



Junior Cycle English Assessment Task 2018 / 2019

Contents

Junior Cycle English Assessment Task 2018 - 2019	4
Completing the task in 80 minutes	5
First stage: 40 minutes	5
Stimulus and discussion: <i>approx. 15 minutes</i>	5
Reflection and preparation: <i>approx. 25 minutes</i>	6
Stage 2: 40 minutes (<i>next timetabled English class you have with this group</i>)	7
Writing: approx. 35 minutes	7
Submission: approx. 5 minutes	7
Guidance for teachers	8
What do I need to do before and during the Assessment Task?	8

Junior Cycle English Assessment Task 2018 - 2019

**Assessment Task completed
in a maximum of 80 minutes**

**Schools schedule AT between Monday 3rd December and Friday
22nd March. AT should be scheduled within one week of
completion of the Collection of the Student's Texts (CBA2)**

The Assessment Task, as outlined below, is based on the principal objective of 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. 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.

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.

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 a writer inspired my writing
- b) How I edit my writing to improve it
- c) How feedback helps me as a writer
- d) The text from my collection I like best and why

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

Note: A specimen of the Assessment Task booklet can be viewed here: <https://goo.gl/5CwsEj>

Completing the task in 80 minutes

First stage: Stimulus/discussion/reflection

Second stage: Writing

First stage: 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>

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](#).

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. However, as the task asks students to offer insights into their personal experiences of writing/compiling their Collection, they do not need to refer to the stimulus in their answers.

Reflection and preparation: *approx. 25 minutes*

Students read the questions in the booklet (section A), are given the writing prompts for section B (above) 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 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.

Stage 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.

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.

