraged students to choose more than one language and during my time as Head of Irish there, I had the pleasure of teaching a number of students who chose to study all three languages (French, Irish and Spanish). In the academic years of 2012 and 2013, I further investigated student and staff perceptions of one language being more difficult than another.

⁷ <https://www.education-ni.gov.uk/publications/niefgan>

⁸ 239 Students completed GCSE Gaeilge in Summer 2021

⁹ External exams were replaced by Centre Assessed Grades and Centre Determined grades as a result of the Covid-19 pandemic.

¹⁰ <https://nireland.britishcouncil.org/programmes/education/language-trends-northern-ireland>

We were very lucky in this period to have 12 students who completed both Irish and Spanish at GCSE and 3 students in 2013 who completed all three languages. It is worth noting at this stage that all four modern languages offered by CCEA follow the same exam structure, the same specification format, the same exam requirements for exam length and value and the Chief Examiner reports follow an identical format. These qualifications are aimed at those students who traditionally start their second-language learning journey at the age of 11 in Year 8 of Post-Primary School. Having completed a deep analysis of live student data, the only discernible difference was the CCEA algorithm that was used to convert a student's Raw Mark to their UMS Mark. The simplest explanation provided to me at the time regarding the conversion of Raw to UMS Marks explained that there is a general acceptance that, from year-to-year, a paper may be deemed to be more challenging or less challenging for the cohort. UMS is used to ensure that students are not advantaged or disadvantaged based on the year of their birth.

What is not as easily understood is, however, what this mathematical formula is, who devises it, how it is agreed, how/why there is a different equation for all four languages if the qualifications share so many similarities. When we look at one centre's data in 2012, please see Appendix 1, it is evident that it was significantly more difficult for students to achieve higher grades in Irish with the same or higher 'raw mark'. If we look specifically at Candidate 2012/B, there were two full grades of a difference.

Candidate 2012/B

Irish	Raw	UMS	Grade	Spanish	Raw	UMS	Grade
GIR1	52	92.7		B	GSP1	52	
GIR2	54	93	GSP2		50	100	
GIR3	27	57.6	GSP3		27	80	
GIR4	29	60.8	GSP4		29	80	
TOTAL	162	304.1	TOTAL		158	364	

In 2013, please see Appendix 2, Candidate 2013/F had 15 more Raw marks in Irish than Spanish and didn't achieve an A* in Irish despite a raw mark of 186/200, which equated to 93%. This candidate achieved 10 x A* and 1 x A (in Irish).

All Irish Language teachers understand the importance of attending Gaeltacht courses for language acquisition and immersion, an experience not usually available to French, Spanish, or German students until they reach 3rd Level. Table 2 uses the term 'Notional Grade' to work out what grade a student would have got with the same marks in another language. Candidates 2015/A, 2015/B and 2015/C completed GCSE Irish but did not do Spanish in the same year, but we were able to analyse marks achieved by other students in the same year group using the Spanish Department's exam data. Candidate 2015/A spent 3 weeks immersed in the Irish language during the Summer prior to his exams but only succeeded in achieving an A grade. If he had entered Spanish and achieved the same Raw Marks, he would have been awarded an A*.

Table 2

Candidate 2015/A			Notional Grade		
Irish	Raw	UMS	Spanish	Raw	UMS
GIR1	57	95	GSP1	57	108
GIR2	59	108	GSP2	59	108
GIR3	32	70.72	GSP3	32	72
GIR4	30	60.8	GSp4	30	72
Grade					Grade
Total	178	334.52	Total	178	360
		A			A*

Attended 3-week Gaeltacht course Summer 2014

Candidate 2015/B			Notional Grade		
Irish	Raw	UMS	Spanish	Raw	UMS
GIR1	58	96	GSP1	58	108
GIR2	59	108	GSP2	59	108
GIR3	34	73.3	GSP3	34	74
GIR4	36	72	G Sp4	36	75
Grade					Grade
Total	187	349	Total	187	365
		A			A*

