

exAmTIMES

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No 8: Junior Cert, Part 1

Thursday,
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Guide to
Junior Cert
business studies,
English, Irish
and French

THE IRISH TIMES



Mind your language

All the best tips
for Junior Cert
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Everything
you need
to know
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Thursday
March 5th
Junior Cert,
Part 2

Exam Times Online
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Welcome

Welcome to the eighth issue of our Exam Times series for 2014/2015, a collaboration between *The Irish Times* and the Institute of Education.

Written by senior teachers here at the Institute, this week's guide concentrates on four Junior Cert subjects: English, Irish, French and business.

A good performance in the Junior Cert can build a student's confidence and establish a strong engagement with subjects they are interested in.

Preparing for the Junior Cert can also help to develop good study and revision techniques, which will be of great benefit to students when



they commence the demanding Leaving Cert course.

We hope that students and their parents will find the information in this guide interesting and beneficial.

Peter Kearns

Director, the Institute of Education

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English Overview

Be brave: attack the exam



Tom Brady

Vocabulary is of the essence. How you write things is what gets you marks

Acquiring skills

The Junior Cert programme tends to target the acquisition of skills by students. Although you have been studying literature – in the form of fiction, poetry and drama – along with looking at film and media, the essence of the course is that you would acquire a knowledge of particular concepts, and that you should learn certain strategies that would improve your reading and writing skills.

It is important to be aware of the fact that 75 per cent of the exam you will sit in June focuses on unseen material; you will be asked to read extracts that are new to you, and then to answer questions about them. Only 25 per cent of the exam is centred on poetry, fiction and drama you studied in school. So this is very much a course and an exam that is concerned with reading and writing skills you have learned.

Here are some of the skills that you should have acquired, and that the exam will test:

1 Analytical Skills

This means that you are able to analyse extracts that you read. You should be able to demonstrate an ability to choose the information that is important to questions that are asked. It's demonstrating an ability to recognize various elements within a passage or a poem or a drama extract, and also with being able to recognise levels of importance with regard to the things you find.

“

The English exam is very understandable and approachable: there is nothing you will not be able to attempt. It is designed to find out what you know, rather than trying to catch you out with things that will baffle you

2 Critical Skills

You have spent the past few years learning how to make judgments about things you have read, seen or heard. You have been encouraged to become engaged with material with which you have come in to contact. Now, an exam is going to ask you to give your opinions on the material you have studied in school, and on other unseen material you will be asked to read.

3 Organisational Skills

It is important to know how to organise what you write into something that has a beginning, middle and end. This is particularly important for essay writing, and for functional writing in which reports and reviews feature. It also relates to your ability to write and develop sentences and paragraphs.

4 Expressive Skills

This is hugely important. How well you express yourself in words demonstrates your grasp of English as a language. This is a skill that indicates your ability to convey your ideas well, showing that you have the words to make your points and to give your opinions. Essentially, it refers to the level of your vocabulary.

Answering Questions

The key elements required in answering questions are:

1 Knowledge of concepts

When you write answers in English, you need to be aware that the questions, although very understandable and very manageable, are designed to test your knowledge of concepts. It is up to you, as an exam candidate, to illustrate your awareness and your knowledge of various literary terms. For example, if you are answering a poetry question and do not use words like imagery, mood, tone, contrast etc, in your answer, then you have missed an opportunity to demonstrate your grasp of key poetic concepts. So the advice is to be alert to opportunities to use the proper terminology.

2 Use of terminology

There is little point in learning terms like character, theme, metaphor, mood, alliteration and so on, unless you make an effort to use them when you are writing. So be alert to chances when you can use the proper terms. If one candidate talks about the nice word in a passage and another candidate says the poet makes good use of alliterative sounds, which of the two answers sounds more convincing, which of the two candidates appears to be making the effort, and which is more likely to impress?

3 Development of personal responses

The exam is about getting your opinions and your insights. It is also about testing how well you are able to convey



■ Above: Jack Dolan Greely and other students at the Institute of Education, Lower Leeson Street.

PHOTOGRAPH: BRENDAN DUFFY

those opinions. Remember, a sentence is at the heart of all writing in English. Being able to write a good sentence is a skill and a talent. And sentences should be grouped together in paragraphs which have development and direction.

No matter what you are writing, each paragraph should deal with only one aspect of a topic, and each paragraph should have a beginning, middle and end.

But don't forget that it is your opinion that is being sought, so always focus on your own response, indicating what you think about the topic or thing being discussed.

4 Logical structures
Good writing has direction. In other words, good writing has development. So when writing, have an idea of what you want to convey, what stance you are taking. If you are praising or criticising something, do so in a sensible way. Provide evidence for what you say. In other words, always back up your opinions with references or examples. This is why you are often expected to quote from poems and plays, the quotations are your way of supporting the point you are making.

The key thing is to take your time with making your points, and to develop your answers in a coherent manner, so that what you write makes sense.

Key Target Areas

1 Clarity/Coherence
If what you write is confusing or hard to follow, then the points you want to make tend to become lost.

You must know how hard it is to follow the conversations of some young children, and make sense of what they say because, often, their excitement in trying to say some-

thing results in what they say having no real chronology (beginning, middle, end). Be aware that your first goal is to make sense. You will do this if you keep your sentences short, keep your paragraphs short, and write with direction, making sure what you write has chronology.

2 Opinion
Your opinion matters. Express your views and your feelings about things. Be honest and say what you think. If you enjoyed something, then say so; but if you disliked something, also say that.

3 Use of evidence
Support everything you say. Let this advice be your guide:

- make your point
- support your point
- comment on the evidence you have used to support your point.

4 Mechanics of English
Spellings matter, commas matter, full stops matter, apostrophes matter, capital letters matter, grammar matters.

Don't be sloppy. Make an effort with all of these things and make an effort with your handwriting. Make a good impression.

The exam

The exam tests your ability to read and write. It assesses the quality of your expression and the level of your comprehension skills. Like any other such exam, vocabulary is of the essence. How you write things is what gets you marks.

THE WAY YOU WRITE

When attempting any question, consider how you are phrasing what you intend writing. Before putting pen to paper, think about whether you are choosing the best words.

TIME MANAGEMENT

Work to the clock! Only spend the allotted

time given to any question in answering it: resist the temptation of going over the time in order to finish a question, because it will inevitably result in your not attempting some other part of the paper.

SHOW OFF

Do not worry unduly! The English exam is very understandable and approachable there is nothing you will not be able to attempt. It really is designed to find out what you know, rather than trying to catch you out with things that will baffle you. So, attack the exam. Be determined to show off!

Higher versus ordinary levels

DIFFERENCES

A major difference between higher and ordinary level English is that ordinary level candidates have only one paper to attempt, while higher level pupils sit two papers. Yet the subject matter of the exams is almost identical: areas such as reading, functional writing, media studies, drama, poetry etc, appear at both levels.

However, one of the major differences is the time element. Ordinary level candidates for example, only have about 10 minutes to write about something like a novel, while the higher level pupil has about 25 minutes. Consequently, the answers of ordinary level candidates cannot, and are not expected to be, as detailed nor as long as those of higher level students.

GIVING MY OWN OPINION

Nonetheless, ordinary level students are expected to address the questions they are asked directly and to answer clearly, making a statement which involves personal response (how you feel about a piece of writing?).

Don't merely transcribe questions when answering and don't just summarise what you write about – attempt to indicate how you feel about the things you read. Evaluate what you read (give your own opinions).



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English Paper 1

Testing your critical skills and language

Tom Brady

Each section of English Paper 2 tests a different skill, from expression of ideas to organisational and critical skills

Section 1: Reading (40 marks, 30 mins)

The reading section of the exam is very manageable. The passages are normally straightforward and the questions tend to be quite direct. In other words, you won't have any difficulty understanding what you are asked to read, and answering the questions involves a combination of common sense and technique.

This section aims to test comprehension and critical skills.

What to do

■ Read the questions before you read the passage: the questions will often indicate where to look for the answers, and reading the questions first will alert you to how to read the extract.

■ Read with a pen! Underline, bracket, circle or highlight what you feel are the key words or important parts of the question.

Your answers

■ Each answer should contain three to four points that are supported by appropriate references or quotations.

This is not as hard as it may sound: you will have the passage in front of you and all that is required is to give your opinion and then transcribe a phrase or line from the extract that led to that opinion.

■ Be precise. Concentrate on exactly what the question asks. There is no need for very long answers. Be direct and concise and

support what you say.

■ The answer should be a mixture of your words and short quotes from the reading passage.

Section 2: Personal Writing (70 marks, 1 hour)

This part of the exam tests your expression and ideas, your ability to structure what you want to say into paragraphs, and your organisational skills.

Every essay requires development: that is, a beginning, middle, and end. It should not be a collection of random thoughts thrown down on the page in a casual fashion.

Therefore, it is important to plan an essay so that you have a map of what direction the essay will take. The map is a rough guide but don't begin an essay without one.

What is being tested?

■ *Ideas*: the essay should convey your interest in the topic.

■ *Expression*: vocabulary, phrasing, ability to create images.

■ *Development and Organisation*: paragraphing and logical progression.

■ *Mechanics of English*: spelling, grammar, punctuation, capitalisation, etc.

Choosing a title

■ You will have about eight titles from which to choose. The form of the essay (narrative, discussion, description, conversation, etc) can be anything you like. Most people tend to go for a story or discussion.

■ Choose carefully. Choose an essay title that will allow you scope, a title that will allow a range of ideas. Usually it is best to write about things with which you are familiar.

Planning

■ Spend about 15 minutes choosing and planning the essay. This will allow you about 45 minutes' writing time.

■ There are a number of ways to plan the essay but the three most obvious ones are: interrogating the title, spidergram, or to consider the topic from an unusual or metaphorical angle.

The writing

■ The essay should be about three pages long.

■ It should contain anything from seven to 11 paragraphs.

■ It should have clarity and variety of tone.

■ *Avoid*: sloppy spelling, clichés, lecturing the examiner about your favourite gripes, careless use of slang, long rambling sentences, untidy presentation.

■ **Media studies:** you can practise for this question by taking note of newspaper front pages, advertisements, cartoons and photographs.

PHOTOGRAPH: THINKSTOCK

Opening paragraph

An opening paragraph is supposed to be an introduction. It should be short. Begin with an image, an anecdote, or a piece of action. Get the reader's attention.

Main paragraphs

■ Each main paragraph of an essay should consist of about four to six sentences. It should contain one theme or one topic. A paragraph should not attempt to do too much. One idea well worked out or one image properly developed is more than enough.

■ It is important that the paragraph develops properly. That is, each sentence should naturally lead on from the one before it. Do this by always carrying an idea forward from the previous sentence, and then adding to it.

■ Vary the tone and the lengths of the paragraphs. However, avoid sentences that are more than three lines in length.

Long sentences lead to problems with grammar and punctuation. Therefore, after you have written two lines of a sentence, think of where you can put a full stop. Make the full stop your best friend.

■ Where possible, keep the style light and conversational but pay attention to imagery and vocabulary.

■ In preparation for your exam, practise writing short descriptive paragraphs attempting to link images and to develop the sentences logically.

Final paragraphs

■ The concluding paragraph of an essay should be brief – about two to three sentences long.

es long. Remember, a conclusion is supposed to sum up what has gone before, or to anticipate the future in some way.

■ A conclusion should never introduce a new idea. One possible way of concluding an essay, and to give it a sense of completeness, is to return to the image with which you may have started the essay. In this way, the opening and the ending of the essay will connect and bracket what comes between them.

Section 3: Functional Writing (30 marks, 30 mins)

What is required?

Functional Writing requires two things of the candidate: an appropriate register and organisational ability. What this means is that the passage written should be written in a language suitable for the audience the piece is intended for, and that the writing should demonstrate an ability for developing an idea and conveying it clearly.

Register

For example, if this section requires you to write an article for a teenage magazine, you are expected to use language appropriate to teenagers and you are also expected to use an appropriate tone. In other words, if you are writing for teenagers, it is reasonable to make use of colloquialisms and some slang.

Obviously, if you are to write a letter applying for a position of employment or for a place on a summer course, for example, the language and tone used should differ

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It is important to plan an essay so that you have a map of what direction the essay will take. The map is a rough guide but don't begin an essay without one





from the tone and phrasing you would use if writing to a friend or to a newspaper.

The language and general approach taken when writing for a position would be expected to be formal, while that used when writing to a friend or newspaper would probably be more casual, depending on the circumstance.

The point is that when considering the questions in functional writing, always consider for whom it is you are supposed to be writing.

For example, last year the options were either to write a speech for an awards ceremony for Student of the Year or to write an article for a school website about encouraging students to engage with senior citizens. The audience for both of these writing assignments is the student group, your peers, and so the approach should not be too formal.

Also, there is some small similarity between the speech and the website article in terms of addressing an audience directly. These are just a couple of things that could have helped candidates preparing to answer the question if they had noticed them.

Section 4: Media Studies

(40 marks, 30 mins)

This is a section of the exam that is easy to handle if you have the right vocabulary, and if you approach it knowing the kinds of things to look for. In other words, you can practise for this question by taking note of newspaper front pages (lay out), advertisements (design), cartoons (the intention) and photographs (impact and themes).

Advertisements

■ Learn the proper terminology:

- product
- brand name
- caption
- copy
- slogan
- pun
- allusion
- campaign
- promotion
- pun
- target audience
- consumer
- terms and conditions
- barcode
- disposable income
- customer base
- market research
- coupon

You must know these terms, be able to recognise when they should be used, and incorporate them into your vocabulary. It is up to you to make use of them. The candidate who uses them gets marks: the candidate who doesn't, loses marks.

■ Be aware of the different methods of advertising. Last year one of the questions asked about radio advertising and about writing a script for a radio advert.

With this in mind, it is important to look back over past exam papers and look at the range of different questions that have been asked in different years. This will give you an idea of whether there are any gaps in your learning that need to be addressed.

■ Remember that the **intention of any advertisement** is twofold: to inform and to persuade. Advertisements set out to in-

■ **Above: students at the Institute of Education, Lower Leeson Street.**

PHOTOGRAPHS:
ALAN BETSON

form the public of what is available on the market and to convince the public to buy the product. Advertisements are, therefore, a mixture of description (of a product) and manipulation (of the public).

■ Your answer should be a collection of points. Each point should be supported with a reference and each point should attempt to use the proper terminology.

If possible, the answer should be presented in short paragraphs.

Newspapers

■ Questions that centre on newspapers usually focus on features of reports, or else they tend to concentrate on the page design.

■ Newspapers are a mixture of different kinds of writing:

- reports (on current news)
- articles (news reviews)
- features (focus on particular themes)
- profiles (of individuals or organisations)
- editorials (comment on important issues)
- reviews (of shows, etc.).

■ Newspapers should present news in an unbiased way. However, there are often attempts to make the news more appealing or more entertaining so that newspapers will sell more copies.

Cartoons

If you are asked to consider a cartoon in terms of its method and intention, you need to consider the type of humour, the design and the graphics, and the general mood (whether it is satirical or whimsical).

“

The media studies section is easy to handle if you have the right vocabulary, and if you approach it knowing the kinds of things to look for

Photographs

■ If you are asked to consider the content of photos, or you are asked to describe the content of a photograph, think about what aspects of the photograph you are being asked to write about: that is, are you being asked to describe whether it is a good photo (whether it has visual impact), or are you being asked to outline the features of the photo?

■ Think about the following:

- setting
- landscape and features
- human characters
- foreground and background
- general framing of subjects
- main focal point
- activity (if any) involved
- use of colour or black and white
- visual impact
- time scheme
- general mood
- theme
- use of horizontal or vertical lines

Time is of the essence

Tom Brady

Literature is examined in Paper 2, and with just 25 minutes for each question, you must work to the clock

Paper 2 of your exam is the literature paper. It focuses on stories, novels, poems, and plays that you have studied, as well as testing your ability to comment on material you are seeing for the first time.

Time is of the essence. There are just 25 minutes for each part and it is very important that you do not exceed the time for any section. Work to the clock!

You can approach the paper in any order. Most pupils find the fiction section the easiest to deal with, yet it is positioned last. When you get the exam, glance at the questions here, and maybe you should attempt this section first. Then move on to the drama and the poetry.

Section 1: Drama

Unseen drama (30 marks, 25 minutes)

There are two options in unseen drama: an extract from a Shakespearean play or an extract from some other drama.

Approach

Essentially, this is another test of comprehension. In other words, it is another reading question. So the emphasis is on noticing aspects of the extract and pointing them out. That is, the emphasis is not on writing skills but on interpretation.

■ Read the questions first. Underline, bracket, circle and highlight the important words or phrases in each question. Be sure of what you are being asked. Then read the extract.

■ Answers do not need to be too long. Be direct and make your points in short paragraphs, supporting what you say with quotations or references.

Types of questions

Usually, there has been a question on character. That means you could be asked to assess a character, to say what a person appears to be like, or you may be asked to com-

pare and contrast characters – pointing out similarities and differences.

■ When considering a character concentrate on:

- (a) the character's reputation (what others think of the person)
- (b) the character's dialogue (what the person says)
- (c) the character's behaviour (what the character does, the person's actions)

■ Your answer should be delivered in short paragraphs which contain a series of points or in one main paragraph. Ideally, the answer will be a blend of opinion and quotations.

Other possible question areas

■ You could also find that questions might focus on the mood (atmosphere) of a scene. Answers to questions such as this should concentrate on features such as:

- plot
- conflict
- suspense
- character motivation
- climax

If you are answering this type of question, consider: what is happening, why it is happening, how characters relate to each other, and whether the scene moves towards a moment of confrontation, decision, or insight.

■ Other questions may address dramatic impact, which really refers to how the audience would respond to a scene, and whether or how the scene grabs the audience's attention.

The dramatic impact of a scene will be connected to the mood, and you should also consider the general visual impact of a scene, and the scene's rhythm.

■ Questions on language require the same approach you give to the reading extract. Look at how characters in the scene talk. Is it stylised or natural? Do they use colloquial, or figurative language? Is it poetry or prose? Is there use of refrain? Do you notice a use of rhyme and rhythm?

This kind of answer requires a certain element of common sense. All an examiner really wants to know is whether you can identify aspects of language, give examples of them, and – possibly – make a small comment on them.

■ Answers to any questions which focus on the staging of a scene should contain references to stage directions, mood intended, location or setting, necessary props, costumes and lighting. All reference to these features, of course, would need to be linked to plot development.

Staging is about creating the proper atmosphere for the audience to relate to the drama and for conveying the theme of the piece.

Studied Drama (30 marks, 25 minutes)

This is a writing test. You are being asked to write about a play you have studied. Really, you are required to write an essay. The answer should have development and should be paragraphs. Aim for about two pages.

■ Questions could ask about:

- the hero
- characters
- an important scene
- the play's opening or climax
- the play's themes
- imagery
- development of plot
- some aspect of mood

■ Questions can be divided into two parts, and you will be required to write about a page for each part for your answer if this is the case.

If the question is not in sections, then you should aim to write about about two pages, made up of about five or six paragraphs.

■ Your answer should be a mixture of summary and opinion. (Note: If your answer is mainly summary then you could be penalised by losing up to about 50 per cent of the question's possible marks.)

Your answer should be sprinkled with quotes from the play you have studied. This will indicate a knowledge of the play and will also help support the points you are making.

Keep the quotes short. Don't write out a long speech – about one or two lines are enough at any one time.

Always address the question you are asked. Use the key terms of the question.

Section 2: Poetry

Unseen poetry (30 marks, 25 minutes)

You will be asked to read a poem you have never seen before and to answer questions on it. You may even be asked to compare two poems.

Approach

It is just another reading question and you should approach it as you would all the unseen material.

■ The answers you write do not have to be overlong but they should be concise.

■ It is important to use the language of poetry: you must discuss imagery, rhyme, tone/mood, theme. In other words, you must discuss the structure of the poem. It is not enough merely to summarise.

■ When reading the poem, consider these 10 points:

- 1) Who is speaking in the poem?
- 2) How does that person feel?
- 3) What is happening in the poem?
- 4) What is the beginning, middle and end?
- 5) Is rhyme used and what is its effect?
- 6) What are the main images? (what senses are used?)
- 7) Are there figures of speech (metaphors and similes)?
- 8) Does the writer use contrast?
- 9) What is the general mood (atmosphere) created?
- 10) What is the overall theme (central idea)?

■ Always ask yourself how the title of the

■ Above: students at the Institute of Education, Lower Leeson Street.
PHOTOGRAPH: ALAN BETSON

poem evokes the action, description or theme of the poem. The title of a poem should indicate something about the poem's central idea so always focus on what it suggests.

■ Read a poem sentence by sentence. Each sentence should, like all writing, focus on one thing. So be aware of how many sentences there are and how many ideas the poem contains.

■ If the poem has stanzas (paragraphs), try to look for changes from stanza to stanza: in other words, how do the stanzas differ from each other. In this way, you should recognise development in the poem.

■ Always stick to what you are asked and only answer what is requested. If a question says "briefly", and if you notice that the marks for it are lower than the marks for other questions, then do not write more than two or three sentences as an answer. Be brief but be precise.

Studied poetry (30 marks, 25 minutes)

Here you get to write about a poem, or poems, you have studied in school, or comment on the poetry of a poet you enjoy reading. The questions are, as ever, general: that is, they will not refer to a particular poem or to a particular poet as you sometimes do in school.

Question areas

It is important, as with unseen poetry, to be able to discuss the features of poetry – imagery, mood, theme, etc. The questions may include a reference to a particular aspect of poetry, such as tone, and it may also ask you to focus on poetry that deals with childhood, war, nature, love, or some other



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What is happening? How do characters relate to each other? Is the scene moving towards a moment of confrontation?



“

Whatever question you decide to do, remember to give your own feelings and opinions about what you have studied

■ You have to comment critically on things like:

- how themes are evoked or conveyed
- how character is established and developed
- an important incident
- the relevance of the title
- how mood is created
- how the writer engages the interest of the reader in his or her use of tone and rhythm.

Preparation

In advance of the exam, revise three central incidents from the novel that you feel best dramatise the book's themes, concern a moral dilemma faced by the hero, capture the mood of the book, or are central to explaining something about a character.

Answering on character

If you are discussing one character, then organise the incidents chronologically and trace how the character changes or is affected by experience.

Summarise the action (briefly), then say what it suggests about the character.

Discussing an incident

If discussing one important incident, break it into sections and discuss each part separately: focus on mood, theme, and characterisation.

Remember to provide the incident with a context, saying at which stage it occurs in the novel, indicating what led up to it and how things develop because of it.

Overall

Whatever question you decide to do, remember to give your own feelings and opinions about what you have studied.

quite common theme.

It is then up to you to decide on a poem that will be appropriate for answering the question.

It is possible that the question will be divided into two parts. Remember that your answer should be about making observations. This is not a maths problem to be solved – it is a poem on which you are being asked to give an opinion. So comment on images, theme, mood and so on, but avoid translation.

Be guided by what the question wants you to do.

Section 3: Fiction

Unseen fiction

(30 marks, 25 minutes)

The unseen fiction extract is quite approachable and usually easier than the un-

seen drama or the unseen poetry – probably because most pupils think that prose is more straightforward than verse.

■ Questions normally concentrate on:

- character
- point of view
- narrative technique
- features of style, mood, theme

■ Answers should be point based, with about three or four quotes supporting the answer to each question.

■ Characterisation in fiction is realised in:

- the narrator's observations
- physical appearance of the character
- character's dialogue and actions (are they selfish or considerate?)

■ Sense of place is created by vividness of setting and evocation of the moment.

■ Descriptive powers of a writer are displayed in:

- use of imagery,
- interesting turn of phrase,
- evocation of mood,
- establishing suspense,
- developing sympathy for characters.

■ Keep the answers reasonably short and to the point.

Studied fiction

(30 marks, 25 minutes)

■ You should have a detailed knowledge of at least two short stories and one novel.

■ You must address the topic the question specifies, short story or novel. Again, just as with the studied poetry and drama, the question may be in two parts. If that is the case, each of your answers should be almost a page in length.

EASTER REVISION COURSES

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Bookkeeping can be predicted and depends on continuous practice

At a glance

Business Studies has two papers, which total 400 marks.

Paper 1

(240 marks)

■ Section A (80 marks)

Answer 20 short questions (no choice)

■ Section B (160 marks)

Answer four questions out of six (40 marks per question)

Paper 2 (160 marks)

■ Answer four questions out of six (40 marks per question.)

TIMING

Paper 1 (2.5 hours)

■ 5 minutes' reading time

■ Section A – 45 minutes

■ Section B – 25 minutes per question

Paper 2 (two hours)

■ 4 minutes' reading time

■ 29 minutes per question

The Junior Cert business studies exam is comprised of two papers, one two-hour paper and one two-and-a-half-hour paper. Ease yourself into each paper by answering your favourite topic first. This will give you confidence and make you more relaxed when answering the rest of the paper.

Stick as closely as possible to the general time limits listed in the panel (right). Students often run out of time and may have only 10 minutes left when answering their last question.

Make sure you have a good working calculator to bring into the exam.

Practise as many questions as possible from previous examination papers between now and the exam in June.

The bookkeeping section can be predicted easily. This section cannot be learnt and must be practised continuously. Areas such as final accounts, the trial balance and club accounts are examined every year. In previous years these three topics have accounted for more than 30 per cent of the total marks from Paper 1 and Paper 2.

If you have the time, answer more than the four questions on Paper 1 (Section B) and on Paper 2. You will be marked out of your four best questions.

Have plenty of rough work pages for calculations and keep these workings close to the relevant questions.

When answering any theory question make sure to state your point, give a brief explanation of your point and cap it off with an example.

Finally, do not leave the examination hall early.

The following areas must be included in your accounting study plans. This is not an exhaustive list of topics, nor is it meant to be a list of questions that will appear on the 2015 Junior Cert examination paper.

Final accounts of limited companies

This question is examined every year on Paper 2.

Sample question 1

The trial balance to the left was extracted from the books of Sinclair Lewis Ltd on December 31st, 2014. The authorised share capital is 600,000 x €1 ordinary shares.

You are given the following additional information, as of December 31st, 2014:

- (i) Closing stock €30,000.
- (ii) Rent receivable prepaid €2,000.
- (iii) Insurance prepaid €700.
- (iv) Depreciation: machinery, 25 per cent per annum of cost; motor vehicles, 20 per cent per annum of cost.

You are required to prepare the company's Trading, Profit & Loss, and Appropriation Accounts for the year ending December 31st 2014, and a Balance Sheet as on that date. See sample solution to the right but before we begin, there are a number of points must be considered:

■ All of the expenses and assets appear on the debit side of the Trial Balance.

■ All of the gains and liabilities appear on the credit side.

