



Junior Cycle English Assessment Task 2020

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Introduction

Students complete a written Assessment Task to be submitted to the State Examinations Commission for marking as part of the state-certified examination for Junior Cycle English. It will be allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is directly related to the nature and focus of Classroom-Based Assessment 2: The Collection of the Student's Texts.

The Assessment Task will assess the students in aspects of their learning including:

- their ability to outline or discuss their experience of compiling The Collection of the Student's Texts
- their understanding and evaluation of that experience
- their capacity to demonstrate and reflect on the knowledge and skills they have developed.

The Assessment Task is at a Common Level and the questions posed will take into account the broad cohort of students taking the assessment. It consists of two stages: firstly, discussing and reflecting on their experiences as creators of texts; and secondly, writing up and completing their Assessment Task booklet.

Timing of Junior Cycle English Assessment Task 2020

The English Assessment Task will be scheduled by schools to be completed over two classes within a one-week period, as decided by the school. This week will fall between Monday 6th January and Monday 23rd March 2020.

The Assessment Task is completed over 80 minutes within a double class period or two single class periods. The 80-minute time period is divided into two stages: The first stage (40 minutes) is used for preparation purposes; the second stage (40 minutes) is used for writing up their response to the task.

Students must complete Classroom-Based Assessment 2: The Collection of the Student’s Texts, before completing the Assessment Task.

The task is completed in two stages of 40 minutes each.

Note: Irrespective of whether students complete the Assessment Task during two single classes or during a double class, the task is completed in a maximum of 80 minutes.

Submission of Booklets

The student’s response is written into a pro-forma booklet and the school forwards the completed booklets for the Assessment Task in accordance with arrangements set out by the State Examinations Commission (SEC).

The mark awarded for the Assessment Task will be aggregated by the SEC with the mark awarded for the written examination to determine the overall grade for the state-certified final examination in Junior Cycle English.

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.

Process for completing the Assessment Task

The Assessment Task is based on the principal objective of Classroom-Based Assessment 2, The Collection of the Student’s Texts, which offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres. The knowledge and skills developed by students during this classroom-based assessment emerge from their growing awareness of the process of writing.

First Stage (Class period 1): Discussion and Reflection (40 minutes)

Stimulus and discussion: approx. 15 minutes

Students read/watch/listen to and then discuss **one** piece of stimulus material¹ from these options:

1. Interview with Sinéad Gleeson: <https://vimeo.com/ncca/review/192131616/fe84e46d0c>
2. Interview with young writers: <https://vimeo.com/ncca/review/192131617/f099f6ada5>
3. Interview with Eoin Butler: <https://vimeo.com/ncca/review/192131618/762f94beb9>
4. Q&A with Ann and Patrick: <https://goo.gl/Ukluc8>
5. Interview with young Irish student writers 2:
<https://vimeo.com/ncca/review/379065766/113365a4d5>
6. Interview with Eileen Sheehan: <https://vimeo.com/ncca/review/379065615/a594124204>

Discussion centres on the process of creating texts and how the stimulus mirrors and/or diverges from students' personal experiences of compiling their collection of texts. Discussion can happen in pairs, small groups and/or as a whole class. The stimulus' purpose is to provoke and stimulate discussion and reflection by students on their own experiences. It is a springboard for their thinking. It should be noted that the written task, completed in period two, asks students to offer insights into their own personal experiences of writing/compiling their Collection. It does not ask students to write about the stimulus.

Reflection and preparation: approx. 25 minutes

Students read the questions in the booklet (section A), are given the writing prompts for section B (below) and think about how they might respond. Silent reflection time, for the most part, is envisaged here. Teachers may read the questions aloud and/or clarify the meaning of words or phrases, as appropriate, to ensure that the task is accessible to all. Supports which are available to students throughout the school year continue to be available whilst they complete the Assessment Task.

Students may wish to re-read their two texts, which they submitted for assessment, their reflection

¹ To turn on close captioning for these videos, please click on the CC symbol on the play bar . Transcripts are also available [Interview 1](#); [Interview 2](#), [Interview 3](#), [Interview 5](#), [Interview 6](#).

notes and any previous draft material relating to their texts. This will help them to decide which extract / aspects of their texts they'll draw upon to answer section A. They may also make reference to other texts and experiences in responding to the section B prompts. However, it is not envisioned that students will have their entire collection in front of them when completing the Assessment Task. Students may reflect on potential answers overnight but completing the booklet is done during a supervised sitting. In this context, students may take note of the questions/prompts but should not bring the booklet home, nor should they bring pre-prepared written answers to the next class when they will complete the booklet. Students can have their two texts, previous drafts and any reflections or reflection notes they completed when writing these texts with them during stage 2.

Second Stage (Class Period 2): 40 minutes

(next timetabled English class you have with this group)

Writing: approx. 35 minutes

- As before, students have two texts they've created, their reflection notes and any previous draft material relating to these texts with them, to refer to, examine and quote from.
- Students complete the booklet independently, whilst teachers supervise without intervention/assistance, except where support is required to remove barriers to learning, in line with the supports available to the student(s) throughout the school year.

Submission: approx. 5 minutes

- Students label their answer booklets clearly and the teacher follows school procedures for storing/submitting booklets to the SEC.
- Student texts from their collection are not sent to the SEC.

Section A**Reflecting on a text****Question 1**

Give the titles of two texts from your collection of texts that you consider to be your best writing and identify the genre of each text.

Select an extract (for example, a paragraph, passage, or verse) from one text identified. Copy the extract into the space provided in the booklet.

Question 2

Write a response to either **(a)** or **(b)**.

(a) Explain how two features of the extract you have chosen are typical of its genre.

OR

(b) Identify a change that you made in the course of writing this text that you think improved it and explain how it improved the text.

Section B**Reflecting on my writing**

Thinking about the process of writing/compiling your Collection of Texts, write a short paragraph in response to each of **two** of the following **prompts** into the spaces provided in the booklet:

- a) How I came up with ideas for one of my texts
- b) Something I have discovered about writing from creating my Collection of Texts
- c) How I worked with classmates to develop my writing skills
- d) How I considered my audience when writing one of my texts

In your responses, you are encouraged to refer to specific texts from your collection.

Guidance for teachers

What do I need to do before and during the Assessment Task?

Before:

- Pre-select one piece of stimulus material from the options above, one you feel most closely reflects your students' experience in compiling their collection of texts.
- Take note of the specified writing prompts for Section B (see above) as these will not be printed in the booklet.
- Ensure students have two texts from their Collection in front of them as they complete the Assessment Task.

Student reflection notes and any draft material relating to these two texts may also help them to complete the task – remind students to have these with them.

During: stage 1 - 40 minutes

- Show students the stimulus material. Allow time for discussion².
- Give students the assessment task booklets and the specified section B writing prompts and time to think. Where appropriate, teachers may read questions aloud and/or clarify the meaning of words or phrases for students.

During: stage 2 – 40 minutes

- Supervise as students write their answers into the booklet.
- Gather all clearly labelled booklets and then follow established school procedures for storing/submitting material to the SEC.

Note: Irrespective of whether your students complete the Assessment Task during two single classes or during a double class, the steps outlined above apply such that the task is completed in a maximum of 80 minutes.

² Note: as outlined on p6 above, the stimulus' purpose is to stimulate discussion and reflection by students on their own experiences. They do not need to refer to the stimulus in their answers.