9 weeks in the Gaeltacht Summer 2012/2013/2014

Candidate 2013/F			Notional Grade		
Irish	Raw	UMS	Spanish	Raw	UMS
GIR1	60	120	GSP1	58	116
GIR2	57	94.5	GSP2	54	108
GIR3	35	73.6	GSP3	35	80
GIR4	34	70.4	GSP4	24	77.3
Grade					Grade
TOTAL	186	358.5	TOTAL	171	381.3
		A			A*

Candidate 2015/B had spent a total of 9 weeks immersed in Irish in the Gaeltacht between 2012 and 2014. Despite achieving the equivalent of 93.5% in Raw marks, this candidate was awarded an A grade. If we dive deeper into the analysis, the candidate received 58/60 [GIR1] having completed two separate orals which were facilitated by the class teacher and moderated by CCEA but only managed 96/120 in UMS Marks. For the writing module [GIR2], the candidate was awarded 59/60 for two separate writing assessments which were marked externally by CCEA but was only awarded 108/120 UMS Marks. Such a conversion 'algorithm' was difficult to comprehend for both the candidate, his family and I as the candidate's Irish teacher.

Armed with the facts, figures and personal stories shared above, we succeeded in arranging a meeting with the then Minister of Education, Mr. John O'Dowd MLA, to share our findings and raise our concerns.



1st February 2016

Meeting with Minister of Education, Mr. John O'Dowd MLA. Included in the picture are, Mr. Dominic Bradley MLA, Mr. Ronan Ruddy, VP, Mr. Dessie Tennyson, Head of Irish, Mr. Dermot McGovern, Principal, Mr. Réamonn Ó Ciaráin Gael-Linn Regional Manager, Mr. Seán Rogers MLA and Mr. Máirtín Ó Muilleoir MLA.

Following this preliminary audience, a meeting with key stakeholders; representatives from CCEA, ETI, Irish-medium schools, English-medium schools and DE Officials, an attempt was made to come to a suitable arrangement to maintain the integrity of the curriculum and the assessment while assessing the impact that such outcomes were having on language uptake at both GCSE and GCE. The following solutions were proposed:

(a) a ‘widening’ of the grade boundaries to accurately reflect the unique nature of the Irish cohort, including the rise in the number of Irish Medium students.

(b) A refresh of the current qualifications to include:

- a. GCSE Gaeilge for Irish-Medium Post-Primary Schools
- b. GCSE Irish for those students who had previously attended an IME Primary School
- c. GCSE Modern Language (Irish) for those students who start their language learning journey at 11 years of age

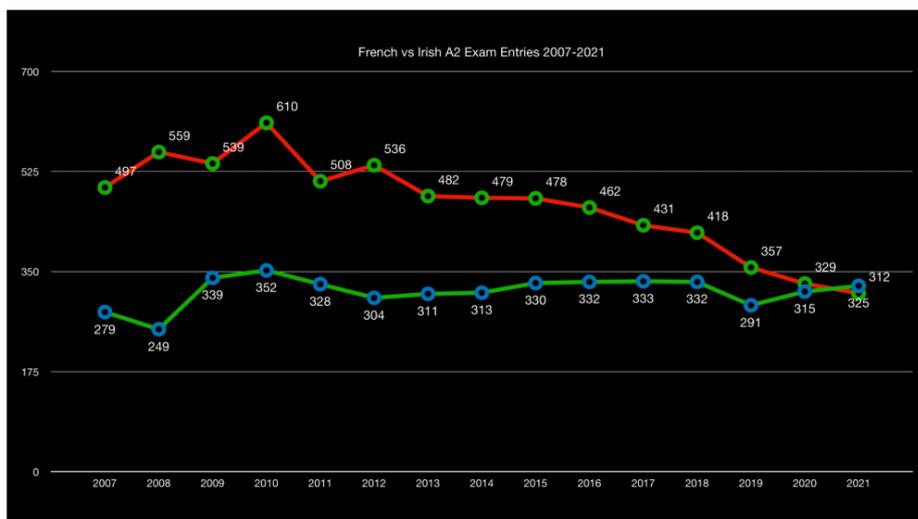
These proposals were submitted during the 2015/2016 academic year but seven years later, no major changes have occurred. It is however worth noting that with the introduction of the New GCSE Irish Specification in 2017, that there is a noticeable change in the percentage of students achieving an A*/A grade in 2018/2019. Due to the cancellation of public examinations in 2020, and again in 2021, the data are not comparable to previous years but do however give us an insight into teachers’ understanding of the ‘best fit academic grade’ without the use of a Raw to UMS conversion.

GCE Irish – More of the same?

It would be wrong to suggest that the raw to UMS conversion only affects those students in English-medium schools. For the academic years 2018-2019, IME students represented 87% of the GCE Irish entries in St Joseph’s Grammar School, Donaghmore, while only 5% achieved the top grade of A*. When we compare the percentage A*/A in modern languages and wider afield, we see that despite 40-57%¹¹ of A-Level Irish students having had a portion of their education through the medium of Irish; the percentage

¹¹ Figures from 2019-2021

achieving an A*, in 2018 and 2019 was 10.1% and 7.9%¹² respectively. Like GCSE, A-Levels in all four languages follow the same structure, exam format, exam timings and specification layout. In August 2021, it was reported that Irish had overtaken French at A-Level¹³. This was misleading. Despite the 111% rise in Post-Primary IME numbers in the past ten years, the number of GCE Irish entrants have remained quite static.



French vs Irish A2 Exam Entries 2007-2021

When we compare Irish at GCE level with a range of other CCEA subjects, we see a huge discrepancy across all subjects. Annual statistics released by CCEA, see below, show that it is considerably more difficult for Irish students to achieve an A* in comparison with French, German, Maths and Chemistry. In 2019, only 7.9% of Irish students achieved an A* compared with 13.7% in French, 15.1% in Chemistry and 50.6% in Further Maths.

2019	A*	A	2018	A*	A
Chemistry	15.1%	44.9%	Chemistry	14.5%	45.6%
Maths	16.9%	49.4%	Maths	16.2%	48.6%
Further Maths	50.6%	65.3%	Further Maths	49.7%	68.9%
Irish	7.9%	51.9%	Irish	10.1%	56.0%
French	13.7%	43.1%	French	13.6%	42.5%
German	21.7%	50.7%	German	19.3%	49.5%

Comparison with other exams at A2 level 2018/19

¹² <https://ccea.org.uk/examiner-centre-support/qualification-reports-and-results-statistics>

¹³ <https://www.irishnews.com/news/northernirelandnews/2021/08/11/news/irish-overtakes-french-for-first-time-as-second-most-popular-language-at-a-level-2413917/>

For those students wishing to enter a 3rd Level Institute/University in the Republic of Ireland, the difference between an A and an A* grade is 29 CAO points. A student, for example, wishing to study *BA Hons sna Dana* in OÉG will require 526 CAO points. This equates to the following possible combinations:

- (a) A* A*A
- (b) A* AAB

A candidate with 3 straight A grades is awarded 468 CAO points and would not meet the criterion¹⁴.

From 2019	Universities and associated colleges		
	Grade	Best 3 A-Levels	4th Subject
A-Level			AS Level
A*	185	45	31†
A	156	38	26
B	131	32	22
C	106	26	18
D	84	20	14
E	63	15	11

Prior to the cancellation of public examinations in 2020 and 2021, we were able to analyse pupil data and begin to see the impact that the Raw to UMS algorithm had on students who had spent the previous 14/15¹⁵ years immersed in an Irish-language setting.

Candidate 2019/A	Raw	UMS	Candidate 2019/B	Raw	UMS
Module 1	75/75	90/90	Module 1	75/75	90/90
Module 2	70/100	90/120	Module 2	78/100	98/120
Module 3	73/75	80/90	Module 3	72/75	78/90
Raw	218/250	87.2%	Raw	225/250	90%
UMS	260/300	86.6%	UMS	266/300	88.6%
Grade	A		Grade	A	

2019 GCE Irish Entries in St. Joseph's GS Donaghmore

¹⁴ The inequality or value afforded to A-Level points in the CAO system raises bigger issues that need addressed at a national level.