■ Every item in the Trial Balance appears once in the Trading, P&L and Balance Sheet.

Trading Account of Sinclair Lewis Ltd for year ended December 31st, 2014

	€	€
Sales		540,000
-Sales Returns		(10,000)
Less Cost of Sales		530,000
Opening Stock	25,000	
+Purchases	130,000	
+Carriage Inwards	6,000	
	161,000	
-Closing Stock	(30,000)	(131,000)
Gross Profit		399,000

Profit and Loss A/C of Sinclair Lewis Ltd, for year ended December 31st, 2014

	€	€	€
Gross Profit			399,000
+Rent Receivable	21,000		
-prepaid	(2,000)	19,000	
			418,000
Less Expenses			
Bad Debts	20,000		
Carriage Out	12,000		
Wages	26,000		
Insurance	7,000		
-prepaid	(700)	6,300	
Depreciation - Machinery	7,500		
- Vehicles	18,000	25,500	(89,800)
Net Profit			328,200
Profit & Loss Balance 1/1/2013			20,000
			348,200
-Dividends			(15,000)
Retained Profit			333,200

Balance sheet as at December 31st, 2014

	Cost	Deprec.	Net
	€	€	€
Fixed Assets			
Buildings	500,000	0	500,000
Machinery	30,000	7,500	22,500
Vehicles	90,000	18,000	72,000
	620,000	25,500	594,500
Current Assets			
Closing Stock		30,000	
Debtors		35,000	
Insurance prepaid		700	
Cash		3,000	
		68,700	
Less Current Liabilities			
Creditors	30,000		
Rent receivable prepaid	2,000		
Bank	28,000	(60,000)	8,700
			603,200
Financed By	Authorised	Issued	
Share Capital	600,000	270,000	
Retained Profits		333,200	603,200

Sinclair Lewis Ltd, Trial Balance

	DR	CR
	€	€
Machinery	30,000	
Purchases and Sales	130,000	540,000
Stock 1/1/2014	25,000	
Rent Receivable		21,000
Bad Debts	20,000	
Carriage outwards	12,000	
Wages	26,000	
Sales Returns	10,000	
Vehicles	90,000	
Carriage Inwards	6,000	
Debtors and Creditors	35,000	30,000
Bank		28,000
Cash	3,000	
Profit & Loss Balance 1/1/2014		20,000
Share Capital		270,000
Buildings	500,000	
Dividends paid	15,000	
Insurance	7,000	
	909,000	909,000

■ All of the adjustments appear twice in the Trading, P&L and Balance Sheet as follows:

(i) Closing stock of €30,000 is recorded in the Trading Account and in the Balance Sheet as a Current Asset.

(ii) Rent receivable prepaid of €2,000 is recorded in the P&L Account as a minus from the rent receivable figure and in the Balance Sheet as a Current Liability.

(iii) Insurance prepaid of €700 is recorded in the P&L Account as a minus from the insurance paid figure and in the Balance Sheet as a Current Asset.

(iv) Depreciation is recorded as an expense in the P&L Account and as a minus from Fixed Assets in Balance Sheet.

■ NB: There is always a short theory part at the end of this question so get studying.

66

Have plenty of rough work pages for calculations and keep these workings close to the relevant questions





Books of first entry and ledger

This question is examined every year on Paper 2.

Sample question 2

Sam Johnson Ltd had the following balances in the General Journal on May 1st, 2014.

General Journal, 01/05/2014

Details	F	Debit €	Credit €
Premises	GL1	180,000	
Bank	CB1	40,000	
Debtors – P Picasso	DL1	140,000	
Share Capital	GL2		360,000
		<u>360,000</u>	<u>360,000</u>

a) Post the balances in the General Journal (above) to the relevant ledger accounts.

b) Post the relevant figures from the Purchases and Sales Books (above right) to the ledgers.

c) Record the following bank transactions for the month of May. Post the relevant figures to the ledger.

■ Note: analyse the bank transactions using the following money column headings:

Purchases Day Book

Date	Details	Invoice no	F	Net €	Vat €	Total €
6/5/14	A. Millar	13	CL1	80,000	18,400	98,400
13/5/14	G Brennan	36	CL2	20,000	4,600	24,600
				<u>100,000</u>	<u>23,000</u>	<u>123,000</u>
				GL3	GL4	

Sales Day Book

Date	Details	Invoice no	F	Net €	Vat €	Total €
22/5/14	P Picasso	61	DL1	50,000	11,500	61,500
25/5/14	J Milton	62	DL2	80,000	18,400	98,400
				<u>130,000</u>	<u>29,900</u>	<u>159,900</u>
				GL5	GL4	

3/5/2014	Purchases for resale (cheque no 1) €50,000 + VAT 23%
5/5/2014	Cash Sales lodged €86,100 (€70,000 + VAT €16,100)
13/5/2014	Paid A Millar by cheque (no 2) €75,000
19/5/2014	Paid Rent by cheque (no 3) €16,000
29/5/2014	Capital invested in the business lodged to bank €80,000

Debit side: Bank, Sales, VAT, Capital.
Credit side: Bank, Purchases, VAT, Creditors, Rent.

d) Balance the accounts on 31/05/14 and extract a Trial Balance.

Before we begin answering this question it is important to know that there are six main books of first entry:

1. General Journal

One of the most important uses of the General Journal is for the recording of the assets and liabilities at the start of the month. Always enter assets on the debit side of the journal and liabilities on the credit side.

■ **Rule for posting to the ledger:** keep the same sides in the ledger as in the General Journal. In this question the General Journal is given.

2. Purchases Book

This is used for recording the purchase of trading goods on credit from creditors. In this question the Purchases Book is given.

■ **Rules for posting to the ledger:** debit the Purchases account with the net figure; debit the VAT account with the VAT figure; credit the Creditors account with the total figure.

3. Purchases Returns Book

This is used for recording returns by the business to creditors. There are no Purchases Returns in this question.

■ **Rule for posting to the ledger:** enter on

the opposite side to Purchases above; credit the Purchases Returns account with the net figure; credit the VAT account with the vat figure; debit the Creditors account with the total figure.

4. Sales Book

This is used for recording sales of trading goods on credit to debtors. In this question the Sales Book is already given.

■ **Rules for posting to the ledger:** credit the Sales account with the net figure; credit the Vat account with the VAT figure; debit the Debtors account with the total figure.

5. Sales Returns Book

This is used for recording returns by debtors to the business. There are no Sales Returns in this question.

■ **Rules for posting to the ledger:** enter on the opposite sides to the Sales Book above; debit the Sales Returns account with the net figure; debit the VAT account with the VAT figure; credit the Debtors account with the total figure.

6. Cash Book

This is used for recording the receipts and payments of cash/cheques. In this question you are asked to present a Cash Book.

■ **Rules for posting into the ledger:** receipts of cash and cheques are recorded on the debit side of the cash book (left-hand side) and payments of cash and cheques are recorded on the credit side (right-hand side).

■ **Solution on next page**

Business Studies Overview and sample accounting questions (continued)

Sample Answer 2: Cashbook

Date	Details	Receipts				Date	Details	No	Payments				
		Bank	Sales	Vat	Capital				Bank	Purch	Vat	Crs	Rent
		€	€	€	€				€	€	€	€	€
5/14	Balance	40,000				3/5/14	Purchases	1	61,500	50,000	11,500		
5/14	Sales	86,100	70,000	16,100		13/5/14	A Millar	2	75,000			75,000	
13/5/14	Capital	80,000			80,000	19/5/14	Rent	3	16,000				16,000
									152,500	50,000	11,500	75,000	16,000
						31/5/14	Balance		53,600	gl 3	gl 4	cl 1	gl 6
		206,100	70,000	16,100	80,000				206,100				
6/14	Balance	53,600	gl 5	gl 4	gl 2								

Sample Answer 2: Ledger Accounts of Sam Johnson Ltd

Premises		GL1	
1/5/14	Balance	€180,000	
A Millar		CL 1	
13/5/14	Cash Book	€75,000	06/05/2014 Purchases Book €98,400
31/5/14	Balance	<u>€23,400</u>	<u>€98,400</u>
		€98,400	01/06/2014 Balance €23,400
Capital		GL 2	
			01/05/2014 Balance €360,000
			29/05/2014 Cash Book €80,000
			€440,000

G. Brennan		CL 2	
		13/05/2014	Purchase book €24,600
Purchases		GL 3	
31/5/14	Purchases book	€100,000	
3/5/14	Cash Book	<u>€50,000</u>	
		€150,000	
P Picasso		DL 1	
1/5/14	Balance	€140,000	
22/5/14	Sales book	<u>€61,500</u>	
		€201,500	
J Milton		DL 2	
25/5/14	Sales Book	€98,400	
VAT		GL 4	
31/5/14	Purchases Book	€23,000	31/5/14 Sales Book €29,900
3/5/14	Cash Book	<u>€11,500</u>	5/5/14 Cash Book €16,100
31/5/14	Balance	€11,500	
		<u>€46,000</u>	<u>€46,000</u>
			1/6/14 Balance €11,500
Rent		GL 6	
19/5/14	Cash book	€16,000	
Sales		GL 5	
		31/5/14	Sales Book €130,000
		5/5/14	Cash book <u>€70,000</u>
			€200,000

Trial Balance as at 31/05/2014

		Dr €	Cr €
Cash book	CB1	53,000	
Premises	GL1	180,000	
Capital	GL2		440,000
Purchases	GL3	150,000	
VAT	GL4		11,500
Sales	GL5		200,000
A. Millar	CL1		23,400
G. Brennan	CL2		24,600
P Picasso	DL1	201,500	
J Milton	DL2	98,400	
Rent	GL6	<u>16,000</u>	
		699,500	<u>699,500</u>

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Business studies Sample accounting questions (bank reconciliation statements)



Reconciliation process

Arthur Russell

Learn this three-step procedure to reconcile bank statements for the Junior Cert exam

Bit O'Red Ltd has a current account in the Katie Russell Bank. The company received the following bank statement on December 31st, 2014.

The company compared the bank statement (below left) with its own cash book records (below).

You are required to:

- Correct the cash book
- Prepare a bank reconciliation statement

From the information given you can see that the balance in the cash book of €805 is different from the balance on the bank statement which is an overdraft of €90.

Procedure

- Tick off the items that appear in both the cash book and the bank statement

Bit O'Red Ltd Cash Book

Date	Details	Debit €	Credit €	Bal. €
1/12	Balance			600
7/12	Cheque 125	230		370
10/12	Lodgement		290	660
11/12	ATM	85		575
14/12	Cheque 126	400		175
15/12	Standing Order	175		0
17/12	Direct Debit	90		(90)
19/12	Credit Transfer		130	40
21/12	Cheque 127	100		(60)
29/12	Charges	30		(90)

01/12	Balance	600
10/12	Lodgement	290
31/12	Lodgement	800

01/01	Balance	805
-------	---------	-----

and you will find a number of items not in both:

- In the cash book not in the bank statement there are two items:
 - 19/12, cheque paid to Homer (no 128) for €70.
 - 31/12, lodgement of €800
- In the bank statement not in the cash book there are four items:
 - 15/12, standing order for €175
 - 17/12, direct debit for €90
 - 19/12, credit transfer for €130
 - 29/12, bank charges, €30

2 Correct the cash book by entering the items on the bank statement that are not yet in the cash book, into the cash book as shown below point 3. NB: Remember to switch sides when completing tasks 2 and 3.

- Correct the bank statement by entering the items that are in the cash book but

not yet in the bank statement, into the bank statement as shown below the corrected cash book:

Solution

The closing balance in the cash book of €640 now equals the closing balance in the bank statement of €640 (see below).

Cash Book

	€		€
Balance	805	Standing Order	175
Credit Transfer	130	Direct Debit	90
		Charges	30
		Balance	640
	935		935

Bank Reconciliation Statement as at 31/12/2014

	Debit €	Credit €	Balance €
Balance			(90)
Lodgement		800	710
Cheque no. 128	70		640

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Business Studies Sample accounting questions (continued)

Ratio analysis

This question may appear in Paper 1 or Paper 2. The following is a typical ratio analysis question.

Sample question

YaYaT Ltd is a squash ball manufacturing company. Examine the following Final Accounts and Balance Sheets for 2013 and 2014 (right) and compare and comment on the performance and state of affairs of the company for the two years. Include as part of your answer the following:

1. Acid test ratio
2. Return on capital employed
3. Gross profit margin
4. Rate of dividend paid
5. Stock turnover ratio
6. Mark-up

Solution

■ **1. Acid test ratio:** this is a liquidity measurement which shows whether or not the company is able to pay its current liabilities out of its liquid assets, ie. Liquid assets are assets that can be easily converted into cash.

The norm is 1:1 but varies from industry to industry.

Formula: acid test ratio		
$\frac{\text{Current Assets} - \text{Closing Stock}}{\text{Current Liabilities}}$		
2013	$\frac{€350,000 - €8,000}{€59,000}$	= 0.46:1
2014	$\frac{€74,000 - €10,000}{€30,000}$	= 2.1:1

In the year 2014 the company is liquid, ie it can pay its current liabilities out of its liquid assets. For every €1 of current liabilities there is €2.1 of liquid assets.

■ **2. Return on capital employed:** this is a measurement of profitability or how efficiently management is using the resources made available to it by its shareholders and by the banks.

Formula: return on capital employed		
$\frac{\text{Net Profit} \times 100}{\text{Capital Employed}}$		
2013	$\frac{€652,000 \times 100}{€776,000}$	= 84%
2014	$\frac{€458,000 \times 100}{€994,000}$	= 46.1%

The firm is profitable earning a return well in excess of the return from risk free investments of 2 per cent.

