

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Resource Booklet

English

Day 2



www.jct.ie

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Glossary of Terms

Assessment Task (AT) (Guidelines for the Classroom-Based Assessments and Assessment Task p.16)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (Guidelines for the Classroom-Based Assessments and Assessment Task p.8)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

Features of Quality (NCCA Glossary of Terms)

Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Formative Assessment (Framework p. 35-36)

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement (Framework p. 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

Success Criteria (NCCA Glossary of Terms)

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment (NCCA Glossary of Terms)

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Further information and resources can be found on the JCT Website: www.JCT.ie

The assessment information contained in this booklet is mainly extracted from *Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task* www.curriculumonline.ie

Overview of Assessment for Junior Cycle English

A detailed outline of assessment in Junior Cycle can be found in The Framework for Junior Cycle 2015 which can be accessed at <http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

The information contained in this booklet is mainly extracted from *Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task (First Edition)*.

In the Junior Cycle English classroom, a range of assessment approaches will be used to complement learning:

- Ongoing assessments, including routine teacher-designed tasks and tests
- Structured Classroom-Based Assessments for subjects conducted in second and third year
- A written Assessment Task for subjects that will be based on the second Classroom-Based Assessment and will be submitted to the SEC for marking along with the state-certified examination
- An externally assessed, state-certified examination for subjects at the end of third year

Classroom-Based Assessments in Junior Cycle English

There are two Classroom-Based Assessments in English. They relate to specified learning outcomes and are scheduled at particular times in the school calendar. Following the second of these assessments students will complete an Assessment Task (AT) which is sent to the State Examinations Commission, along with the final examination script.

The Classroom-Based Assessments for English are outlined in the table below.

Classroom-Based Assessment	Format	Duration	Completion by
Oral Communication	Individual or group communication or presentation	During a period of three weeks, with support and guidance by teacher	Friday May 20th 2016 <i>or</i> Friday September 30th 2016 ¹
The Collection of the Student's Texts	Two texts chosen by the student from his/her portfolio of texts	Texts produced over time with support and guidance by teacher	Friday December 2nd 2016

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment.

Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and

¹ 1 In the first year when Classroom-Based Assessments are introduced, 2016, the Oral Communication may be completed at the end of Year Two or in the first term of Year Three.

Assessment Review, and is used in the school's reporting to parents and students. Classroom-Based Assessment is not continuous assessment. Students prepare for the tasks over time, but the results of homework or tests done by the students in the course of their normal classwork do not add up to a final grade.

The Classroom-Based Assessments are Common Level assessments, therefore students are not required to indicate their intention to take the Final Assessment at Higher or Ordinary Level at this point in their junior cycle. The teacher awards a level of achievement for each of the assessments by reference to the Features of Quality shown in these guidelines.

Features of Quality for Classroom-Based Assessments

The features of quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

The Assessment Task

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based. In the case of English this is The Collection of the Student's Texts. The details of the Assessment Task are outlined in the table below.

	Format	Student Preparation	Completion by
The Assessment Task	Students complete a specified written task which is sent to the SEC for marking	The AT will be based on The Collection of the Student's Texts	Following completion of the second Classroom-Based Assessment Monday 5th to Friday 9th December 2016

The Final Assessment

The final assessment will be offered at Higher and Ordinary Levels. At both levels there will be one examination paper. It will be linked to students' learning during second and third year. The assessment will address outcomes marked with an asterisk in the tables of learning outcomes. Sample assessment papers can be found on www.examinations.ie

<ul style="list-style-type: none"> • Reading/engaging with texts • Comprehending • Responding 	<p>Students will sit a two-hour written examination paper. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material. The content and format of the examination papers may vary from year to year. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes.</p>	<p>The examination takes place at the end of 3rd Year and will be offered at Higher and Ordinary Levels</p> <p>Grading of the Final Examination</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00b050; color: white;"> <th style="text-align: center;">GRADE</th> <th style="text-align: center;">RANGE(%)</th> </tr> </thead> <tbody> <tr> <td>Distinction</td> <td>≥90 to 100</td> </tr> <tr> <td>Higher Merit</td> <td>≥75 and <90</td> </tr> <tr> <td>Merit</td> <td>≥55 and <75</td> </tr> <tr> <td>Achieved</td> <td>≥40 and <55</td> </tr> <tr> <td>Partially Achieved</td> <td>≥20 and <40</td> </tr> <tr> <td><i>(not graded)</i></td> <td>≥0 and <20</td> </tr> </tbody> </table>	GRADE	RANGE(%)	Distinction	≥90 to 100	Higher Merit	≥75 and <90	Merit	≥55 and <75	Achieved	≥40 and <55	Partially Achieved	≥20 and <40	<i>(not graded)</i>	≥0 and <20
GRADE	RANGE(%)															
Distinction	≥90 to 100															
Higher Merit	≥75 and <90															
Merit	≥55 and <75															
Achieved	≥40 and <55															
Partially Achieved	≥20 and <40															
<i>(not graded)</i>	≥0 and <20															

Subject Learning and Assessment Review Meetings

- play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
- help to ensure consistency and fairness within and across schools in the assessment of student learning.
- help teachers to reflect on the evidence of work and to share the learning and teaching strategies supporting that work.

SLAR Meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each SLAR meeting. Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a SLAR meeting with another school. Teachers will share the role of facilitation during SLAR meetings on a rotational basis.

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Before the SLAR meeting:

1. Review relevant NCCA annotated examples (www.curriculumonline.ie)
2. Assess students' work based on the Features of Quality
 - a. Make an initial judgement while watching and listening to a student as to whether his/her oral communication is at 'Yet to meeting expectations'.
 - b. If the student has met the basic threshold of 'In line with expectations', move through the Descriptor levels until one is reached where the student's oral communication matches all or nearly all of the Features of Quality at that level.
3. Record the Descriptor allocated to each student (teachers may wish to record any other point that may be useful to refer to during or after the SLAR meeting).
4. Identify one sample of students' work for each Descriptor, where feasible and share with the facilitator in advance of the SLAR meeting.

During the SLAR meeting:

1. Facilitator asks one member of staff to introduce a sample of work he/she has assessed to be at 'Yet to meet expectations'.
2. The teacher provides a short introduction.
3. The Facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the judgement is confirmed, this is noted by the facilitator.
4. If there is lack of agreement, the Facilitator should share some relevant annotated NCCA examples.
5. While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when to move to the next example.
6. At least two samples for each Descriptor should be discussed. Each teacher should have at least one of his/her examples discussed during the meeting.

7. The process is repeated at each level Descriptor.
8. Teachers will keep a note of the decisions made during the meeting for the students' work they have already assessed, particularly in relation to the Descriptors where their judgement did not align with the majority of teachers.
9. Any significant issues that arose in the SLAR should be highlighted in the facilitator's report.

After the SLAR meeting:

1. Teachers consider the assessment of their students' work and where necessary make the appropriate adjustments to their provisional assessments.
2. The facilitator generates a short report and submits it to the principal.
3. The facilitator may ask teachers to contribute some of their examples of student work to a bank of examples.

Inclusive Assessment Practices

Special provisions may be put in place for a student with a specific physical or learning difficulty to remove as far as possible the impact of the disability on the student's performance in both Classroom-Based Assessments and the Assessment Task so that he or she can demonstrate his or her level of achievement. The accommodations—for example, the use of Irish Sign Language, support provided by a Special Needs Assistant, or the support of assistive technologies— should be in line with the arrangements the school has put in place to support the student's learning throughout the school year.

Classroom-Based Assessment 1: Oral Communication

The Classroom-Based Assessment, Oral Communication, has two priorities – the development of students' basic research skills and the communication.

The main learning outcomes to be assessed through **Oral Communication** are:

Oral Language	Reading	Writing
OL 1, 5, 7, 9, 13	R3	W 3, 5

There are two areas of activity to the assessment of Oral Communication: preparation and communication. Students will be credited for preparation they have done for their oral communication. The evidence of this preparation will be demonstrated during the Oral Communication itself.

In completing the Oral Communication Classroom-Based Assessment students may use **any one** of the formats outlined in the table below:

1. Performance	The student may participate in a scripted or improvised performance, including drama, alone or with others.
2. Presentation	The student may speak with or without notes, and a reading of a prepared script is allowable.
3. Interview	The student may respond to questions asked by the teacher and/or other students; the student may assume the role of interviewer as well as respondent in a dialogue setting.
4. Response to stimulus material	Stimulus material—visuals, written text, aural text, and so on—may be used by the teacher and/or student/s to promote, prompt or guide oral communication.

Oral Communication can be completed by the student as **an individual** or as **a member of a group**. The number of students in a group should be such as to allow each group member to make a meaningful contribution.

Choosing the topic

The student or group of students will identify **one topic**. In general, topics may range from school-based or course-related topics —e.g. an exploration of or response to a text being studied—to surveys regarding matters of interest to students, to investigations of issues outside school.

The suggested topic options are:

An interesting sports person; writer, performer, or film director; hobby	An organisation with which the student is involved	An investigation of a text, or writer, or film	An activity or interest or pastime the student is involved in e.g. music, sport, fashion, reading, drama, film. ²
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Other Information

While oral communication will form part of everyday learning and teaching across Years One and Two, the **preparation** for and **communication** by students of their Oral Communication Classroom-Based Assessment must be completed over **a period of three school weeks**.

As a guideline, **Oral Communication** by a student **should last about three minutes**, including time set aside for engagement with the listener/audience. Teacher support for the student's communication, in the form of questions or interventions, may be part of Oral Communication.

In preparation for the assessment each student must complete **a Student Reflection Note** (see p. 13). Completion of the note is the student's declaration of the part that he or she has played in the assessment. The note is submitted to the teacher.

Although this phase of the task is monitored by the teacher, the preparation is the student's own work, carried out individually or in active, meaningful collaboration as part of a group.

Inclusive assessment

Where a school has accommodations and supports (e.g. the use of Irish Sign Language, support provided by a Special Needs Assistant, or the support of assistive technologies) in place to support student's learning throughout the school year, these supports should also be in place for the Classroom-Based Assessments. In these cases, the school will have decided that the student has a specific physical or learning difficulty and will use reasonable accommodations to remove as far as possible the impact of the difficulty on the student's performance in assessments, so that he or she can demonstrate his or her level of achievement. The accommodations are not designed to compensate for a possible lack of achievement arising from a disability.

² This final suggested topic might involve choosing a question or issue and finding the answer, e.g. *Social media: tips and pitfalls*. Topics might arise from interests of a cross-curricular nature, e.g. from history, CSPE, SPHE, and so on.

The timeline the school follows for Oral Communication

The period for completion of the Oral Communication and potential dates for related work for 2016 are set out below:

	Spring completion	Autumn completion
Period for work on and completion of Oral Communication	Friday 29 th April to Friday May 20 th 2016	Friday 9 th September to Friday September 30 th 2016
Latest date for provisional award of Descriptors by the teacher	Wednesday May 25 th 2016	Wednesday October 5 th 2016
Latest Date for Subject Learning and Assessment Review	Friday May 27 th 2016	Friday October 7 th 2016

Oral Communication - Features of Quality

Exceptional

- The student's communication is remarkable for its fluency and its control of material used.
- The communication is imaginatively shaped to a very clear purpose.
- The student's engagement with the audience/listener is compelling and sustained.

Above expectations

- The student's communication is clear and convincing, and material has been well chosen.
- Communication is fully shaped to its intended purpose.
- Engagement with the audience/listener is highly effective.

In line with expectations

- Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.
- Communication is shaped to a purpose.
- Engagement with the audience/listener is reasonably well sustained.

Yet to meet expectations

- Communication is unconvincing although some knowledge of the subject of the communication is shown.
- The purpose of the communication is often unclear.
- Engagement with the audience/listener is haphazard or poorly sustained.

Students will complete Oral Communication towards the end of Year Two and expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage of junior cycle.

Oral Communication - Student Reflection Note

SCHOOL	STUDENT	
TITLE		
The part I played in the communication and preparation, including material used/ accessed		
Personal reflection on the Oral Communication		
One important thing I learned from doing the task	Things I would change or try to improve on	
Student	Teacher	Date

Classroom-Based Assessment 2: The Collection of the Student's Texts

The main learning outcomes to be assessed through The Collection of the Student's Texts are

Oral Language	Reading	Writing
OL1	R 2,6,8	W1,2,3,4,6,9,11

In the majority of cases, the work in the student's collection will arise from normal classwork. So a student might write a report having studied report writing and then select that piece of work for the collection. If, at a later date, the student considers another piece of work to be of better standard, then that piece can be added to or replace the former. The development of the student's skills and appreciation of writing, as well as attendant skills in oral communication and reading, is the main purpose of the process.