¹⁵ 15 including Naíscoil (nursery)

Candidate 2019/A had spent 15 years in IME and was previously awarded Joint 2nd in GCSE Irish. This candidate scored full marks in her Oral, Module 1, 70% in Module 2 (a skill-based paper covering listening, reading and translation) and scored 97.3% in a 300-word analysis of a literature theme in Module 3 but for some reason the UMS conversion only awarded her 88.8%. Candidate 2019/B had also spent 15 years in IME and like candidate 2019/A, scored highly in her Irish oral with full marks and 96% raw marks in the literature module but was awarded 86.66%. Both students missed out on their A* grades. If we compare candidates from 2018 and 2019, we see that Candidate 2018/A scored 227/250 raw marks, just two marks higher than Candidate 2019/B and was awarded one grade higher. Through comparison of candidate outcomes from 2018 and 2019 (as found below), Candidate 2019/B received a raw mark of 90% equivalence while receiving an A grade despite Candidate 2018/B receiving an A* grade with a raw-mark equivalence of 85%.

Candidate 2018/A	Raw	UMS	Candidate 2018/B	Raw	UMS
Module 1	75/75	90/90	Module 1	75/75	90/90
Module 2	87/100	110/120	Module 2	75/100	93/120
Module 3	65/75	70/90	Module 3	63/75	68/90
Raw	227/250	90%	Raw	213/250	85%
UMS	270/300	90%	UMS	266/300	83.6%
Grade	A*		Grade	A*	

2018 GCE Irish Entries St Joseph's GS Donaghmore

Comparing 2018 and 2019 GCE Irish Grades 1

Candidate 2018/B	Raw	UMS	Candidate 2019/B	Raw	UMS
Module 1	75/75	90/90	Module 1	75/75	90/90
Module 2	75/100	93/120	Module 2	78/100	98/120
Module 3	63/75	68/90	Module 3	72/75	78/90
Raw	213/250	85%	Raw	225/250	90%
UMS	266/300	83.6%	UMS	266/300	88.6%
Grade	A*		Grade	A	

With the continued rise of pupils attending Irish-medium post-primary education (111% increase in the years 2011-2021), we will see a further substantial change in the traditional Irish-language examination cohort. Thanks to CCEA, relevant data are easily accessible and thus give us a greater understanding of the current Irish Language cohort.

9.6% of the GCSE Irish entries in 2020 were classed as overage¹⁶, while 26.2% are classed as underage¹⁷.

Total Number of Candidates cashing-in GCSE Irish S2020	Total number of candidates under 16 years of age	Total number of candidates 16 years of age	Total number of candidates above 16 years of age
1555	408	997	150
	26.2%	64.1%	9.6%

Conclusion

I firmly believe that there needs to be an immediate review of the Irish-language curriculum and assessment from Key-Stage 3 to Key-Stage 5. GCSE and GCE Irish students are currently finding it more difficult to achieve higher grades in comparison with other Modern Languages in Northern Ireland. We are lagging behind our neighbouring jurisdictions in our provision for indigenous languages and can learn a lot from Wales and the Republic of Ireland. I have listed below additional trends that are having an impact on Irish-language learning here in Northern Ireland:

- There is a consistent downward trajectory for Irish in English-medium schools
- A number of schools are moving to an opt-in approach for language choices prior to joining the school in Year 8
- There is no formal teaching of languages in Primary Schools. The NI Primary Languages Programme was stopped in 2015. Embedding language learning in the Primary curriculum is needed if we are to properly support language learning in Northern Ireland
- Weekly curriculum provision for languages have been reduced in a lot of schools, thus reducing prior learning required for GCSE and GCE languages; this needs to be considered by CCEA

¹⁶ These candidates were more than 16 years of age

¹⁷ Candidates ranging from Primary 7 to Year 11

- A rise in numbers of pupils availing of Irish-medium education is producing a unique cohort for Irish; not all IME students have the same experience:
 - Full immersion (Students attending Coláiste Feirste / Gaelcholáiste Dhoire)
 - Partial Immersion – IME Primary, followed by 5-7 years in an Irish-medium stream/unit.
 - Early immersion – First 7 years in IME Primary School but transfer to an English-medium school

Recommendations

In the short term:

- (i) review the challenge of papers at GCSE/GCE
- (ii) widen the UMS grade boundaries to reflect unique nature of the Irish cohort

In the Mid/Long term:

- (i) Review of Irish-language curricula/assessments by CCEA and/or other exam bodies e.g., OCN(NI).
- (ii) Explore the feasibility of new Level 2/3 qualifications with other exam bodies to best reflect the needs of the Irish-language sector.
- (iii) Investigate/evaluate International best practice – we have much to learn from the Welsh First/Second Language qualifications.
- (iv) There is a need for languages to be supported appropriately in Primary Schools and a suitable replacement for *The Primary Modern Languages Programme* to be introduced following the scheme's termination in 2015.

A working group to explore and address the issues detailed in this report needs to be established by Department of Education, The Education Authority and CCEA.

Author

Mr Dessie Tennyson is a Senior Teacher in St Joseph’s Grammar School, Donaghmore with responsibility for Irish Medium Education. With 20 years’ experience, Dessie was previously Head of Irish in Abbey Christian Brothers’ Grammar School Newry for 12 years and during his tenure, the school was awarded two Foras na Gaeilge awards for promotion of the Irish Language along with Sciath Mhic Giolla Bhríde (Ashbourne Shield)¹⁸ in 2015 presented by Comhaltas Uladh. He is also a founding member of *An Gréasán*, a subject body supporting post-primary Irish Language teachers throughout the island of Ireland¹⁹.



¹⁸ Sciath Mhic Giolla Bhríde is an annual competition recognising the best schools in the North for spoken Irish.

¹⁹ www.angreasan.ie

Appendix 1 – Summer 2012 GCSE Irish and GCSE Spanish

Summer 2012

Candidate 2012/A

Irish	Raw	UMS	Grade D	Spanish	Raw	UMS	Grade C
GIR1	40	79.2		GSPI	37	81.3	
GIR2	40	70.7		GSP2	32	70	
GIR3	16	32		GSP3	14	47	
GIR4	28	48		GSP4	26	55	
TOTAL	124	229.9		TOTAL	114	253.3	

Candidate 2012/B

Irish	Raw	UMS	Grade B	Spanish	Raw	UMS	Grade A*
GIR1	52	92.7		GSPI	52	104	
GIR2	54	93		GSP2	50	100	
GIR3	27	57.6		GSP3	27	80	
GIR4	29	60.8		GSP4	29	80	
TOTAL	162	304.1		TOTAL	158	364	

Candidate 2012/C

Irish	Raw	UMS	Grade A	Spanish	Raw	UMS	Grade A*
GIR1	57	108		GSPI	56	112	
GIR2	59	114		GSP2	53	106	
GIR3	30	62.4		GSP3	22	66.7	
GIR4	59.2	59.2		GSP4	27	77.3	
TOTAL	184	343.6		TOTAL	158	362	

Candidate 2012/D

Irish	Raw	UMS	Grade B	Spanish	Raw	UMS	Grade A
GIR1	52	92.7		GSPI	58	116	
GIR2	60	120		GSP2	46	93	
GIR3	32	66		GSP3	31	80	
GIR4	34	70		GSP4	33	80	
TOTAL	162	316.1		TOTAL	150	341.3	

Candidate 2012/E

Irish	Raw	UMS	Grade B	Spanish	Raw	UMS	Grade A
GIR1	58	114		GSPI	53	106	
GIR2	45	78.9		GSP2	55	110	
GIR3	31	64		GSP3	20	61.3	
GIR4	28	59.5		GSP4	22	64	
TOTAL	162	316.1		TOTAL	150	341.3	