However profitability is declining so management would want to take steps to eliminate this decline, such as cutting expenses and raising revenue.

■ **3. Gross profit margin:** this is another measurement of profitability.

YaYaT Ltd 2013

Income statement

	€	€
Sales		900,000
Less cost of Sales		
Opening Stock	16,000	
+ Purchases	140,000	
	156,000	
- Closing Stock	(8,000)	(148,000)
Gross Profit		752,000
- Expenses		(100,000)
Net Profit		652,000
- Dividends		(160,000)
Retained Profits		492,000

Balance Sheet

	€	€
Fixed Assets		800,000
Current Assets	35,000	
Current Liabilities	(59,000)	(24,000)
		776,000

Financed By

Share Capital	200,000
+Retained Profit	492,000
+Loan	84,000
Capital Employed	776,000

YaYaT Ltd 2014

Income Statement

	€	€
Sales		760,000
Less cost of Sales		
Opening Stock	8,000	
+ Purchases	154,000	
	162,000	
- Closing Stock	(10,000)	(152,000)
Gross Profit		608,000
- Expenses		(150,000)
Net Profit		458,000
- Dividends		(190,000)
Retained Profits		268,000

Balance sheet

	€	€
Fixed Assets		950,000
Current Assets	74,000	
Current Liabilities	(30,000)	44,000
		994,000

Financed By

Share Capital	200,000
+Retained Profit	760,000
+Loan	34,000
Capital Employed	994,000

Formula: gross profit margin		
$\frac{\text{Gross Profit} \times 100}{\text{Sales}}$		
2013	$\frac{€752,000 \times 100}{€900,000}$	= 83.56%
2014	$\frac{€608,000 \times 100}{€760,000}$	= 80%

The gross margin has fallen from 84 per cent in 2013 to 80 per cent in 2014, but is still way above the average of 30 per cent.

■ **4. Rate of dividend paid:** Dividend is the part of the profit paid to the shareholders.

Formula: rate of dividend paid		
$\frac{\text{Dividend} \times 100}{\text{Share Capital}}$		
2013	$\frac{€160,000 \times 100}{€200,000}$	= 80%
2014	$\frac{€190,000 \times 100}{€200,000}$	= 95%

Dividend has improved on the 2013 figure and is still way above the average of 3 per cent. Shareholders would be very happy with the dividend they are receiving.

■ **5 Stock turnover:** measures the number of times the average stock is sold off each year.

Formula: average stock		
$\frac{\text{opening stock} + \text{closing stock}}{2}$		
Formula: stock turnover		
$\frac{\text{Cost of Sales}}{\text{Average Stock}}$		
2013	$\frac{€148,000}{€12,000}$	= 12.33 times
2014	$\frac{€152,000}{€9,000}$	= 16.9 times

In 2014 the company is selling off its average stock nearly 17 times, which is a big improvement on 2013. The high stock turnover might indicate that this business is involved in the grocery trade.

■ **6. Mark-up:** This is another measurement of profitability.

Formula: mark-up		
$\frac{\text{Gross Profit} \times 100}{\text{Cost of Sales}}$		
2013	$\frac{€752,000 \times 100}{€148,000}$	= 508%
2014	$\frac{€608,000 \times 100}{€152,000}$	= 400%

The mark-up has fallen substantially but is still extremely high in 2014.

The firm is liquid, highly profitable (even though profitability is disimproving rapidly) and is paying an excellent dividend to its shareholders.

Other ratios and percentages that could be examined:

■ **Current ratio**
 $\frac{\text{Current Assets}}{\text{Current Liabilities}}$

■ **Net profit percentage**
 $\frac{\text{Net Profit} \times 100}{\text{Sales}}$

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Every year there has been a question on budgeting, trial balance, final accounts, economics, banking and finance, business documents, and club accounts. Other very important areas include insurance, at work and the consumer.

Business Studies Sample accounting questions (continued)

Club Accounts

This question normally appears in Paper 1. As can be seen from the question below, club accounts are similar to final accounts on Paper 2, except that the terminology is changed:

- Receipts and Payments Account is the same as a Cash Book.
- Income and Expenditure Account is the same as a Profit and Loss Account.
- Excess of Income is the same as Net Profit.
- Accumulated Fund is the same as Capital.

Sample question

The J Ballard Tennis Club had the following assets and liabilities at 01/01/2014:

- Premises: €600,000
- Bar stock: €15,000,
- Cash: €70,000,
- Accumulated fund: €685,000

The club treasurer, W Shakespeare, has provided the following account of the clubs activities during the year.

Receipts and Payments Account

	€		€
Balance 1/1/14	70,000	Purchases (Bar)	30,000
Subscriptions	75,000	Insurance	11,000
Bar Sales	46,000	Raffle Prizes	5,000
Raffle Income	10,000	Travel Expenses	3,000
		Equipment	80,000
		Balance 31/12/14	72,000
	<u>201,000</u>		<u>201,000</u>

The following information should also be considered at 31/12/2014:

- 1) Bar Stock €17,000.
- 2) Subscriptions due €9,000.
- 3) Subscriptions prepaid €5,000.
- 4) Depreciation equipment by 20 per cent.
- 5) Insurance due €2,000.

Prepare:

- a) Bar Trading Account for y/e 31/12/2014.
- b) Income & Expenditure Account for y/e 31/12/2014
- c) Balance Sheet as at 31/12/2014.

Solution

a) Bar Trading Account for y/e 31/12/2014

	€	€
Bar Sales		46,000
Less cost of Sales		
Opening Stock	15,000	
+ Purchases	<u>30,000</u>	
	45,000	
- Closing Stock	(17,000)	(28,000)
Bar Profit		<u>18,000</u>

b) Income & Expenditure Accounts for y/e 31/12/2014

	€	€	€
<u>Income</u>			
Bar Profit			18,000
Subscriptions		75,000	
+ Due		9,000	
- Prepaid		(5,000)	79,000
Raffle Income		<u>10,000</u>	
- Prizes		5,000	5,000
			<u>102,000</u>
<u>Less Expenditure</u>			
Insurance	11,000		
+ Due	<u>2,000</u>	13,000	
Travel		3,000	
Depreciation on Equipment		<u>16,000</u>	(32,000)
Excess of Income			<u>70,000</u>

c) Balance Sheet as at 31/12/2014

<u>Fixed Assets</u>	Cost €	Deprec. €	Net €
Premises	600,000		600,000
Equipment	<u>80,000</u>	<u>16,000</u>	<u>64,000</u>
	680,000	16,000	664,000
<u>Current Assets</u>			
Stock		17,000	
Subscriptions due		9,000	
Cash		<u>72,000</u>	
			<u>98,000</u>
<u>Less Current Liabilities</u>			
Subscriptions prepaid	5,000		
Insurance due	<u>2,000</u>	<u>(7,000)</u>	<u>91,000</u>
			<u>755,000</u>
<u>Financed By</u>			
Accumulated Fund		685,000	
+ Excess of Income		<u>70,000</u>	<u>755,000</u>

Other areas of bookkeeping

1. Control Accounts

A popular Section A question on Paper 1 is one on a debtors or a creditors control account, eg from the following information prepare the creditors control account of Yogi Bear Ltd:

- total credit purchases: €90,000
- total purchases returns: €2,000
- total cash paid to creditors: €35,000

Solution

Creditors Control Account

Returns	€2,000	Credit Purchases	€90,000
Cash	€35,000		
Balance	<u>€53,000</u>		
	€90,000		<u>€90,000</u>

■ The business owes all of its creditors a total of €53,000.

If asked to complete a Debtors Control Account the entries are on the opposite sides to the above:

Debtors Control Account

Credit Sales	€20,000	Sales Returns	€5,000
		Cash	€11,000
		Balance	<u>€4,000</u>
	<u>€20,000</u>		<u>€20,000</u>

■ In this example the business is owed a total of €4,000 by all of its debtors.

2. Insurance Prepaid

On July 1st, 2014 Ford Maddox Ltd, paid its insurance premium of €8,000 for 12 months from that date. The insurance account had an opening debit balance of €3,000 on January 1st 2014. Show the Insurance Account for the year ended 31/12/2014.

Insurance Account

01/01	Balance	€3,000	31/12	P & L	€7,000
01/07	Cash Book	€8,000	31/12	Balance	€4,000
		<u>€11,000</u>			<u>€11,000</u>
01/01/15	Balance	€4,000			

The €4,000 balance at December 31st, 2014 is the insurance prepaid for six months of the year 2015.

The €8,000 paid is for the period from July 1st, 2014 until June 30 th, 2015, therefore six-twelfths of €8,000 equals the €4,000 prepaid going into the year 2015.

The amount prepaid is subtracted from the amount paid to reduce to €7,000 the amount sent to the Profit



and Loss Account. Also the €4,000 insurance prepaid is recorded as a current asset in the balance sheet at 31/12/2014.

3. Light & Heat Due

T Wolfe Ltd owed €1,300 for light and heat on the 31/12/2014. Light and heat paid on the 30/9/2014 is €4,000. Show the light and heat account for the year ending 31/12/2014.

Light and Heat

30/09	Cash	€4,000	31/12	P & L	€5,300
31/12	Balance	€1,300			
		<u>€5,300</u>			<u>€5,300</u>
			01/01/15	Balance	€1,300

The €1,300 due (not yet paid) at the end of the year is added to the €4,000 paid to increase the amount sent to the Profit and Loss Account to €5,300.

Also the €1,300 due is recorded as a current liability in the balance sheet at 31/12/2014.

4. Purchase of Fixed Assets

Ovicivan Ltd, a grocer, purchased a computer on credit from Nevphil Ltd for €3,000 on 30/09/2014. Record the above in the general journal and the ledger of Ovician Ltd.

Because this is the purchase of a non-trading good on credit it should be entered in the General Journal (not the Purchases Book) of Ovician Ltd as follows:

General Journal, 01/05/2014

Date	Details	Debit €	Credit €
30/9/14	Computer Nevphil Ltd.	3,000	
			<u>3,000</u>

This transaction is entered in the books by using the rule: debit the receiving account (computer) and credit the giving account (Nevphil Ltd). When posting to the ledger put the entries on the same sides as the General Journal as shown below

Computer		
30/09	Nevphil Ltd	€3,000
Nevphil Ltd		
30/09	Computer	€3,000

Business Typical non-accounting questions

Down to business

Arthur Russell

Typical non-accounting topics include consumer studies, people at work and economics

Consumer

This question normally appears on Paper 1.

Sample question

On April 5th, 2014, John Locke, 12 South Street, New Ross, Co Wexford bought a new 60 inch colour smart television for €800 from Compvin Limited, Rathgar, Dublin 6. It was delivered on April 9th, 2014, and when Locke turned the television on all he received was a black and white picture.

On April 10th, 2014, Locke wrote to the sales manager of Compvin Ltd describing the problem. Locke also included proof of purchase and sought an immediate redress.

- a) Write the letter that John Locke sent to Compvin Ltd on April 10th, 2014.
 b) (i) Explain two forms of redress available to Locke.
 (ii) Name the consumer law that applies in this case.
 (iii) State two relevant principles of consumer law that have been broken in this case.
 c) (i) Explain, with an example, the term "impulse buying".
 (ii) Identify four characteristics of a good consumer.

Solution

a) 12 South Street,
New Ross,
Co Wexford

Sales Manager,
Compvin Ltd,
Rathgar,
Dublin 6.

Re: Colour Television

Dear Sir,

I wish to register a complaint in relation to a 60 inch colour Smart television which I bought from your shop on April 5th, 2014 for €800.

The television has not performed to the proper standard, as it only shows a black and white picture. I now want you to replace it with one that works properly.

Please find an enclosed copy of the receipt as proof of purchase. I would like to hear from you as soon as possible as to how you intend resolving this issue. If this matter is not dealt with in an expeditious manner I will take it to the Small Claims Court,
 Yours faithfully,
 John Locke

b) (i) One form of redress that John Locke is entitled to is a cash refund. Another form of redress available to Locke is to have the colour television replaced with a new model.

(ii) The Sale of Goods and Supply of Services Act 1980.

(iii) Goods must be of merchantable quality and must be fit for the purpose intended.



■ Good consumers budget and stick to the budget, know their consumer rights and don't buy on impulse.

- c) (i) Impulse buying is purchasing an item that you hadn't planned to buy, eg walking into a shop to buy bread and then subsequently buying an unplanned item, such as chocolate, as well.
 (ii) A good consumer is one who budgets and sticks to the budget. He is also one that shops around to get the best value. He knows his consumer rights and doesn't buy on impulse.

Economics

This question normally appears on Paper 1.

Sample question

a) Show the National Budget for 2015 in the following circumstances:

	€m
PAYE	14,000
Health	11,000
VAT and Excise Duty	19,000
Privatisation of semi-state bodies	2,000
Corporation tax	9,000
Social Welfare	16,000
Infrastructural expenditure	4,000
Education	8,000
Servicing of the national debt	6,000

- b) In the above budget give one example of capital income and one example of capital expenditure.
 c) State the effect on Irish Government finances of the present improvement in the level of economic activity.
 d) The Irish economy is regarded as a mixed economy. What does this mean?
 e) In recent times the € has fallen in value against the £ Sterling. State one effect

this might have on the Irish economy.

f) Garcia Manuel plans to either buy a 20-year-old Aston Martin or take an exotic holiday in Barbados. Explain the opportunity cost of his deciding to buy the car.