Completing The Collection of the Student's Texts

The focus of activity will be on the creation of a **range of student texts** which might include pieces in the following genres: *opinion piece, descriptive piece, a functional writing piece, autobiography, humorous piece, media piece, critique, narrative, an expressive piece* (including a poem), *drama or film script*, and so on. Note that the list of text types or genres suggested here is not intended to be exhaustive, but to suggest that the student's collection should be a varied one.

For the purposes of this assessment students will, **during Years Two and Three**, plan to complete and retain **at least four pieces of work (texts)**. The texts retained should cover **at least four genres**. Underlying and informing this task is a focus on the developmental nature of writing and on developing the student's understanding of the **writing process**. This will be best supported by consistent student practice in the art and craft of writing. To this end students will include any draft work relating to the piece of writing although this work will not be assigned a Descriptor.

In preparation for the Classroom-Based Assessment in Year Three, the student will choose **two texts** to submit. A **Student Reflection Note** must be included with each of the texts (see p.16). The note provides space for the student to set out a very brief aim or intention for the piece of work and spaces to include some reflection on what has been learnt from creating the text and what might be done differently on another occasion.

The timeline the school follows to support The Collection of the Student's Texts and associated Assessment Task

Students build their collection or portfolio of texts over time. The key date to establish at the outset is the date to be set aside for the Subject Learning and Assessment Review. In setting such a date the school should be guided by the timeline provided and its own local circumstances. Once the school has decided on this date the teachers and students can plan for the completion of the Classroom-Based Assessment.

The Assessment Task for English will be undertaken following the completion of the Classroom-Based Assessment. It will be completed in normal class time (two class periods should be devoted to the completion). The first class should be given over to engagement with stimulus material made available by the NCCA, and to student reflection on their collection of texts in preparation for completion of the answer booklet. The completion of the answer booklet will take place in the

second lesson. Schools will have some flexibility in choosing the time of completion, with a week being identified during which the Assessment Task must be completed by students.

Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the timeframe scheduled for completion.

Completion of *The Collection of Student's Texts*

Latest date for student completion of <i>The Collection of Student's Texts</i>	Friday 2nd December 2016
Latest date for award of Descriptors by the teacher	Monday 12th December 2016
Latest date for completion of Subject Learning and Assessment Review	Friday 16th December 2016

Completion of the *Assessment Task*

Assessment Task completed	Monday 5th to Friday 9 th December 2016
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The Collection of the Student's Texts - Features of Quality

Exceptional

- The student's text shows creativity and command of the chosen genre.
- The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text.
- The work is fully shaped for its intended receiver/audience.

Above expectations

- The student's text shows very good control of the chosen genre.
- The writing is consistently competent, and effective word choices are very well matched to the purpose of the text.
- The work is clearly shaped with the receiver/audience in mind.

In line with expectations

- The student's text shows good awareness of the chosen genre.
- The writing is generally competent, and word choices match the purpose of the text well.
- Content and development of ideas reveal consistent awareness of the receiver/audience.

Yet to meet expectations

- The student's text shows little awareness of the chosen genre.
- The writing lacks competence, and word choices may be inappropriate to the intended purpose of the text.
- Content and development of ideas reveal little awareness of a receiver/audience.

The Collection of the Student's Texts - Student Reflection Note

SCHOOL	STUDENT
TITLE and GENRE	
I chose this genre because....	
My assessment of my work...	
What I learned from creating this text	What I would do differently next time

<u>Student</u>	<u>Teacher</u>	<u>Date</u>

Junior Cycle English Text List
(For the student cohorts 2014-17, 2015-18 and 2016-19)

Two lists of texts are provided:

- As a guide for **first year, an indicative list** of texts from which teachers and students may choose or substitute text/s of their own choosing
- For **second and third year there is a prescribed body of texts** from which teachers must select, although they may add to these lists if they wish.

First Year

Novels

In Pieces Trinity Comprehensive Writing Group

Tuck Everlasting Natalie Babbitt

The Real Rebecca Anna Carey

Girl Stolen April Henry

Nightjohn Gary Paulsen

Half the Man, Twice the Lawyer John Grisham

The Cay Theodore Taylor

Buddy Nigel Hinton

Skellig David Almond

Wonder R. J. Palacio

Artemis Fowl Eoin Colfer

Wilderness Roddy Doyle

Coraline Neil Gaiman

Girl Missing Sophie McKenzie

Private Peaceful Michael Morpurgo

Cirque du Freak Darren Shan

The Hobbit J.R.R. Tolkien

The Scarecrow and his Servant Philip Pullman

Skulduggery Pleasant Derek Landy

The Boy Who Lost His Face Louis Sachar

Second/Third Year

Novels

To Kill a Mockingbird Harper Lee
Jane Eyre Charlotte Brontë
The Dare John Boyne
My Antonia Willa Cather
Once Morris Gleitzman
Lord of the Flies William Golding
The Outsiders S.E. Hinton
The Wind Singer William Nicholson
Animal Farm George Orwell
Of Mice and Men John Steinbeck
Stone Cold Robert Swindells
Shadows on Our Skin Jennifer Johnson
The Knife of Never Letting Go Patrick Ness
True Grit Charles Portis
The Book of Lost Things John Connolly
Noughts and Crosses Malorie Blackman
Trash Andy Mulligan
Into the Grey Celine Kiernan
Chalkline Jane Mitchell
The Weight of Water Sarah Crossan

Prescribed Plays

A Midsummer Night's Dream William Shakespeare
Romeo and Juliet William Shakespeare
Much Ado About Nothing William Shakespeare
Henry IV, Part 1 William Shakespeare
The Merchant of Venice William Shakespeare
West Side Story Arthur Laurents
Blood Brothers Willy Russell
Shadow of a Gunman Séan O'Casey
Warhorse Michael Morpurgo (adapted for stage by Nick Stafford)
The Woman in Black Susan Hill (adapted for stage by Stephen Mallatratt)
The Government Inspector Nikolai Gogol
Pygmalion George Bernard Shaw
The Importance of Being Earnest Oscar Wilde
Alone it Stands John Breen
Lovers (Winners and Losers) Brian Friel
Twelve Angry Men Reginald Rose

Second/Third Year

Prescribed Films

The Night of the Hunter Charles Laughton

Bend it Like Beckham Gurinder Chadha

Son of Rambow Garth Jennings

Life is Beautiful Roberto Benigni

Whale Rider Niki Caro

Beasts of the Southern Wild Benh Zeitlin

In America Jim Sheridan

E.T. Stephen Spielberg

Spirited Away Hayao Miyazaki

School of Rock Richard Linklater

Some Suggested Documentaries

Spellbound Jeffrey Blitz

March of the Penguins Luc Jacquet

Senna Asif Kapadia

Only When I Dance Beadie Finzi

Some Suggested Short Films

Badly Drawn Roy Alan Shannon

The Herd Kevin Wardrop

Signs Vincent Gallagher

The Wonderful Story of Kelvin Kind Ian Power

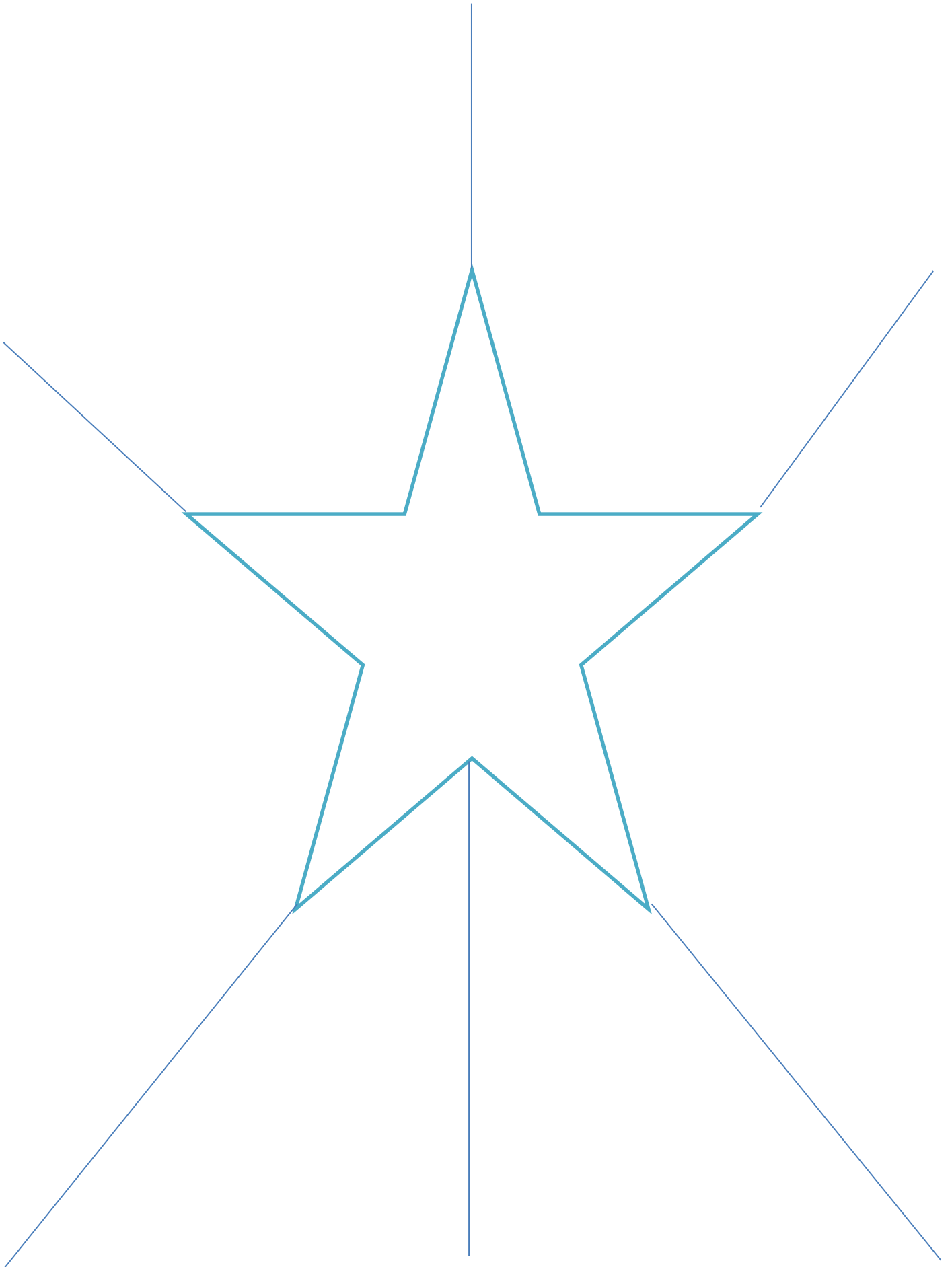
My Strange Grandfather Dina Velikovskaya

Supporting Research - Student Self Questioning Sheet

When reading and evaluating sources as part of your research, it is important that you consider the questions asked in the boxes below.

<p>1. Does it make sense to me? (<i>Make a note of words or phrases that are new to you or that you find difficult</i>)</p>	<p>2. Does it meet my needs? How? Why? (<i>Relevance</i>)</p>
<p>3. Can I verify it with another reliable source? (<i>Accuracy- Keep a record of your sources and cross check information</i>)</p>	<p>4. Can I trust it? (<i>Reliability- is it a reliable website, newspaper? How do you know?</i>)</p>
<p>5. How does the author shape it? (<i>Bias</i>)</p>	

Graphic Organiser



WRITING

In Praise of English Teachers: Writers write about their favourite teachers

Philip Pullman

Enid Jones was a remarkable lady, and quite the best teacher I ever knew. I was lucky enough to be one of her pupils at secondary school; she encouraged my interest in her subject, English, and praised my work without ever, as she said, giving it more than 8 out of 10. I sent her all my books (which I expect she would have marked in the same way) and I was privileged to know her as a dear friend. She died recently at the age of 92, physically frail, but mentally as sharp and alert as she had ever been. My work in future will have to go unmarked, but I shall never forget the example she set me of care and accuracy in the composition of English sentences, and even more of the love of poetry, which she communicated so well. Thank you, Enid.

JK Rowling

By far, Jo's favourite teacher at Wyedean was an English teacher named Lucy Shepherd...Jo respected her for being conscientious with them; she really believed that Miss Shepherd cared what they had learned... Miss Shepherd taught her students how good writing is structured and did not allow them to slacken off in that area. She had a level of integrity that brought out the best in her students and it inspired Jo's respect, trust and confidence. Even with this trust, however, Jo did not tell her favourite teacher about her hidden ambition to become a writer... Jo does treasure, however, a letter she received many years later from Lucy Shepherd, now retired from teaching and working in a book shop in Bristol. The letter told Jo of how she had read *Harry Potter and the Philosopher's Stone* and liked it. As Jo seems to hint at when she describes this letter, praise from an admired teacher can mean more than any medals or awards even in adulthood.

(JK Rowling: A Biography by Connie Ann Kirk)

Darren Shan

But without doubt the teacher who had the biggest impact on me was Father Donnellan. He taught me English for four consecutive years. He was - and still is - a legendary figure in Copsewood, a real Mr Chips. He'd already been there for 20 years or so when I arrived and was adored by all the students... He knew the syllabus inside out and could cut to the core of a poem, play or novel in the time it took us to open our books. He loved English and that love couldn't help but rub off. He didn't enthuse about my writing in the same way that Mrs McDaid and Brother Meehan had. He was of a different generation and not especially impressed by horror, fantasy and sci-fi, which was almost all I wanted to write then.

One day he described how he wrote a letter. He'd write a first draft, then go through it once or twice, re-writing to get it right. "Stupid old goat," I smirked. "Why doesn't he do it right the first time?" That often comes back to me when I'm working on the sixth or seventh draft of a book.

Eoin Colfer

I have also had the support of several English teachers...I remember several specific instances when my work was praised and I honestly believe that this fed my determination to become a writer.

Stimulus for Writing Activity

“She’s so ugly!” whispered Roger. Scott and Randy laughed. David laughed too, even though he didn’t think it was funny. Mrs Bayfield wasn’t ugly. She was just a lonely old lady who dressed kind of weird.

The Boy Who Lost His Face by Louis Sachar

Sample of Student Writing 1 (Draft):

Read the example of a student’s writing below and consider what type of feedback you might give to this student.

The day I stood up to the bullies

Once upon a time on a little village called Cloghane. A young boy called Gary walked home from school on his own. Suddenly a group of large boy appered around the corner.

Gary was scared. He kept his head down and walked quickly past them. One of the boys in the group called Roger went up to Gary and pushed him over his bag ripped open and his A4 pad fell out. Roger picked it up. He started looking thow it he laughed and said.

Hey lads look at this we have an artest here. They all laughed and walked away trowing he’s A4 pad on the road. Gary picked his books up and walked home. When he got home he slammed the door shut and ran up the stairs.

Gary’s mam went up to him and asked what was wrong he said “nothing. go away.” A few minutes later Gary’s little sister Sally ran up the stairs and told him Dinner was ready. When Gary sat at the table he told he’s mam that he was sorry.

After dinner Gary went and did hes homework he then drew in his A4 pad. The next morning he ran down the stairs grabed a slice of toast and went to get the bus.

As he waited for the bus Adam and the other boys came over and hit him in the face. Roger said “that’s what you get for thinking your better them me.” Gary got on the bus he sat on his own.

When school ended Gary went to Art classes which he goes to every Friday after school. When Gary was walking home Roger came over to him on his own.

He called Gary a loser but Gary said nothing and kept walking. When Gary when home his mam and Emily were waiting at the door with a chocolate cake which said Happy 14th Birthday. Emily said “I know chocolate is your favourite. Gary’s mam asked him what happened your face Gary said he fell.

The next day the boys were waiting for him at the bus stop. Roger triped him and started kicking him and when suddly one of the boys called Scott said stop. Which was strange because Scott was very shy.

Gary stood up and turned around he noticed that his mother was waiting for him. They started walking. She asked who were them boy's you were with this morning. Gary said oh they are my friend hoping his mother would leave it.

She said "I seen what they did to you was that the first time. Gary decided it was the best just to let his mother. Gary told her about Roger and the other boys he told her about Scott telling Roger to stop.

Gary's mam told he that when they come up to him the next day to fight back stand up for yourself. Gary said he would his mother told him that she would be behind the corner.

Gary woke up at five past eight. Him and hes mam went over the plain for the last time. Gary went and got the bus he didnt meet the boys this morning.

Just as school was ending Gary was getting a small bit nervous. The bell rang he grabed his bad and ran out the door hopped on the bus. He could hear the boy's talking.

The bus stopped. Gary, Roger, Scott and the other two boys got off the bus. Gary was almost home when the boy's turned around. Roger said hey lad's do ye get that horrible smell it must be Gary.

Gary then said no its not me. Roger replied saying what do you think your doing talking to me do you want me to slap you. Gary was unsure what to say so he diecided to wing it.

Roger why don't you pink on someone else what have I ever done or said to you for you to hate me. Roger looked shocked he said look lad I'm sorry. Gary said you should be you have put me trow hell this week.

Roger looked at the boys they said come on just leave him. Roger said he was sorry and walked away. Gary's mam and sister ran over to him and hugged him they all walked home and watched a movie together. Gary never had a problem with Roger and the other boys again actuily Gary and Scott became good friends.

Sample of Student Writing 2

Sample 2: Don't judge a book by its cover

Mrs. Bayfield never really left Roger's head. He remembered her vile flowery dress while he dressed in his tattered pyjamas. He remembered the war medal he saw when he peeked through her window while he fixed his big mop of curly brown hair and listened to music at the same time.

"How on earth did she get her hands on something as valuable as that?" he thought to himself.

Rogers' father left him when he was young. Roger's mother had just lost her job in a pharmaceutical company. Roger wished that they could afford new clothes for him as his old ones

were destroyed but at the minute his mother was struggling to put food on the table. Roger lay on his bed feeling sorry for himself and his disjointed family until he thought of his big plan.

The next day on his way to school in east Surrey near his estate Roger approached David. David was an average blond haired blue eyed boy who stayed out of trouble. Roger revealed his big plan to David. David's eyes opened wide in shock and horror as Roger's plot unfolded.

David didn't believe Roger, his old friend had just blackmailed him. Roger wanted him to steal some old medal or he'd tell David's parents some false story about him smoking in the summer. David mulled it over in his head all day long. He knew that it was really wrong to steal but if his parents thought that he'd been smoking then he would be shipped off to a boarding school in Timbuktoo.

David couldn't believe what he was doing as he knocked on Mrs. Bayfield's door. He planned to slip the medal into his pocket while he held a friendly conversation with Mrs. Bayfield.

"Fredrick is that you" cooed Mrs. Bayfield. "Poor woman" thought David "she must think that I'm her husband back from the dead". Mrs. Bayfield's face instantly dropped when she saw David. "Oh, well maybe next time" she muttered to herself.

"Hi" said David.

"Hello dear" Mrs. Bayfield replied. "What are you selling this time?" she asked innocently.

"Oh nothing Mrs. Bayfield" said David. "I'm just checking up on the neighbours" he added quickly while wincing at the weak excuse.

"Well I haven't had a real conversation in years" pondered Mrs. Bayfield "so come in but please call me Miriam"

The conversation developed over a cup of tea and a scone. David realised what a tough life she had after her husband died. David could not even think about stealing from Miriam. He was disgusted in himself.

The next day at school during lunch Roger approached David again.

"Do you have it" he asked gruffly.

"Do you really think that I'd steal from an innocent widow. I've learnt from my mistakes and my biggest one was being friends with you. You're not funny at all. Stay away from me" retaliated David. With that he walked off. For once in his life Roger was lost for words.

Suggestions for Department Planning: 2nd and 3rd Year

Consider:

- The *English Specification & the Guidelines for the Classroom-Based Assessments & Assessment Task*
- 39 learning outcomes / 22 learning outcomes focused on in 1st year
- Guidelines to Inform Choice of Text for 2nd/3rd year
- List of prescribed texts – 20 novels, 16 plays, 10 films
- Subject Department Planner
- Subject Department Plan Template
- Sample Plans
- 1st year curriculum – 1st year English Department Plan
- Existing 2nd / 3rd year English Department Plans

Selecting your Learning Outcomes and Texts

- Plan for second and third year together and look broadly at the two years. Look at the **Year Planner** as a whole to see the year. It may be useful to guide yourself to plan for **five terms per year, with a limited number of main learning outcomes per term.**
- Aim to have a selection of learning outcomes from across all three strands; **Oral Language, Reading and Writing.** Remember that the three strands are always integrated in the classroom, so while you may create a unit whose focus is on oral language development, students will always be engaged in reading and writing throughout the unit.
- Indicate clearly which learning outcomes you would like to prioritise as your **main learning outcomes.** Also select a variety of **supplementary learning outcomes** which you will touch upon but will not be particularly in focus.
- Work to a **sample planning template** within your English department to make sure everybody is on the 'same page' as it were.
- Look at the guidelines regarding texts and prioritise the texts to be covered- remember to include a **broad range of texts.** It may be helpful to decide at this stage when to cover the studied novels, film and drama from the prescribed texts and highlight the main outcomes which relate to these texts.
- As a department you could:
 - Create a detailed Department Plan which lays out all the texts to be covered by every teacher. *or*
 - Create a generic Department Plan which outlines when texts and learning outcomes should be met, and how they will be assessed, without specifying which texts each individual teacher will use. Each teacher would then individualise the department plan with his / her personal choice of novels, dramas, poems, etc...

Note: You may find our screencast 'An Approach to Planning for 2nd and 3rd Year English' helpful. You can find it in the Planning Resources in the English section of www.jet.ie.

Evidence of Learning and Assessment

- What assessment approaches will you use and what evidence will they generate?
- What range of evidence will you gather? Evidence may come from what students will **say, write, make** or **do.** The range of evidence gathered will depend on the focus of the unit.
- What are the next steps for the learner?

First Half of Term Two: January to February

Unit/s:

THEME: *Bullying and Bystanders*

Learning Outcomes:

OL. 1, 7, 10

R. 8, 13

W. 1, 2, 3

Assessment:

Observation of students' preparation and performance of short drama extracts O7, O10, R13

Oral and written personal response to poems R8, W9, O10

Writing activity R8, W1, W3.

Type of/Name of Text:

Deoxyribonucleic Acid by Dennis Kelly (drama extracts)

My Parents Kept Me from Children Who Were Rough by Stephen Spender

Timothy Winters by Charles Causley (poetry)

The Boy Who Lost His Face by Louis Sachar (opening paragraph of novel)

The ABCs of Bullying (short story written by a 5th year student)

New Boy by Roddy Doyle (also available as a short film from IFI)

Post February Mid-Term to St. Patrick's Day

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Unit/s:

THEME: *Learning is for Life*

Learning Outcomes:

OL. 2, 5, 7, 10,

R. 1, 6

W. 1, 3

Assessment:

Written personal response to the short stories shared for peer review. R6, W3

Use www.padlet.com or a similar tool to collaboratively discuss the key points from the speech and use these to prepare an oral report on Malala's speech. OL 5, 10

Walking debate on the importance of school & education (having studied all texts) OL 2, 7

Type of/Name of Text:

The Poteen Maker by Michael McLaverty (Short Story)

The Fun They Had by Isaac Asimov (Short Story)

The Scholar by Austin Clarke (Poem)

Another Brick in the Wall by Pink Floyd (Song)

Malala Yousafzai Address to the United Nations (Speech)

Year Planner

Second Year (2015/2016)

September – Mid-Term
Approx 8 weeks

**November –
Christmas**
Approx 7.5 weeks

January – Mid Term
Approx 5 weeks

February - Easter
Approx 4 weeks

Easter – Summer
Approx 8 weeks

Third Year (2016/2017)

September – Mid-Term
Approx 8 weeks




**November –
Christmas**
Approx 7 weeks

January – Mid term
Approx 5 weeks



February – Easter
Approx 7 weeks

Easter – Summer
Approx 5.5 weeks

Second Year (2015/2016)

September – Mid-Term Approx 8 weeks	November – Christmas Approx 7.5 weeks	January – Mid Term Approx 5 weeks	February - Easter Approx 4 weeks	Easter – Summer Approx 8 weeks
 Theme: Relationships	 Theme: Growing Up	 Theme: War	Theme: Being Unique	Theme: Challenging Times: Events that Rocked the World
Drama 1 <i>Lovers</i> -Brian Friel LOs O2, O5, R1, R7, W3, W4, W8	Novel 1 <i>'The Weight of Water'</i> - Sarah Crossan LOs O1, O3, O6, R1, R4, R6, W1, W7, W13	Film <i>'Life is Beautiful'</i> - Roberto Benigni LOs O7, O11, R6, R7, R8, R9, W2, W7, W9	LOs O10, O3, O6, O5, R5, R11, W4, W5, W11	LOs O1, O5, O7, O9, O13, R2, R3, W3, W5

Third Year (2016/2017)

September – Mid-Term Approx 8 weeks	November – Christmas Approx 7 weeks	January – Mid term Approx 5 weeks	February-Easter Approx 7 weeks	Easter – Summer Approx 5.5 weeks
 Theme: Friendship	Theme: Great Writers	 Theme: Conflict	Theme: Inspiration	
Novel 2 <i>'Of Mice and Men'</i> - Steinbeck		Drama 2 <i>'Romeo and Juliet'</i> -Shakespeare		

Second Year English Department Subject Plan

School _____

Names of Teachers: _____

Sample 8 week Unit

Unit/s:

THEME: *Love*

Love Poetry
Short Film
Short Story
Writing Workshop – Love Story
Reading for Pleasure

Interviews
Research
Poetry
Speeches / Biography
Story writing

Learning Outcomes:

OL. 2, 5, 7
R. 1, 3, 6, 7
W. 3, 4, 7, 8

Assessment:

Oral presentation of a love story **OL5, 7**
Lovers written assessments **R6, W 8**
Collection of written texts / written assessments **R6, W7, W8**
Peer/Self-Assessment **OL2, R2, W2**
Teacher observation **OL1, R2, R5**

Type of/Name of Text:

Lovers – Brian Friel
Love Poetry - Sonnets
Short Film – *The Wonderful Story of Kelvin Kind*
Short Story – My Polish Teacher’s Tie
Reading for Pleasure

Sample 8 week Unit

Unit/s:

THEME: *‘Challenging Times: Events That Rocked the World’*

OL. 1, 5, 7, 9, 13
R. 2, 3
W. 3, 5

Assessment:

Interview triads **OL1, OL9, R2, W5**
Oral presentations/ speeches **OL5, W3**
Collection of written texts/ written speech **W3, W5**
Teacher observation **OL1, R2**
Peer/self-assessment **OL3, R2**
Teacher/student conferences **OL2, W2**
Common Christmas Exam 1.5 hours **W3, W4, W10, W12**

Type of/Name of Text:

Challenger Disaster: News footage /selection of digital interviews
Civil Rights: *I Have a Dream* – Martin Luther King
9/11: *Out of the Blue* – Simon Armitage
Civil War: *The Sniper* – Liam O’Flaherty – Short Story
WWI: “The Truce” – Short Film; “Doc on One” – *They Had No Choice - The Irish Horse at War; Dulce et Decorum est* by Wilfred Owen & *Pipes of Peace* by Paul McCartney (selection of other War songs and poems)
Sainsbury Christmas Ad 2014 - *Christmas is for Sharing*

Prompt Questions for Class Planning

Think about the Learning Outcomes

- The learning outcomes to be addressed in each term will have been laid out in your Department Plan.
- How will you keep the main focus of your unit on addressing the **learning outcomes** as chosen by your department?

Setting the Learning Intentions and Success Criteria

Learning Intentions

- Do the learning intentions which you share with your students link with the selected learning outcomes?
- Are the learning intentions student-friendly?

Success Criteria

- How will you involve learners in developing the success criteria?
- Will you involve colleagues in developing the success criteria- if so, how?
- Do the success criteria link with the selected learning outcomes and learning intentions?

The Learning Experience

- What methodologies will you use?
- In what ways will you create a learning culture?
 - Classroom Talk/Learning Conversations
 - Questioning?
 - Self-assessment?
 - Peer-assessment?
 - Formative Feedback? etc.
- Is the formative feedback linked to the success criteria?
- Is this a rich learning experience?

Evidence of Learning and Assessment

- What assessment approaches will you use and what evidence will they generate?
- What range of evidence will you gather? Evidence may come from what students will **say**, **write**, **make** or **do**. The range of evidence gathered will depend on the focus of the unit.
- What are the next steps for the learner?

Mini Unit Plan – Interviews

Decide on learning outcomes:

Oral – 1, 9, 13

Reading – 2

Writing – 3

Outline of Plan

Learning Intentions

We are learning:

- How to conduct research
- How research can inform and shape an interview
- The skills of effective questioning
- How to communicate effectively

Success Criteria:

- Evidence of at least three different sources of research used to inform the interviews
- Ask a mix of open and closed questions
- Listen carefully to both the question and the response
- Speak clearly, use appropriate eye contact and body language

Plan the Learning Experience

1. Ask whether they have ever been interviewed or whether they have ever interviewed anyone.
2. Watch an interview / interviews and in pairs identify factors that make it effective or not effective. Share with class and record on board.
3. Class discussion on what background work is required to create an effective interview.
4. Teacher models an approach to research by taking a topic and explaining his / her approach.
5. Students choose their own event / person to research and gather their research.
6. Analyse and synthesise it using graphic organisers and write a couple of lines on five significant aspects of their topic that they are willing to be interviewed on.
7. In pairs students will swap this information and will be given some time to brainstorm possible questions for each other.
8. Students will then conduct the interviews. (You can include an observer to provide feedback but this would require some further preparation.)

Evaluate the Learning

1. Observation of student contribution
2. Questioning and classroom talk
3. Ability to find suitable research sources – 3 items
4. Ability to analyse and synthesis this information – graphic organiser and 5 main points
5. Ability to ask open and closed questions - interview
6. Ability to communicate – interview
7. Reflection template

Sample Roadmap for Teachers of English



Event	Time Frame	Actions Required	Resources	People Involved
CPD Day 2	March- April	<ul style="list-style-type: none"> • Arrange cover 	S&S provided	Principal/D.P and teachers of English
Meet with English Department	March- April (following CPD Day 2)	<ul style="list-style-type: none"> • Discuss meaningful use of time • Choose a facilitator for SLAR meetings 	Time	Principal/D.P and teachers of English
1st Classroom-Based Assessment	Friday 29 th April to Friday May 20 th 2016 <i>or</i> Friday 9 th September to Friday Sept 30 th 2016	<ul style="list-style-type: none"> • Teachers to plan and teach the Oral Communication CBA • Record some of the students for SLAR meeting • Communicate with parents 	Recording device	2 nd year teachers of English and students
Latest date for 1st SLAR meeting	Friday May 27 th 2016 <i>or</i> Friday October 7 th	<ul style="list-style-type: none"> • Organise 2 hours for all 2nd year teachers of English to meet for SLAR • Discuss arrangements with facilitator 	Overhead projector IT equipment to play the recordings SLAR meeting report S&S	2 nd year teachers of English Facilitator

