

The Final Assessment

The final assessment for state certification will take place at the end of 3rd year and 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.

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 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. While all outcomes should be considered when planning for a student's Junior Cycle English experience, the Final Assessment will address the learning outcomes below.

The main learning outcomes to be assessed through the Final Assessment are:

Oral Language	Reading	Writing
OL 8, 12	R 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13	W 1, 3, 4, 6, 7, 8, 9, 10, 11, 12

Oral Language

- Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way
- Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts

Reading

- Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words
- Read for a variety of purposes: learning, pleasure, research, comparison
- Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate
- Use an appropriate critical vocabulary while responding to literary texts
- Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure
- Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event

8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text
9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them
11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect
12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose
13. Appreciate a variety of registers and understand their use in the written context

Writing

1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, and edit their own writing as appropriate
3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read
4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences
6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content
7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images
8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web-based event
9. Engage in the writing process as a private, pleasurable and purposeful activity, using a personal voice as their individual style is thoughtfully developed over the years
10. Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader
11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience
12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose