

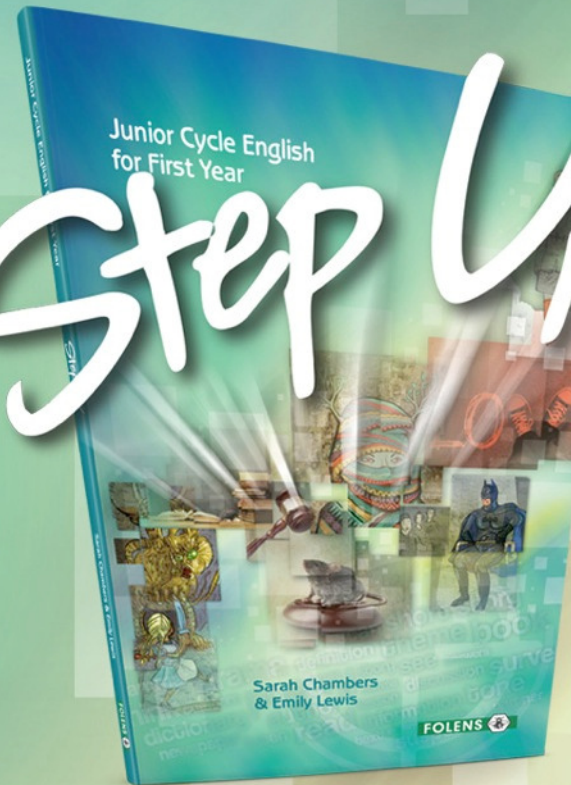
FOLENS



Slide extracts from the presentation –

JUNIOR CYCLE ENGLISH - NEW SPECIFICATION: A PRACTICAL *HOW TO*

Step Up!



FOLENS – MAKING YOUR STEP UP AN EASY ONE!

Marking: Common Level

Achieved with Distinction (90-100%)

- Communication is clear and convincing, showing a comprehensive knowledge of the subject.
- The line of thought is logical and perfectly sequenced with supporting evidence pointedly chosen.
- Engagement with the audience/listener is effective and sustained. Communication is fully shaped to its intended purpose.
- Support materials are used to clear purpose and effect.

Achieved with Higher Merit (75-89%)

- Communication is clear and convincing, showing a thorough knowledge of the subject. The line of thought is logical and sequenced to good effect, with supporting evidence well chosen.
- Engagement with the audience/listener is effective and sustained. Communication is fully shaped to its intended purpose.
- Support materials are used to clear purpose and effect.

Achieved with Merit (55-74%)

- Communication is clear and convincing for the most part, showing a good knowledge of the subject.
- The line of thought is logical and clear, supported by evidence.
- Engagement with the audience/listener is reasonably well sustained and communication is clearly shaped to a purpose.
- Support materials are used to good effect.

Achieved (40-54%)

- Communication is clear for the most part, showing some knowledge of the subject.
- The line of thought is reasonably clear but may be lacking in logical sequence and order. Some evidence supports the argument.
- Engagement with the audience/listener is established but not always adequately sustained. The purpose of the communication may be unclear at times.
- Support materials are used to some effect.

Not Achieved (0-39%)

- Communication is unconvincing although some knowledge of the subject is shown.
- The line of thought is unclear and lacking in sequence and order. There is little evidence to support the argument.
- Engagement with the audience/listener is haphazard and poorly sustained. The purpose of the communication may be unclear and vague.

Grid showing breakdown of marks for Oral Communication

	Achieved with Distinction (90-100%)	Achieved with Higher Merit (75-89%)	Achieved with Merit (55-74%)	Achieved (40-54%)	Not Achieved (0-39%)	Total
COMMUNICATION	(54-60)	(45-53)	(33-44)	(24-32)	(0-23)	60
Clear and convincing communication	(13-15)	(11-12)	(8-10)	(6-7)	(0-5)	15
Line of thought / use of evidence	(13-15)	(11-12)	(8-10)	(6-7)	(0-5)	15
Engagement with / impact upon the audience / listener	(13-15)	(11-12)	(8-10)	(6-7)	(0-5)	15
Preparation	(13-15)	(11-12)	(8-10)	(6-7)	(0-5)	15

Template for marking Oral Communication

	Achieved with Distinction (90-100%)	Achieved with Higher Merit (75-89%)	Achieved with Merit (55-74%)	Achieved (40-54%)	Not Achieved (0-39%)	Total
COMMUNICATION	(54-60)	(45-53)	(33-44)	(24-32)	(0-23)	60
Clear and convincing communication						
Line of thought / use of evidence						
Engagement with / impact upon the audience / listener						
Preparation						
Total						



Moderation

MODERATION

The process will be conducted in accordance with the guidelines included in the Assessment and Moderation Toolkit produced by the NCCA.

In the particular case of the Oral Communication Task it may be necessary to record the students' oral communication pieces for assessment and moderation.

In advance of the moderation meeting the teacher:

- Marks all of the students' texts by reference to the features of quality for Oral Communication and the relevant marking grid
- Ensures that the completed marking grid for each marked text is available for the moderation session
- Brings two examples at or just above each grade boundary (Not Achieved, Achieved, Achieved with Merit, Achieved with Higher Merit, Achieved with Distinction). Where no text has been awarded Not Achieved the teacher selects the text with the lowest mark as one of the examples; where no text has been awarded Achieved with Distinction the teacher selects the text with the highest mark as one of the examples.

The Collection of Texts

- During the course of Second and Third Year, student must assemble a collection of **at least four** pieces of work **in four different genres**.
- Each piece in their collection must include the **finished product, a first draft** and a **reflection note**.
- From this collection, students will **submit 2 pieces** at Christmas of Third Year

Reflection Note

Student Reflection Note

SCHOOL		STUDENT
TITLE / 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:
Student	Teacher	Date



Marking: Common Level

Collection of the Student's Texts

Achieved with Distinction (90-100%)

- Shows creative manipulation of all aspects of the chosen genre.
- Writes with full awareness of the effects that can be achieved through imaginative word choice and development of ideas.
- Fully shapes the work for its intended audience.
- Writes with creativity and flair throughout the work in order to achieve desired effects.

Achieved with Higher Merit (75-89%)

- Shows full control of chosen genre.
- The writing fully achieves the writer's intended purpose.
- Shows full audience awareness in content and development of ideas.
- Writes competently and fluently showing sophisticated awareness of word choice and sentence structure to achieve desired effects.

Achieved with Merit (55-74%)

- Shows control of chosen genre.
- The writing is clearly shaped to the intended purpose.
- Development of content and ideas is managed effectively with the receiver/audience in mind.
- Writes with competence, showing awareness of word choice and sentence structure to achieve desired effects.

Achieved (40-54%)

- Shows a basic awareness of genre.
- The writing has recognisable shape and reasonable development of content and idea. Writes with basic competence showing an awareness of appropriate word choice and sentence structure in order to achieve an effect.

Not Achieved (0-39%)

- Shows little awareness of the chosen genre.
- Writes with little attention to structure and has negligible development of content or ideas.
- Displays little or no intention to achieve a desired effect.
- The student does not display basic writing competence and lacks attention to word choice and basic sentence structure.

Grid showing breakdown of marks for the Collection of the Student's Texts

	Achieved with Distinction (90-100%)	Achieved with Higher Merit (75-89%)	Achieved with Merit (55-74%)	Achieved (40-54%)	Not Achieved (0-39%)	Total
STUDENT TEXT	(45-50)	(37-44)	(27-36)	(20-26)	(0-19)	50
Control of chosen genre	(9-10)	(7-8)	(5-6)	(4)	(0-3)	10
Lively language and interesting content	(18-20)	(15-17)	(11-14)	(8-10)	(0-7)	20
Audience awareness	(9-10)	(7-8)	(5-6)	(4)	(0-3)	10
Competence in writing	(9-10)	(7-8)	(5-6)	(4)	(0-3)	10

Template for marking the Collection of the Student's Texts

	Achieved with Distinction (90-100%)	Achieved with Higher Merit (75-89%)	Achieved with Merit (55-74%)	Achieved (40-54%)	Not Achieved (0-39%)	Total
STUDENT TEXT	(45-50)	(37-44)	(27-36)	(20-26)	(0-19)	50
Control of chosen genre						10
Lively language and interesting content						20
Audience awareness						10
Competence in writing						10
Total						

Moderation

MODERATION

The process will be conducted in accordance with the guidelines included in the Assessment and Moderation Toolkit produced by the NCCA.

In the particular case of Junior Cycle English: Collection of the Student's Texts, the following will apply.

In advance of the moderation meeting the teacher:

- Marks all of the students' texts by reference to the features of quality for the Collection of the Student's Texts and the relevant marking grid
- Ensures that the completed marking grid for each marked text is available for the moderation session
- Brings two examples at or just above each grade boundary (Not Achieved, Achieved, Achieved with Merit, Achieved with Higher Merit, Achieved with Distinction). Where no text has been awarded Not Achieved the teacher selects the text with the lowest mark as one of the examples; where no text has been awarded Achieved with Distinction the teacher selects the text with the highest mark as one of the examples.



**Please contact your local Territory Manager
(folens.ie/our-reps) for more information**