Appendix 2 – Summer 2013 GCSE Irish, GCSE Spanish and GCSE French

Candidate 2013/A

Irish			Spanish		
Raw	UMS		Raw	UMS	
GIR1	59	114	GSPI	52	104
GIR2	56	93	GSP2	43	85.7
GIR3	27	60.8	GSP3	23	56
GIR4	27	59.2	GSP4	23	74.4
TOTAL	169	327	TOTAL	141	320.4
Grade A			Grade A		

French		
Raw	UMS	
GFR1	49	96
GFR2	46	93
GFR3	22	52
GFR4	28	80
Total	145	321
Grade A		

Candidate 2013/C

Irish			Spanish		
Raw	UMS		Raw	UMS	
GIR1	59	114	GSPI	52	104
GIR2	56	93	GSP2	43	85.7
GIR3	27	60.8	GSP3	23	56
GIR4	27	59.2	GSP4	23	74.7
TOTAL	169	327	TOTAL	141	320.4
Grade A			Grade A		

Candidate 2013/D

Irish			Spanish		
Raw	UMS		Raw	UMS	
GIR1	56	96	GSPI	55	110
GIR2	52	87	GSP2	44	87.4
GIR3	29	64	GSP3	20	47.3
GIR4	24	54	GSP4	28	55
TOTAL	161	301	TOTAL	147	299.7
Grade B			Grade B		

Candidate 2013/E

Irish			Spanish		
Raw	UMS		Raw	UMS	
GIR1	53	92.7	GSPI	55	110
GIR2	55	91.5	GSP2	51	100.8
GIR3	33	70.4	GSP3	24	58.7
GIR4	25	56	GSP4	27	55
TOTAL	166	310.6	TOTAL	157	324.5
Grade B			Grade B		

Candidate 2013/F

Irish			Grade	Spanish			Grade
	Raw	UMS			Raw	UMS	
GIR1	60	120	A	GSP1	58	116	A*
GIR2	57	94.5		GSP2	54	108	
GIR3	35	73.6		GSP3	35	80	
GIR4	34	70.4		GSP4	24	77.3	
TOTAL	186	358.5		TOTAL	171	381.3	

Candidate 2013/G

Irish			Grade	Spanish			Grade
	Raw	UMS			Raw	UMS	
GIR1	58	108	A	GSP1	60	120	A*
GIR2	55	91.5		GSP2	60	120	
GIR3	31	67.2		GSP3	32	80	
GIR4	33	68.8		GSP4	20	66.7	
TOTAL	177	335.5		TOTAL	172	386.7	
French		Raw	UMS				
GFR1	59	117	A				
GFR2	40	84					
GFR3	25	61.3					
GFR4	24	64					
Total	148	326.3					

Candidate 2013/H

Irish			Grade	Spanish			Grade
	Raw	UMS			Raw	UMS	
GIR1	59	114	A	GSP1	60	120	A*
GIR2	60	120		GSP2	55	110.4	
GIR3	25	62.4		GSP3	34	80	
GIR4	29	62.4		GSP4	26	80	
TOTAL	173	358.8		TOTAL	175	390.4	

Candidate 2013/I

Irish	Raw	UMS		Spanish	Raw	UMS	
GIR1	56	96		GSP1	60	120	
GIR2	60	120		GSP2	40	80	
GIR3	28	62.4		GSP3	36	80	
GIR4	35	72		GSP4	24	77.3	
TOTAL	179	350.4	Grade	TOTAL	160	357.3	Grade
			A				A

French	Raw	UMS	
GFR1	53	102.9	
GFR2	54	104	
GFR3	33	78	
GFR4	35	80	
Total	175	364.9	Grade
			A*

Gael Linn

This piece of research was commissioned by Gael Linn. Gael Linn was established in 1953. The main aim of the organisation is to nurture and promote the Irish language and its heritage throughout Ireland in policy and community areas, as a living language and as an important part of our identity. Gael Linn's activities relate to three main areas; the field of education, activities to support the use of Irish and the business area of the organization. Gael Linn have completed several pieces of research in the educational domain, found at <https://bit.ly/TobarTaighde>.

More information: www.gael-linn.ie

Séamas Mac Eochaidh

Educational Policy Officer

seamas@gael-linn.ie