Solution

a) The National Budget for 2015

	€m	€m
Revenue		
PAYE		14,000
VAT and Excise Duty		19,000
Corporation Tax		9,000
Privatisation of semi-state bodies		2,000
		44,000
Expenditure		
Health	11,000	
Social Welfare	16,000	
Education	8,000	
National Debt Servicing	6,000	
Infrastructure	4,000	
Budget Deficit		(45,000)
		(1,000)

b) Capital income is once-off, non-regular income of the State, eg privatisation of State assets. Privatisation is where the Government sells off State assets, such as Eircom or Aer Lingus, to the private sector.

Capital expenditure is once-off, non-regular expenditure of the State, eg Government spending on infrastructure.

c) When the economy begins to improve, companies begin to hire more workers and unemployment begins to fall. The level of income tax revenue received by the Government increases and the level of Government expenditure on social welfare declines. Consumer spending also increases and the Government's tax take from VAT improves. All of these factors combine to improve the state of Government finances

and its budget deficit declines.

d) A mixed economy is one where the economy is organised in a way that allows free enterprise and Government companies exist side by side. In Ireland we have private companies such as Airticity and Government companies such as the ESB operating in the same business environment.

e) The € falling in value against the £ sterling makes imports from the UK into Ireland more expensive and Irish exports going into the UK less expensive. This increases the level of economic activity in Ireland because more Irish goods will be sold in the UK.

f) The opportunity cost is the cost of the alternative foregone. We all have limited income so we must make choices and in this case Manuel has decided to buy the car and therefore the opportunity cost is the exotic holiday.

Household budget

This question appears on Paper 1.

Sample question

When Karl Marx checked his analysed cash book at the end of December 2014, he discovered that his actual income and expenditure for the 12 months differed from his budgeted figures due to the following:

- 1) The salaries of the Marx household increased by 20 per cent.
- 2) There are three children in the household and child benefit increased by €20 per child from September 1st, 2014.
- 3) The actual interest received for the year 2014 was €600.
- 4) The Marx household received €800 from the sale of an antique dressing table.
- 5) Mortgage payments increased by €30 per month from March 1st, 2014.

■ Continued on page 16

Business Typical non-accounting questions (continued)

6) The Marx household had a no-claims bonus, so car insurance was 20 per cent less than budgeted.

7) The house insurance was €325 for the year.

8) Household costs were 9 per cent greater than budgeted.

9) Car costs were €375 greater than budgeted.

10) Clothing and footwear costs were €300 less than budgeted.

11) Light and heat costs were 6 per cent less than budgeted.

12) Dental and medical costs were €2,500 in total for the year.

13) Entertainment costs averaged €100 per month except for the three months of June, July and December, which averaged €170.

14) Due to an engagement party, gifts cost an additional €300.

15) Holidays were cancelled due to an illness in the family.

a) Using the budget comparison sheet below enter the appropriate figures into the "Actual" column. Show the differences between the Actual and Budget figures by completing the column marked "Difference". (NB use a plus sign if the Actual is greater than the Budget figure and use a minus sign

if the Actual is less than the Budget figure.)

b) (i) What was the budgeted closing cash at the end of 2014?

(ii) How much had the Marx household budgeted to save during 2014?

(iii) What was the actual closing cash at the end of 2014?

(iv) State by how much the Marx household exceeded their budgeted total expenditure.

(v) Explain one possible reason why the Actual interest was more than the Budget interest.

Solution

■ **Tip:** As you are answering the question, cover the Actual column and see if you can calculate the correct figures.

a) The total expenditure line (5) is found by adding line 2 + line 3 + line 4.

The net cash line (6) is found by subtracting line 5 from line 1.

b) (i) €1,485

(ii) €85

(iii) €5,666

(iv) €1,409

(v) Deposit interest rates may have risen during the year or the Stein household may have invested more money in their bank account and earned a greater return.

a) Household Budget of the Marx Family

	Budget Jan-Dec €	Actual €	Difference €
INCOME			
Salaries	21,000	25,200	+4,200
Child Benefit	720	960	+240
Interest	250	600	+350
Other	0	800	+800
1 Total Income	21,970	27,560	+5,590
EXPENDITURE			
Fixed			
Mortgage	4,080	4,380	+300
Car Insurance	560	448	-112
House Insurance	235	325	+90
2 Subtotal	4,875	5,153	+278
Irregular			
Household costs	7,800	8,502	+702
Car costs	1,550	1,925	+375
Clothing and footwear	2,000	1,700	-300
Light and heat	1,600	1,504	-96
Dental and medical costs	400	2,500	+2,100
3 Subtotal	13,350	16,131	+2,781
Discretionary			
Entertainment costs	1,560	1,410	-150
Presents	300	600	+300
Holidays	1,800	0	-1,800
4 Subtotal	3,660	2,010	-1,650
5 Total expenditure	21,885	23,294	+1,409
6 Net Cash	85	4,266	+4,181
Opening Cash	1,400	1,400	-
Closing Cash	1,485	5,666	+4,181

■ **Students at the Institute of Education.**
PHOTOGRAPH: BRENDAN DUFFY

Business documents

This question normally appears on Paper 2.

Sample question

On May 28th, 2014, Kipling Ltd, Ferry Bridge, New Ross, received an order number 7 from Mod Ltd, 121 John Street, New Ross, Co Wexford for the following goods:

- 50 leather footballs @ €60 per football
- 50 boxes of squash balls @ €80 per box
- 20 basketballs @ €30 per ball

All of the goods ordered were in stock except for the footballs.

Kipling Ltd issued invoice number 79 for the goods in stock on June 1st, 2014. The invoice included the following terms: trade discount 30 per cent and VAT 23 per cent.

On receiving the goods and the invoice on June 4th, 2014, Mod Ltd paid the amount due in full.

Kipling Ltd issued receipt number 76 signed by W Yeats on June 7th 2014.

(i) What procedures would you recommend to Kipling Ltd when preparing and processing receipts?

(ii) Complete invoice number 79 and receipt number 76 issued by Kipling Ltd.

(iii) Record the issue of the invoice and the receipt in the sales book and the analysed cash book of Kipling Ltd.

Solution

(i) The procedures to be followed when preparing and processing receipts include:

- 1) Check the amount received against the invoice and credit note and statement.
- 2) Check the accuracy of the name and address of the debtor.
- 3) Insert the correct date.
- 4) Insert the amount of money received in figures and in words.
- 5) Sign the receipt.
- 6) File a copy of the receipt.
- 7) Record the amount received in the analysed cash book and in the debtors ledger.

- (ii) See above right.
- (iii) See right.

(ii) Kipling Ltd

Ferry Bridge, New Ross, Co Wexford
Telephone: 05123245678
VAT Reg No. 23456

Invoice No 79

June 1st, 2014

TO:

Mod Ltd, 121 John Street, New Ross, Co. Wexford.

Order No.7

Quantity	Description	Price €	Total €
20	Basketballs	30	600
50	Boxes of Squash Balls	80	4,000
Total (Excluding VAT)			4,600
Trade Discount (30%)			(1,380)
Subtotal			3,220
Carriage Paid	Value Added Tax (23%)		741
E&OE	Total (Including VAT)		3,961

(ii) Kipling Ltd

Ferry Bridge, New Ross, Co Wexford
Telephone: 05123245678
VAT Reg No. 23456

Receipt No 76

June 4th, 2014

Received from:

Mod Ltd, 121 John Street, New Ross, Co. Wexford.

The sum of:	€3961.00
Three thousand, nine hundred and sixty one euro	
With Thanks	
Signed: W Yeats Accounts Dept.	

(iii) Sales Book of Kipling Ltd

Date	Details	Invoice No	F	Net €	VAT €	Total €
1/6/14	Mod Ltd	79	DL1	3,220	741	3,961

(iii) Analysed Cash Book of Kipling Ltd

Date	Details	Receipt No	F	Bank €	Debtors €
7/6/14	Mod Ltd	76	DL1	3,961	3,961

SUMMER MATHS ACADEMY

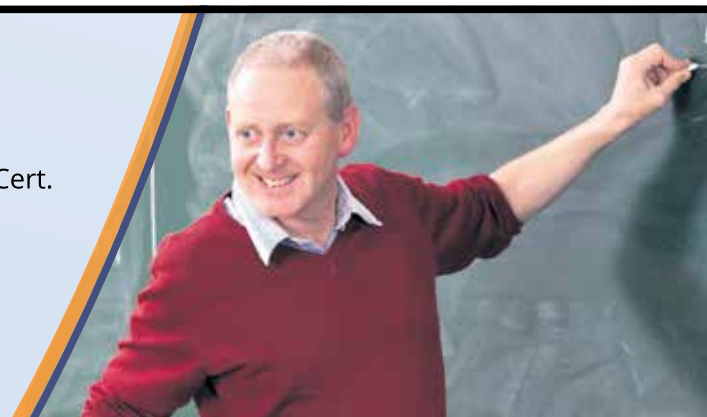
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Irish Overview

Communication is the key

Ciaran O'Murchu

Practise the language skills you acquire in the classroom and familiarise yourself with the layout of both papers

The Junior Certificate Irish paper gives students an excellent opportunity to express themselves and their knowledge of the language both written and orally.

Students are also given the opportunity of taking an optional oral examination. I would recommend all students to take this option. If you have attended a summer gael-tacht course or speak Irish at home it will give you a chance of increasing your final mark.

Recently, the paper has changed to incorporate the Listening Comprehension as part of Paper 1 and new questions such as the Trialacha Teangacha Comhthéacsúla which examines the students' knowledge of grammar.

The emphasis of the paper is on the communicative side of the language, therefore the key to success is practicing the language skills you acquire in the classroom. In the following article I will outline the main elements of the paper and also give students advice on how to practice for the exam to gain the fluency needed to maximise your marks.

Paper 1

Cluastuiscint (listening comprehension)

This section of the paper lasts 20 minutes.

Leagan amach (layout)

■ Cuid A: Beirt chainteoir ag deanamh

cur síos orthu féin. Cloisfidh tú gach cheann faoi dhó.

■ Cuid B: Cloisfidh tú fógra agus píosa nu-achta. Cloisfidh tú gach cheann faoi dhó.

■ Cuid C: Cloisfidh tú dhá chomhra. Cloisfidh tú gach comhra faoi dhó.

As soon as you receive your paper use the time allotted to read through the questions thoroughly and highlight the key words. Use a pencil as you can correct your answers as the exams proceed.

Short answers will suffice, and always write an answer, even if you are unsure.

When the listening comprehension is completed you will move onto the written section of the paper.

Léamhtuiscint (reading comprehension)

You should spend 40 minutes on this section

In this section of the paper you are required to answer questions from two reading comprehensions. You should spend 20 minutes on each.

Read the passage carefully, paying particular attention to the words you understand. Don't be intimidated by unfamiliar vocabulary.

Read the questions and pick out and underline the answers. Answer the question in your own words.

Trialacha teangacha comhthéacsúla (contextualised language test)

You should spend 15 minutes on this part of the exam. There are two questions to do, Ceist A and Ceist B.

Ceist A will consist of a news item or a blog or an email or a letter. The piece will be written in the Aimsir Chaite, Aimsir Láithreach, Aimsir Fháistineach or Modh Coinníollach. Students will be required to rewrite the passage in a given tense and change some verbs accordingly.

Marsin is gá le dul siar rialta ar na briathra.

Ceist B will consist of a pen picture. Students will be required to rewrite the sen-



“

The key to success is practicing the language skills you acquire in the classroom

tences and fill in the blanks with the suitable words or figures. Students will also be asked to identify an example of the Tuiséal Ginideach, Céimeanna Compráide na hAidiachta.

Ceapadóireacht (composition)

You should spend 45 minutes on this question. In Ceist 3 you are required to choose one from A (Aiste/Alt), B (Scéal), C (Diospóireacht).

■ Make sure you understand the title of the composition you chose.

■ If you are unsure about which composition you will chose, read through the titles and make a decision based on the title which first arouses your interest.

■ Make sure that you have enough vocabu-

lary based on the composition that you chose.

■ You should practise between now and June in building your vocabulary base. Pick out various phrases from the following titles and practice using the various words by putting them into sentences.

■ Practise writing essays with your friends as this will give you the chance to brainstorm and communicate your ideas as Gaelige.

Students often ask the question about the order in which they answer the questions on Paper 1. I would recommend that you start with the Léamhtuiscint as this gives you an opportunity to open the language pathways. Then write the essay followed but the Trialacha Teanga.

At a glance Junior Cert Irish

Junior Certificate Irish consists of two papers, Paper 1 and Paper 2. Students may also take an option an oral exam which is organised by your school/teacher.

Paper 1

(150 Marc) – 2 hours

There are four sections in Paper 1.

■ Roinn 1 – Cluastuiscint (listening comprehension)

– 40 marc/20 mins

Ta trí chuid sa scrúdú: Cuid A, Cuid B agus Cuid C

■ Roinn 2 – Ceist 1: Léamhtuiscint (reading comprehension)

– 40 marc/40 mins

Tá dhá shliocht le déanamh Ceist A agus Ceist B.

■ Roinn 3 – Ceist 2: Trialacha Teangacha Comhthéacsúla

(contextualised language test)

– 20 marc/15 mins

Tá dhá cheist le déanamh anseo, Ceist A agus Ceist B.

■ Roinn 4 – Ceist 3: Ceapadóireacht (Composition)

– 50 marc/45 mins

In Ceist 3 you are required to choose one from A (Aiste), B (Scéal), C (Diospóireacht).