Teachers of English may need time to develop the following areas:

<u>Familiarisation with Specification</u>	<u>Departmental planning</u>	<u>Classroom-Based Assessment</u>
Developing Sample units – Aligning learning outcomes with assessment	Planning for 1 st year Planning for 2 nd and 3 rd year	Planning for the two CBAs Preparation for and reflection on the SLAR meeting

Key Dates for Teachers of English 2015 -2017

SEC examination –
June 2017

**2nd Subject Learning and Assessment
Review Meeting** – Completed by
Fri 16th Dec 2016

Assessment Task – Mon 5th – Fri
9th December 2016

Collection of Student Texts
Classroom-Based Assessment –
Completed by Friday December
2nd 2016

**1st Subject Learning and Assessment Review
Meeting** – Completed by 27th May 2016 / 7th
October 2016

**Oral Communication Classroom-Based
Assessment** – Completed between 29th
April and May 20th 2016 / 9th and 30th
September 2016

Attend CPD Day 2 – March onwards

Further Resources

www.jct.ie Homepage of Junior Cycle for Teachers with links to information and resources for teachers of Junior Cycle English

www.curriculumonline.ie Online curriculum planning tool with links to annotated exemplars of student work

www.juniorcycle.ie Links to curriculum, assessment and planning materials for Junior Cycle including key skills.

www.examinations.ie Sample papers for the Junior Cycle English Final Assessment

Language Development Resources:

www.adlit.org Information and resources for adolescent learners including useful classroom strategies and templates.

www.readwritethink.org Useful materials to support reading, literacy and language development.

www.readingrockets.org Research-based classroom strategies to strengthen literacy skills in all areas of written and spoken language.

http://www.nbss.ie/sites/default/files/publications/bda_frame_0.pdf Selection of teaching strategies for use before, during and after reading and learning.

The following websites may provide a rich source of digital material for the English classroom. As with all resources, teachers should check the suitability of materials in advance.

Short Film:

www.thisisirishfilm.ie Website of the Irish Film Board which includes details of all Irish-made films including links to short films and documentaries.

www.ifi.ie Homepage of the Irish Film Institute with details and reviews of all films currently on show.

<http://www.filmsshort.com/> Collection of short films from around the world

Radio Documentaries:

<http://www.rte.ie/radio1/doconone/> Website of RTE's award-winning Documentary on One series with podcasts available to download.

Advertisements:

www.bestadsonTV.com A compilation of the best T.V. advertisements in print and video format

Speeches & Talks

<http://www.theguardian.com/theguardian/series/greatspeeches/> The Guardian and Observer's unique series of the best speeches of the last century with text and audio files.

www.ted.com/ Website of the TED organisation featuring short powerful talks (less than 18 minutes each)

Poetry:

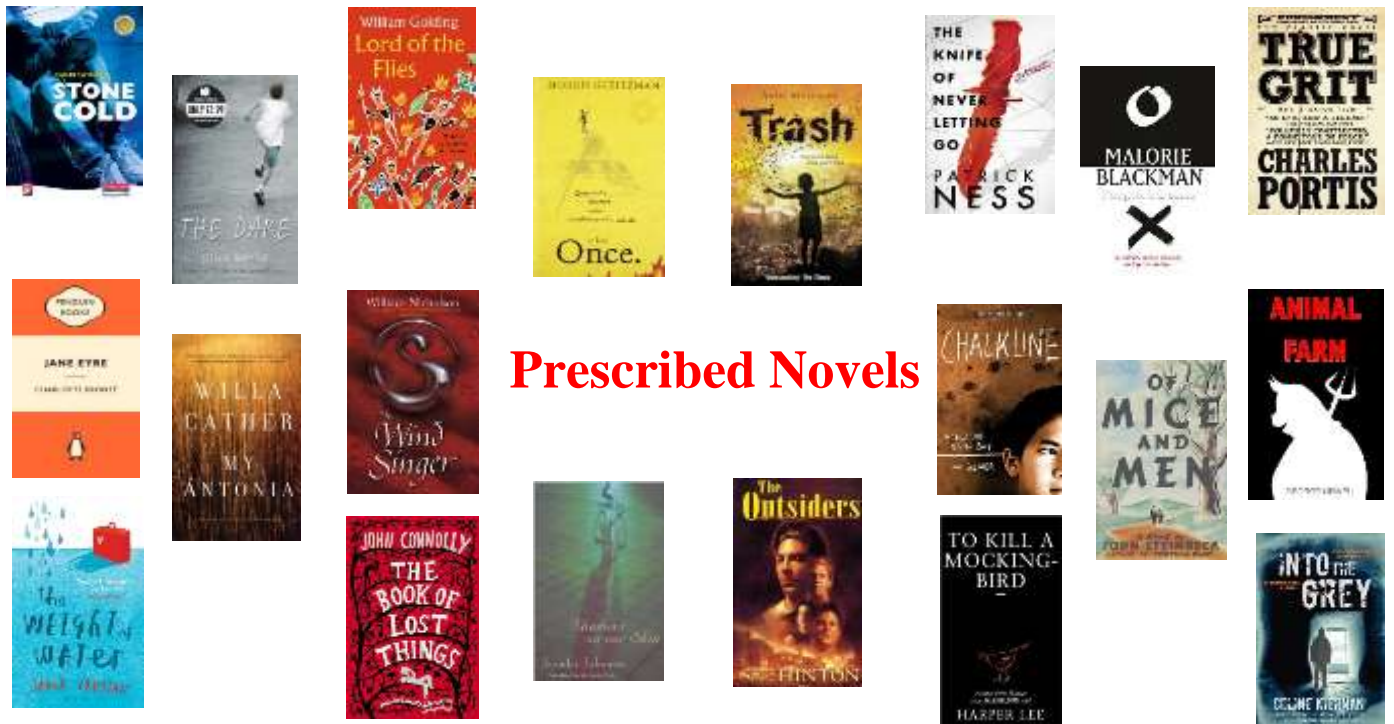
www.poetryoutloud.org Hear poetry read aloud and access recitation tips, teacher resources and lesson plans for using poetry in class.

www.poetryireland.ie Homepage of Poetry Ireland who are involved in developing, supporting and promoting poetry through Ireland.

Storytelling:

www.themoth.org Site with a selection of true stories showcasing the human experience told live without note

Notes



Prescribed Novels



Prescribed Plays



Prescribed Films