# Foundation Scholarship - Examination Requirements

<table>
<thead>
<tr>
<th>Course of Study:</th>
<th>Bachelor in Deaf Studies</th>
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<tbody>
<tr>
<td>School/Discipline:</td>
<td>School of Linguistic, Speech and Communication Studies / Centre for Language and Communication Studies</td>
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<tr>
<td>Academic Year:</td>
<td>2015/16</td>
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Foundation Scholarship involves a searching examination, set and assessed so as to select students of outstanding ability. The objective of the Foundation Scholarship examination is to identify students who can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate: skill in synthesising and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly-developed ability to solve problems and apply knowledge.

Please include a brief statement below which explains how your examinations succeed in identifying the qualities associated with Scholarship.

The objective of the Foundation Scholarship Examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, demonstrate academic excellence reflected by exceptional knowledge and understanding of the relevant subjects of the course in Deaf Studies. The subjects covered through examination are (1) Deaf Studies: General Paper, (2) Deaf People and Society, and (3) Language Interaction and Development.

The examination requires candidates to demonstrate: skill in synthesising and integrating knowledge across the full range of the set examination materials, rigorous and informed critical thought, and a highly-developed ability to apply knowledge and solve problems. In order to demonstrate these skills, students are expected to read widely and to demonstrate evidence of that reading in the examination process. Candidates recommended for Foundation Scholarship are distinguished by their ability to engage in theoretically focused arguments pertinent to the subjects under examination. While data analysis may form part of an argument, it is the ability to contextualise data against a theoretical framework that distinguishes Foundation Scholars.

In addition to the above, students are expected to demonstrate knowledge specific to each paper as outlined below:

**Deaf Studies General Paper**

- Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of the Deaf community
- Demonstrate a strong and clear understanding of the formational features of signed languages
- Critically evaluate the role of mouthings and mouth gestures in a signed language
- Critically review the range of influences on the lexicon in Irish Sign Language and how ISL
- Demonstrate insight into the morphosyntactic structure of Irish Sign Language, comparing and contrasting with examples from other languages (signed or spoken)
- Describe and illustrate key cognitive linguistic principles as they apply to signed languages
- Exhibit a clear understanding of the position of Irish Sign Language within Irish society, the importance of it for the Irish Deaf community, and the consequences of sign language recognition for communities of Deaf people.

**Deaf People and Society**

- Demonstrate an exceptional understanding of the issues impacting the Irish Deaf community
- Exhibit a scholarly level of critical analysis of contrasting models of deafness/Deafhood

**Language Interaction and Development**

- Demonstrate a critical understanding of principles in the analysis of discourse in spoken, signed, and written language
- Demonstrate the ability to analyse data according to principles of discourse analysis
- Reflect on the relationship between principles of discourse and the process of language learning and acquisition

Completed by: Elaine Uí Dhonnchadha                        Date: 14/09/2015