Paper 2

(90 Marc) – 90 minutes

There are three sections in Paper 2.

■ Roinn 1 – Ceist 1 & 2 – Prós

Líteartha (Prose) – 30 marc/35 mins

Ceist 1: Sliocht as úrscéal gearrscéal (passage from novel/short story)

– 15 marc/20 mins

In this question you must read the

extract and answer three questions:

■ Answer one question from A and one question from B.

■ Then answer one question from A or B.

■ Answer in your own words.

Ceist 2: Freagair A nó B

15 marc – 15 mins

In Ceist 2A you are required to write about a short story, play novel you have studied during the course:

■ State the name of the text you have studied.

■ State the name of the author.

■ Write an account of the text you have studied ensuring it contains the same subject matter as the extract in Ceist 1, or

■ You can compare the subject matter you have studied with that of the extract in Ceist 1.

OR

In Question 2B, you must chose an emotion or feeling or subject from a list of six and write about it in the context of a story, play or novel you have studied:

■ State the name of the piece you have studied.

■ State the name of the author.

■ Roinn 2 – Ceist 3 & 4 – Filíocht (poetry) – 30 marc/35 mins

Ceist 3 Filíocht Neamhfheicthe (unseen poetry) – 15 marc/20 mins

In this section students are required to read two poems. You must answer three questions from six:

■ You must choose one question from section A

■ One question from section B

■ One question from section A or B

Ceist 4 Filíocht Feicthe (studied poetry) – 15 marc/15 mins

In Question 4A, you are required to write about a poem you have studied during the course:

■ State the name of the poem you have studied

■ State the name of the poet

■ Write an account of the piece you have studied ensuring it contains the same subject matter as the extract in Ceist 3, or

■ You can compare the subject matter you have studied with that of the extract in Ceist 3.

OR

In Ceist 4B, you must chose an emotion, feeling, subject from a list of six and write about it in the context of a poem you have studied.

■ State the name of the piece you have studied.

■ State the name of the author

■ Roinn 3 – An Litir (letter)

– 30 marc/20 mins

The letter can be either informal or formal, therefore you must lay out the letter accordingly.



Revision tips

■ When studying for the Irish exam you should build up a good base of vocabulary.

■ Between now and June write down any new phrase/word that you hear in a notebook and revise these words regularly.

■ When you receive any corrected written work from your teacher, make the necessary corrections, which will improve your grammar.

■ Practise speaking Irish at any available opportunity.

■ Watch TG4 as this will help you in the listening comprehension.

■ Familiarise yourself with the past papers and use them as a base for practicing.

Paper 2

Students find this section of the paper daunting. You must answer five questions.

Ceist 1: Prós Liteartha (unseen prose)

You should spend 25 minutes on this question. You must read the extract and answer three questions:

- Answer one question from A and one question from B.
- Then answer one question from A or B.
- Answers should be in your own words.

This is an extremely difficult section of the paper and is not memory friendly. Between now and the exam you should practice by answering at least one passage per week.

■ A – Buntuisicint

I would recommend that students pick their two questions from this section. Coupled with the experience gained from answering the reading comprehensions in Páipéar 1, you should have enough practise in answering these questions.

■ B – Leirtheiscint Ghinireálta

In this section you will be asked to express a view or opinion regarding the passage. Pay particular attention to personality traits, feelings and atmosphere.

Ceist 2: Prós/Úrscéal/Dráma (studied prose)

You should spend 10 minutes on this section. You are required to write about a short story, play or novel you have studied during the course. As you can prepare a summary of the stories in Ceist 2, it is worthwhile to learn the summary and write it down as quickly as possible which will free up some time to tackle the more challenging Ceist 1. A half page A4 is sufficient for Ceist 2.

Ceist 3: Filíocht Neamhfheicthe (unseen poetry)

You should spend 25 minutes on this section.

■ Irish teacher Ciaran O'Murchu with students at the Institute of Education.

PHOTOGRAPH: BRENDAN DUFFY

■ A – Buntuisicint

The questions asked here require a basic understanding of the poem:

- Read the poem, paying particular attention to the words you understand.
- Read the questions and select the information required.
- Use the gluais at the end of the poem as this will help your understanding.

■ B – Leirtheiscint Ghinireálta

When answering question B you will be required to write about images, feelings and the similarity/differences between both poems.

Ceist 4: Filíocht (Studied Poetry)

You should spend 10 minutes on this question. In Ceist 4B, you must choose an emotion, feeling, subject from a list of six and write about it in the context of a poem you have studied:

- State the name of the poem you have studied.
- State the name of the poet.

Ceist 5 Litir (letter)

You should spend 15 minutes on this section and its content will be dealt with later.

Timing

Convention dictates that as you have 90 minutes to complete five questions, you would divide the time equally. Questions 1 and 3, however, cause great difficulty for students, even those who attend Gaeilscóileanna.

Therefore, when dividing up your time, you should prepare answers for questions 2 and 4 before the exam. Also practice writing letters as quickly as possible. This will free up the time needed to answer the more challenging questions 1 and 3.

Irish Scríobh na Teangan (writing the language)

Perfect your writing skills

Ciaran O'Murchu

When it comes to the letter and the essay in the Irish exam, regular practice is the only way ensure top marks

In the exam you are required to write an essay (Páipéar 1) and a letter (Páipéar 2). Between now and the exam, practise writing a least one essay every fortnight, even if you do not get one for homework.

Scéal/ Eachtra

Páipéar 1, Ceist 3B

This option is very popular among students. You are given a choice of two titles. In the first you are given the beginning of a story and you must finish it off.

Sample question

Fraegair do rogha ceann amháin díobh seo:

- (i) Ceap scéal a bheadh an giota seo thíos oiriúnach mar thús leis:
'Ghlaoigh bainisteoir na foirne i leataobh orm ...'
- (ii) Eachtra ghreannmhar a tharla i mo scoilse. (TS 2014)

■ A good knowledge of the Aimsir Chaite is required in answering this question

■ In writing the story make sure you have a beginning middle and end. Students tend to run out of ideas and things to say halfway through the story.

Useful vocabulary

Ma fhreagraíonn tú an cheist seo tá se riachtanach go bhfoghlaimíonn tú an foclóir cúil.

- Lá breá samhraidh a bhí ann- *it was a nice summers day*
- Lá baistí a bhí ann *it was a rainy day*
- Rinneamar an cinneadh dul.... *we decided to go*
- Bhíomar ar an mbealach go dtí *we were on our way to*
- Thaistliomar ar eitleán *we travelled on a plane*
- Chuireamar gach rud isteach sa charr *we put everything in to the car*
- Bhíomar ar bis *we were very excited*
- Thug me cuireadh do mo chairde ar fad *i invited all of my friends*
- Chuaigh mise agus mo dhaid go dtí an cluiche *myself and my dad went to the match between*
- Chuaigh mé go dtí ceolchoirm *i went to a concert*
- Bheartaíomar dul go dtí an cathair *we decided to go that he city*
- Ag siopadóireacht *shopping*
- Thugamar cuairt ar na radharcanna éagsúla *we visited the various sites*
- Cheannaíomar go leor rudaí don chóisir *we bought lots of things for the party*
- Thosaigh daoine ag pleidhíocht *People started to mess.*
- Thit sé agus bhris sé a chos *he fell and broke his leg*

- scread sé agus é i bpian *he screamed in pain*
- scaoileadh múchtóir tine *a fire extinguisher was released*
- briseadh fuinneog *a window was broken*
- Chuireamar glaoch ar an otharcharr *we called an ambulance*
- Tógadh ag an ospidéal é *he was taken to hospital*
- thainig mo thuismitheoirí abhaile agus bhí siad ar buile *my parents were at home and they were very annoyed*
- an príomhoide *the principal*
- Cuireadh ar fionraí *she was suspended*
- Ní dheanfaidh mé dearmad go deo air *ri-amh wil never forget it*

An Litir

Páipéar 2, Ceist 5

Every student should look to gain full marks in this section. You should include your address and date of writing. Like the essay you should practise your letter writing as often as possible even if you do not get a letter for homework. Practise a standard beginning and end to the letter as this will add bulk to the letter. Make sure you cover all the tasks asked.

Sample question

Is ball tú de bhanna ceoil. Bhí an chéad ghig ag an mbanna le déanaí. Scríobh litir chuig do chara faoin ócáid. I do litir luaigh

- dhá phointe eolais faoi ainm an bhanna
- dhá phointe eolais faoin gcéad ghig a bhí agaibh
- pointe eolais amháin faoi na pleananna atá agaibh. (TS 2013)

5 Bothar na Trá
Baile Átha Cliath

12 Meitheamh 2014

A Sheáin, a chara,

Conas atá tú? Bhí áthas orm do litir a fháil cúpla seachtain ó shin. Tá brón orm nár scríobh me níos luaithe ach bhí sé i gceist agam é a dhéanamh. Bhí me an ghnóthach le déanaí agus ní raibh an t-am agam scríobh chugat. Conas atá an chlann agus gach duine sa bhaile? Bhí gach duine ag cur ar do thuairisce.

An tseachtain seo chaite bhí seó faisin ar siúl sa scoil. D'eagraigh an Coiste Glas an seó. Athchúrsáil an téama a bhí ar an seó. Bhíomar ag bailiú airgid ar son GOAL. Mar chuid den seó sheinn mo bhanna ceoil. Na hEánalith is ainm don bhanna agus is mise an t-amhránaí. Thugamar an t-ainm sin orainn mar chanamar ar nós éin, bhuel sin an deirtear liom ar aon nós. Faraor bhí orainne a bheith ar scoil ag 8.50 an mhaidín dár gcionn, rud nár thaitin liom. Bhailigh an scoil míle euro agus bhí an halla plódaithe. Is cosúil go mbeidh seó eile ar siúl an bhliain seo chugainn, b'fhéidir go mbeidh tú ábalta teacht. Is é an plaen atá againn ná albam a thaifead?

Bhuel is gá dom imeacht anois. Tá an-chuid obair bhaile le déanamh agam. Ní fhanfaidh mé chomh fada le scríobh arís. Beidh mé ag siúl le litir uait.

Slán go fóill.
Do chara,
Máire

Irish Cluastuiscint, Léamhtuiscint, Filíocht agus Prós
(Prose and Poetry)

Listen, watch and read to build vocabulary

Ciaran O'Murchu

Vocabulary and tips for the Junior Cert Irish listening and reading comprehensions

Cluastuiscint

Listening comprehension, Paper 1

Ta trí chuid sa scrúdú: Cuid A, Cuid B agus Cuid C. Build your vocabulary and dialect by:

- Listening to Raidió na Gaeltachta/Raidió na Life
- Watching the news on TG4
- Watching TG4 regularly, paying particular attention to the different dialects – remember that there are subtitles to help you.
- Use past papers, paying attention to vocabulary and dialect.

Learn the following foclóir (vocabulary)

- Íománaíocht – *hurling*
- rugbaí – *rugby*
- peil ghaelach – *football*
- sacar – *soccer*
- cispheil – *basketball*
- camógaíocht – *camogie*
- Club – *club*
- Ball – *member*
- imríom – *I play*
- foireann – *team*
- páirc – *park*
- staid – *stadium*
- cluiche ceannais – *final*
- suim sa spórt – *an interest in sport*
- lúthchleasaíocht – *athletics*
- scuais – *squash*
- badmanta – *badminton*
- Leitheoireacht – *reading*
- ceol – *music*
- dramaíocht – *drama*
- ceol – *music*
- amharclann – *theatre*
- banna ceoil – *band*
- ceolchoirm – *concert*
- seoladh – *launch*
- aire – *minister*
- rialtas – *government*
- aoi – *guest*
- comórtas – *competition*
- craoladh – *broadcast*
- plé – *discuss*
- ceiliúradh – *celebrate*
- timpiste bóthair – *accident*
- postanna – *jobs*
- fógra – *notice*
- foirmeacha iarrtais – *application forms*
- oireachtas – *annual music festival*
- siansa – *annual music festival*
- iris – *journal*
- paipéar nuachta – *news paper*
- Ainmnigh – *name*
- Cá raibh – *where was*
- Cén aois – *what age*
- Cad a cheapann – *what does one think*
- Cén lá – *what day*

- Cad é an spriocdháta – *what is the closing date*
- Cén duine – *who*
- An Féidir – *Can*
- An lá a bheidh – *the day it will happen*
- An dáta a bheidh – *the date it will happen*
- An méid – *the amount/how much*
- Cén t-ainm – *What name*
- Cén dáta – *what date*
- Cá fhad – *how long*
- Cé – *who*
- Cé mhéad – *how much*
- Cé hiad – *who were*
- Cén sórt – *what sort*
- Cén áit – *where*
- Cén uair – *when*
- Cé a dúirt – *who said*
- Cén fáth – *why*
- Cathain – *when*
- Cad a d'oscail – *what opened*
- Cad a sheol – *what was launched*
- Luaigh – *mention*

Léamhtuiscint

Reading comprehension, Paper 1

Answers should be in your own words.

Between now and the exam you should practise by answering at least two passages per week.

Make a note of any new words and phrases in a notebook. This will build up your stór focail.

Students should familiarise themselves with the following questions

- Cá bhfuil – *where?*
- Cén fáth – *why?*
- Cé – *who?*
- Conas – *how?*
- Cé mhéad – *how many?*
- Cad – *what?*
- Cathain – *when?*
- Céard – *what?*
- Cén difríocht – *what difference?*
- Tabhair sampla – *give an example*
- Luaigh – *mention*
- Cuir síos – *Describe*

In one of the passages the following type of question will be asked in parts (iv) agus (v):

Cén talt sa sliocht seo thuas a dtagraíonn na ceisteanna seo a leanas dó? (*Which paragraph does the following question refer to?*)

■ Students are expected to match the question to the relevant paragraph.

Chun do chuid ceisteanna a fhreagairt bain úsáid as “an chopail is” agus briathra atá oiriúnach don cheist.

Filíocht agus Prós

Prose and Poetry, Paper 2

Over the years, students who attend the Institute of Education have pointed out that this is the most difficult section in the exam. I would recommend that students learn the summaries of the stories and poems (see below) first. This will help you free up time and gain marks in the exam.

Prós

■ I gcás na ceisteanna seo thíos freagair ceist amháin as A agus ceist amháin as B. (Answer one question from A and one question from B.)

■ Ansin freagair ceist amháin as A nó B. (Then answer one question from A or B.)

■ Bíodh na freagraí i d'fhocail féin. (Answers should be in your own words.)

■ Idir seo agus an scrúdú ba chóir go mbeadh ar a laghad sliocht amháin á léamh agus á fhreagairt in aghaidh na seachtaine. (Between now and the exam you should practice by answering at least one passage per week.)

Sample Ceist 1

■ Junior Cert, 2008, higher level, *Páipéar 2, Roinn I, Ceist 1* (available at examinations.ie)

A (Buntuisicint)

(i) In Alt 1 deirtear go raibh Peadar ‘faoi bhrón’. Cén fáth? (Is leor dhá phointe eolais.)

(ii) Luaigh dhá chúis a raibh máthair Pheadair buartha faoi.

(iii) Breac síos dhá phointe eolais faoin gceacht a mhúin an t-athair don mhac.

B (Léirtheiscint Ghinearálta)

(i) Luaigh dhá thréith a bhaineann le Peadar mar dhuine, dar leat. I gcás ceann amháin den dá thréith sin tabhair píosa eolais as an téacs a léiríonn an thréith sin.

(ii) Déan comparáid idir an t-athair agus an mháthair mar a léirítear sa scéal iad.

(iii) Ar thaitin an scéal leat? Is leor dhá chúis a lua i do fhreagra.

Sample answers

A (i) Bhí Peadar faoi bhrón tosc go raibh a chairde tar éis imeacht abhaile. A bhreithlá a bhí ann agus bhí an teach an-chiúin. Ní bheadh breithlá eile aige go ceann bliana.

(ii) Bhí máthair Pheadair buartha faoi mar cheap sí go raibh sé tinn. Bhí sé deánach ag teacht abhaile freisin.

(iii) Mhúin Daidí dó gan bheith buartha faoin lá inné nó an lá amarách. Mhúin sé dó a bheith buíoch as gach la a chaitheann sé ar an domhain.

B (i) Is dóigh liom gur buachaill leochaileach, óg é Peadar. Bhí sé buartha faoin saol agus go raibh blian eile fágtha aige sular tháinig an chéad breithlá eile aige. Ceapaim go léiríonn sé seo gur dhein sé an-chuid machnamh faoin saol.

(ii) Is duine í máthair Pheadar a d'éirigh buartha go héasca. Ach is duine tuisceannach é athair Pheadar, bhí sé ábalta rothaí mór an tsaoil a mhíniú do Pheadar.

(iii) Thaitin an scéal liom mar thuig mé cás Peadar. is cuimhin liom nuair a bhí mé óg bheadh díoma orm nuair a bheadh mo bhreithlá thart.

Sample Ceist 2

■ Junior Cert, 2008, Higher Level, *Páipéar 2, Roinn I, Ceist 2*

A (i) Ainmnigh gearrscéal Gaeilge nó úrscéal Gaeilge nó dráma Gaeilge (a ndearna tú staidéar air le linn do chúrsa) a bhfuil an cineál céanna ábhair i gceist ann is atá sa sliocht i gCeist 1 thuas. Ní mór teideal an tsaothair sin, mar aon le hainm an údair, a scríobh síos go soiléir.



■ Above: students Jack Nylan, Alison Beggs and Ellie Villazon at the Institute of Education, Lower Leeson Street.

PHOTOGRAPH: BRENDAN DUFFY

(ii) Tabhair cuntas gairid ar a bhfuil sa saothar sin faoin gcineál sin ábhair.

Déan comparáid ghairid idir a bhfuil sa sliocht i gCeist 1 faoin ábhar úd agus a bhfuil faoin ábhar céanna sa saothar atá ainmnithe agat.

B (i) Maidir le do rogha ceann amháin de na hábhair seo a leanas, ainmnigh gearrscéal Gaeilge nó úrscéal Gaeilge nó dráma Gaeilge (a ndearna tú staidéar air le linn do chúrsa) a bhfuil an t-ábhar sin i gceist ann. Ní mór teideal an tsaothair sin, mar aon le hainm an údair, a scríobh síos go soiléir.

(a) An Teaghlach (b) An Scoil (c) Bia (d) Spórt (e) An Bás (f) An Greann

(ii) Tabhair cuntas gairid ar a bhfuil sa saothar sin faoin ábhar atá roghnaithe agat.

■ Note: a half page A4 is sufficient for Ceist 2. Answer this question after writing your letter. Be sure to clearly state the number of the question.

Sample answers

B (i) Roghnaigh mé an scéal an *Eoghanín na nÉan* le Padraig Mac Piaras. Is é téama an scéil seo ná grá.

(ii) Is scéal é seo faoi bhuachaill óg a chónaigh faoin tuath agus bhí an ghrá aige don dúlra, na fainleoga ach go háirithe. Tá buairt in aigne a mhathair faoi ach cuireann sí an buairt uathí agus glanann sí an teach.

Oíche amháin tagann na fainleoga agus bíonn an áthas ar Eoghanín. Fanann sé ar an aill gach lá ag caint agus ag éisteacht leo go dtí go dtagann an lá go nimíonn siad leo. Nuair a thagann an sagart lá amháin tuigeanann sé go bhfuil Eoghanín tinn.

I lár an fhomhair imíonn na fainleoga agus bíonn an-bhrón ar Eoghanín. Deir sé lena mháthair go gcaithfidh sé imeacht leo go dtí an ait ina mbíonn sé ina shamhradh i gcónaí.

Ansin ligeann sé siar a cheann ar ghualinn a mháthair agus faigheann sé bás.

Sa scéal seo déanann an t-údar cur síos ar an-ghrá láidir a bhí idir Eoghanín agus a mháthair. Freisin léirítear an ghrá atá ag Eoghanín do na fainleoga.

Build your vocabulary and dialect by listening to Raidió na Gaeltachta/Raidió na Life and watching TG4



How to get those extra marks

When studying for any language practice makes perfect. You must practise every day, whether it writing a letter or speaking a small bit of Irish to your friends, teacher or parents. When correcting the papers examiner will look for the following.

■ Gaeilge mín saol gan pian

Make sure you are careful in regard to spelling and grammar. When you hand an exercise to your teacher, make sure you correct your mistakes when it is handed back. Practise your grammar by completing exercises from your grammar book.

■ Saibhreas teangan

Make sure you build up a good bank of phrases and sayings. Mar shampla, "I dtús na haicide is fusaí a leigheas" (a stitch in time saves nine); "Níl aon tinteáin mar do thinteáin féin" (there is no place like home).

■ Stór focail

Build up a good base of vocabulary. Examiners tend to give marks to students who have more than one way of expressing themselves. Write new phrases in a vocabulary copy. Revise regularly by using in sentences or, better still, speak the language.

Useful websites

In preparing for the exam you should avail of the following websites and educational tools

■ **EDCO exam papers**
An extremely useful tool as the disks provided with the papers also contain the

scripts for the cluastuiscent

■ **beo.ie**
A website as Gaeilge which will help you improve your léamhtuiscent skills.

■ **TG4**
My seven-year-old niece who lives in Luxembourg and

whose first language is Dutch came to Ireland for a visit last summer. One day she started speaking Irish to me. I asked her where she learned her Irish. She said her favourite programme was Cúla 4 on TG4!

■ **examinations.ie**

Filíocht

In Roinn II, Ceist 1 on Paipéar 2, students are required to read two poems. You must answer three questions from six. You must choose:

- one question from section A
- one question from section B
- one question from section A or B

To maximise your marks in this section it is important to practise answering the questions from the past papers. Pay particular attention to the following vocabulary.

Foclóir

- Cen? – *what?*
- Mínigh – *Mention*
- Cad atá i gceist? – *What does this mean*
- Cad e téama an dáin seo? – *What is the theme of this poem*
- Cad iad na mothúcháin is láidre – *What are the strongest feelings*
- Cad iad na híomhánna is láidre – *What are the strongest images*
- Deir an file go – *The poet says that*
- Séard atá i gceist sna línte – *the following lines mean that*
- Is é an íomhá is láidre ná – *The strongest images are*
- Is é an mothúchán is láidre ná – *The strongest feelings are*
- Difríocht – *Difference*
- Cosúlacht – *similarity*
- Measaim – *I think*
- Cuireann an file an téama os ár gcomhair – *The poet demonstrates the theme through*

Sample Ceist 1

- Junior Cert, 2008, higher level, Paipéar 2, Roinn II, Ceist 1
- A (i) Cén 'racht sceimhle' a bhuaill an bhean sa dán Turas? (Is leor dhá phointe eolais a lua.)
- (ii) Mínigh a bhfuil i gceist ag an bhfile sna línte 21-24 den dán Tram 15, dar leat. (Is leor dhá phointe eolais a lua.)
- (iii) Mínigh a bhfuil i gceist ag an bhfile sna línte 15-21 den dán Turas, dar leat.

B (i) Cad é an mothúchán is láidre, dar leat, atá léirithe sa dán Tram 15? Conas a

chuireann an file an mothúchán sin os ár gcomhair?

(ii) Déan cur síos gairid ar chosúlacht amháin agus ar dhifríocht amháin atá idir an dá dhán.

(iii) I gcás dáin amháin den dá dhán thuas, tabhair cuntas gairid ar an tábhacht a bhaineann le fuaim na bhfocal ann. (Is leor dhá phointe eolais a lua.)

Sample answers

A (i) Bhí eagla ar an mbean ar an eitleán, cheap sí go raibh buama i ngach aon mhála.

(ii) Measaim gur thaitin an turas tram leis an bhfile. Chuir sé áthas air agus bhí sé saor ina aisce.

(iii) Deir an file gur labhair an bhean leí faoina saol agus nuair a bhuaill an teitleán an talamh bhí sí ar fónamh arís.

B (i) Measaim gurb é téama an dáin seo ná cuimhní. Tugann an file íomhánna láidir dúinn den tram ag dul suas an bhóthair. Freisin luann sé an dáta ag taispeáint gur cuimhne atá i gceist.

(ii) Cosúlacht amháin atá sa dán ná an téama. Tá an bheirt fhile ag labhairt faoi mhodhanna taistil, eitleáin agus traman. Difríocht amháin is ea na mothúcháin. sa dán turas tá eagla ar an bpaisinéir. Sa dán Tram 15 tá áthas ar an bhfile.

(iii) Sa dán Tram 15. Feicimid go núsáideann an file na focail "bam bam". Is onamaitipé é seo sa chaoi go gcuireann sé fuaim an tram in iúl don léitheoir. Treisíonn sé an téama den dán.

Sample Ceist 2

■ Junior Cert, 2008, higher level, Paipéar 2, Roinn II, Ceist 2

Answer this question after writing your prose/short story summary. Clearly state the number of the question.

A (i) Ainmnigh dán Gaeilge (a ndearna tú staidéar air le linn do chúrsa) a bhfuil an cineál céanna ábhair i gceist ann is atá i do rogha ceann amháin den dá dhán i gCeist 1 thuas. Ní mór teideal an dáin sin, mar aon le hainm an fhile a chum, a scríobh síos go soiléir.

(ii) Tabhair cuntas gairid ar a bhfuil faoin gceinéal sin ábhair sa dán atá ainmnithe agat agus ar an gcaoi a gcuireann an file os

ár gcomhair é.

nó

Déan comparáid ghairid idir a bhfuil faoin ábhar úd sa dán atá roghnaithe agat a Ceist 1 agus a bhfuil faoin ábhar céanna sa dán atá ainmnithe agat.

B (i) Ainmnigh dán Gaeilge (a ndearna tú staidéar air le linn do chúrsa) a bhfuil do rogha ceann amháin de na hábhair searbhíos i gceist ann. Ní mór teideal an dáin mar aon le hainm an fhile a chum, a scríobh síos go soiléir.

(a) Spórt (b) An Grá (c) An Teaghlach (d) An Dúlra (e) Ainm (f) Dia

(ii) Tabhair cuntas gairid ar a bhfuil sa dán sin faoin ábhar atá roghnaithe agat agus ar an gcaoi a gcuireann an file an t-ábhar sin os ár gcomhair.

Sample answers

B (i) Roghnaigh mé an dán *Subh Milis* le Séamas Ó Néil. Is é mothúchán an dáin seo ná grá.

Is dán gearr simplí é an dán seo. Lá amháin chonaic fear subh milis ar an doras Thuig sé gurb é a iníon a chuir an subh ar an doras. Tagann fear air ach taréis tamail tagann brón air mar smaoiníonn sé ar an lé a bheadh an páiste imithe agus beidh seise an uaigneach gan í. Mar sin tá grá d'pháiste le sonrú.

Cuireann an file an téama os ár gcomhair trí íomhánna simplí. Nochtáíonn na híomhánna seo mothúcháin eagsúla dúinn, brón, uaigneach, fearg agus grá.

Feiceann an file subh ar an doras agus tagann fearg air:

Bhí subh milis ar bhaschrann an doraís, Ach mhúch mé an corraí lonam a d'éirigh

Ach tagann brón air nuair a smaoiníonn sé ar an lé a bheadh an páiste imithe:

Mar smaoinigh mé ar an lé A bheas an baschrann glan, Agus an lámh bheag ar iarraidh.

Cé gur dán gearr é an dán seo tá grá le sonrú de bharr meascáin na mothúcháin atá le feiceáil i gcróin an fhile.



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French

Easy to predict



Cian Hogan

Now that you have completed your mock exams, you should be aware of just how predictable the Junior Cert French paper is. If you are willing to commit to a focused work programme, it is amazing how quickly you can improve your chances in this examination. Above all, it is never too late to start. This guide will provide you with a template for how you should study in the coming months.

Section I – Listening Comprehension

On the day of the examination, the listening comprehension will take place just before the written paper. Given that this section of the paper is worth nearly 45 per cent of the marks, you cannot afford to ignore it. The listening comprehension is the easiest section to prepare independently, yet students often neglect to include it as part of their weekly study plan. It has never been easier for students to access material that will improve their performance in the listening comprehension. You must develop a study timetable that takes the importance of this part of the exam into account. An integral part of your revision programme in the weeks coming up to the examination must include using the past examination questions. You must practise as many of the past papers as possible. A great place to start is the State Examinations Commission’s website, examinations.ie. In addition to answering these past examination questions, you should also aim to improve your vocabulary in those areas that are examined regularly. You should look at core vocabulary areas that will appear in nearly every scenario. Similarly, you must make sure you can situate the tense of the conversation. To do this, you need to understand the conjunctions and adverbs used in connection with time. Another important core area of vocabulary is La Vie Scolaire or school life.

Conjunctions and adverbs used in connection with time

Tôt	early
Tard	late
Avant	before
Après	after
De temps en temps	from time to time
En même temps	at the same time
En un clin d’œil	in the blink of an eye
Tout d’un coup	suddenly
Toute de suite	straight away
Il y a quatre jours	four days ago
D’ici six mois	six months from now
Cinq fois par semaine	five times a week

Vocabulary used in connection with school life

les matières	School subjects	les vacances scolaires	The school holidays
le français	French	les grandes vacances	The summer holidays
le gaélique	Irish	les vacances de Pâques	The easter holidays
les sciences	Sciences	les vacances de Noël	The christmas holidays
les arts ménagers	Home economics	la discipline	Discipline
la géo	Geography	une punition	A punishment
l’informatique	Computers	une retenue	A detention
la religion	Religion	la recreation	A break
les études classiques	Classical Studies	la cloche	The bell
les maths appliqués	Applied maths	mettre une colle à un élève	To put a student on detention
l’espagnol	Spanish	etre en retenue	To be detained
L’économie	Economics	une école mixte	A mixed school
l’histoire	History	assister à l’école	To go to school
le commerce	Commerce	avoir une leçon	To have a lesson
les affaires	Business	sauter une leçon	To skip a lesson
l’allemand	German	sécher les cours	To mitch classes
l’anglais	English	faire l’école buissonnière	To mitch school
la biologie	Biology	le campus	The campus
la comptabilité	Accounting	la cour	The yard
le travail du bois	Woodwork	la salle de classe	The classroom
les maths	Maths	le gymnase	The gym
les sciences agricoles	Agricultural science	le couloir	The corridors
l’italien	Italian	le laboratoire	The lab
la musique	Music	le laboratoire de langues	The language lab
la gymnastique	Sports	la bibliothèque	The library
la chimie	Chemistry	la direction	The management
la physique	Physics	le cabinet du directeur	The principal's office
la récréation	Break time	le directeur	The principal
une interrogation écrite	A written test	la directrice	The principal (f)
une interrogation orale	An oral examination	un(e) prof	A teacher
une composition	An essay	le / La bibliothécaire	The librarian
un examen	An exam	le / La secrétaire	The secretary
une faute	A mistake	un élève	a student
une bonne note	A good grade	un(e) camarade	A classmate
une mauvaise note	A bad grade		
la rentrée (de classes)	Back to school		



Teacher Cian Hogan with students at the Institute of Education, Lower Leeson Street. PHOTOGRAPH: BRENDAN DUFFY

Section II – reading section

This part of the examination is worth just under 30 per cent of the available marks.

Before the exam
As with the listening comprehension, it is vital that you practise as many of the past papers that as possible. While the comprehension pieces that appear on the paper are varied and difficult to predict, some areas are worth targeting. For example, recipes and vocabulary associated with food are regularly examined; signs appear on every paper; descriptions of people and professions are common, as are weather items. Every reading comprehension will require you to be familiar with descriptions of people, therefore your revision programme must include careful study of adjectives. Take a look at the grid to the right.

On the day of the examination
You have 40 minutes to answer all of the comprehension questions.

- Read the questions first, highlighting each question.
- Read the comprehension piece straight through, underlining any sentences that you think may be of importance.
- Read the questions again. This allows the questions to direct you to the area in the comprehension that you need.
- Follow the sequence of the comprehension (for example, the answer to question number one is normally contained in an area that comes before the answer to question number two).
- Never leave a blank.

Listening comprehension
Other important areas of vocabulary that cannot be ignored include:
• Adjectives (in particular words used to describe people)
• News items
• Directions
• Jobs



At a glance Higher level French

Section I – listening comprehension
– 140 marks

The tape will play for roughly 40 minutes.

Section II – reading comprehension – 100 marks
Normally nine questions. Allow 60 minutes for
answering this section.

Section III – written expression – 80 Marks
You must answer questions A and B which can be
a formal letter, an informal letter, a note or a
postcard. Allow 40 Minutes for this section.

If you follow this timing scheme you
will have around 10 minutes for
looking back over
your paper.

Section III – written expression

This section is worth 80 marks, or roughly
25 per cent of the overall marks. You have
to answer two questions, (a) and (b).

Each question will ask you perform
specific tasks. You must com-
plete all these tasks.

Question (a) is worth 50
marks and is normally an in-
formal letter. In 2005 the
option of answering a for-
mal letter was given for
the first time. Although
this is on the syllabus, it
has never been asked on
its own and always ap-
pears in conjunction with
an informal letter. Ques-
tion (b) is worth 30 marks
and is normally a note or a
postcard.

Divide your time carefully be-
tween the two assignments, leav-
ing a few minutes to check over your
work.

Before the examination

Before you begin to target any vocabu-
lary that is specific to the written section,
you must revise the key tenses. The tasks
that appear in the written paper will ask
you to move through past, present and fu-
ture tenses. Bearing this in mind, you
should revise the present tense, the Passé
Composé, the imperfect tense and the fu-
ture tense.

Once again you should practise answer-
ing all the past questions that have ap-
peared in the past 10 years. You should
avoid learning whole letters by heart and in-
stead concentrate on learning useful vocabu-
lary that can be used in different situa-
tions.

Informal letter

■ Merci de ta dernière lettre, elle était très
touchante – *Thanks for your last letter, it
was very touching.*

■ Juste un petit mot pour te dire que mon
séjour en France m'a beaucoup plu et j'at-
tends déjà ma prochaine visite avec impa-
tience – *Just a short note to say that my stay
in France really pleased me and I am al-
ready looking forward to my next visit.*

■ Comme tu le sais bien je serai à Paris
dans deux semaines, et je me demandais si
tu aurais besoin de quelque chose de spé-
cial d'Irlande? – *As you know I will be in Par-
is in two weeks and I was wondering if you
needed anything special from Ireland.*

■ J'étais content(e) de savoir que – *I was
really happy to know that.*

■ Je guette le courrier pour attendre ta ré-
ponse. Entre temps essaie de m'envoyer un
texto – *I will be looking out for the post and
waiting for your reply. In the meantime try
to send me a text.*

■ Bon, mon cher Jacques, je dois y aller. Al-
ors réponds moi vite d'accord? – *Well my
dear Jack, I have to go. So, write back to me
quickly okay?*

■ Gardons le contact – *Let's stay in touch.*

■ Amitiés! – *All the best!*

Sample question

Your French pen-pal, Marie-Pascale, has
written to you for your birthday and sent
you a CD as a present. Write a letter back to
her in which you:

- thank her for the letter and present
- tell something you did for your birthday
- give her some news about your family
- tell her something about the school trip
you will be going on next week
- ask her if she would like to come to Ireland
at Christmas

Dublin, le 12 novembre

Chère Marie-Pascale,

Merci beaucoup de ta gentille lettre et
ton cadeau ! Ca m'a fait vraiment plaisir
que tu penses à moi. Moi, ça va merci. Pour
mon anniversaire nous sommes allés à la
piscine chez une amie et c'était très amu-
sant. Mes parents et mes sœurs vont bien,
et toi, comment va ton chien Jim? La se-
maine prochaine nous allons faire une sor-
tie avec l'école, je suis très impatiente.

Je me demandais si tu voudrais venir
chez moi en Irlande pour Noël. Sache que
tu es toujours la bienvenue chez nous !

Merci encore pour tout et gros Bisous !

PS J'adore le CD, il est super je suis toujo-
urs en train de l'écouter sur mon iPhone!

Ton amie,
Mary.

On the day of the exam

■ Make sure that you answer all the tasks.
Remember that you cannot gain full marks
if you don't answer each task fully. You get
five marks for being able to open and close
the letter correctly – this is known as the for-
mat. According to the chief examiner for
French, marks "continue to be lost for the
format". The only acceptable introduction
for the informal letter is "Cher/Chère".

■ Before you start to write make a list of
key tenses and expressions that you will
need to answer the question. This will help
you write clearly and will also ensure that
you don't leave out any tense that you have
studied.

■ The golden rule here is to say what you
can say, not what you want to say.

■ Do not write too much.

■ Do not translate directly from English.

■ Do not use large chunks of learned ma-
terial.

■ Only use learnt off sentences that fit the
task perfectly.

■ When you have finished writing, go
back and check all your verbs, nouns and
adjectives.

Caractéristiques	Phrases utiles	Masculine	Feminine	English
CARACTÈRE	Mes amis disent que je suis / My friends say I am	amusant calme comique courageux fainéant généreux honnête intelligent	amusante calme comique courageuse fainéante généreuse honnête intelligente	funny calm funny brave lazy generous honest jealous intelligent
	On dit que je suis / They say I am	jaloux marrant ouvert paresseux patient raisonnable sensible sérieux sociable spirituel	jalouse marrante ouverte paresseuse patiente raisonnable sensible sérieuse sociable spirituelle	jealous funny open lazy patient reasonable sensitive serious sociable witty
	Il faut dire que je suis plutôt / I have to say that I am kind of	sympa timide travailleur	sympa timide travailleuse	nice shy hard working
	Moi je dois admettre que je suis / Me, I have to admit that I am			
	Je suis quand même / I am all the same			
PHYSIQUE	Mon frère est/ ma sœur est	(très/assez/plutôt) grand	est (très/assez/plutôt) grande	
		(très/assez/plutôt) petit	(très/assez/plutôt) petite	
		(très/assez/plutôt) gros	est (très/assez/plutôt) grosse	
		(très/assez/plutôt) mince	est (très/assez/plutôt) mince	
CHEVEUX	Il/Elle a les cheveux	Blonds Bruns	blonds bruns	
		roux longs courts Il a les cheveux raides/frisés	roux longs courts Elle a les cheveux raides/frisés	
YEUX	Il/Elle a les yeux	bleus verts Gris	bleus verts Gris	

Top tips for revision

To revise effectively,
ensure your preparation
mirrors the structure of
the exam. Any
comprehensive revision
programme should
address the following
areas:

■ Grammar

You need to understand
how your tenses work and
how verbs are formed.

■ Vocabulary

You should be adding to
your vocabulary
constantly. In a general
sense, there are number of

areas that central to the
Junior Cert exam. These
include: people, places,
numbers, sport and
leisure, directions, and
professions.

■ Reading

You need to read French. It
has never been easier to
do this and many
resources are available
online for language
learners.

■ Listening

You must practise
listening to French as
much as possible.

This does not have to
be confined to past
papers. Watching a
movie in French, listening
to the news in French
on the internet or
watching something that
interests you on Youtube
in French all count as
study.

■ Speaking

Although many of you
will not be sitting the
optional Junior Cert oral
exam, the easiest and
most enjoyable way to
improve your French is to
speak it.

Achieve your potential in a school focused on you



Our next 4th Year Information Evening
will take place on Tuesday, 21 April 2015.

4th Year at The Institute of Education offers students a unique alternative to a traditional Transition Year. Our programme combines academic focus, extra-curricular activities and career guidance with exceptional timetable flexibility and wide subject choice. Individual mentoring ensures that each student's programme is tailored to their specific requirements, all within a caring and supportive environment.

This is an ideal option for students who feel they could benefit from an additional year preparing for the Senior Cycle but don't wish to take part in a traditional Transition Year.

Our next 4th Year Information Evening will take place on
Tuesday, 21 April 2015 at 6.00 PM in the school.

For more information visit **instituteofeducation.ie**,
call **01 661 3511** or email **info@instituteofeducation.ie**.

ATTEND AN
**INFORMATION
EVENING**



The Institute of Education
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46 Years of Academic Excellence