

Text selected by student for assessment: Personal essay

Learning outcomes in focus

Students should be able to:

R2. Read for a variety of purposes: learning, pleasure, research, comparison

W1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft and edit their own writing as appropriate

W2. Discuss their own and other students' work constructively and with clear purpose.

Teaching and learning context

Students explored the ticketing controversy during the Rio 2016 Olympic Games, using a newspaper article by Paul Kimmage and an interview with Olive Loughnane as a springboard for discussion. They then read the novel *Trash*, which also explores the issue of corruption in society. Once they had read the novel in class and for homework, key passages were revisited to explore the importance of setting in the creation of character and themes and to examine the writers' use of descriptive adjectives and lively verbs.

Students were then set the task of writing a personal essay which focused on characters in their own locality. They could focus on a character, a place or an issue which meant something to them personally. This student decided to focus on a place in the locality. The student wrote a draft, received feedback and then revised the piece, which is below.

Task

Write a personal essay entitled 'The place or places in my locality that are important to me'.

Features of Quality

Genre awareness and control/creativity

Writing competence and word choices

Awareness of and shaping for receiver/audience

* Students choose two texts from their collection to submit for assessment.

Emly GAA Field

From a very young age, I really enjoyed my sport. Hurling in particular. I would sit down every Sunday and watch the Sunday game with my family. My grandad Paul would come over and watch it with us too, and we would sit down and watch the fast thrilling and exciting game of hurling.

After each game we would talk about what we liked, what players stood out and who scored what. Looking back on the game and watching these great hurlers such as Eoin Kelly, Seamus Callunna and 'Bubbles' O'Dwyer made me want to be myself. So I took to the GAA field. Emly GAA field.

Emly GAA field is in the heart of our award winning little village. It's a lovely tidy place with a real strong community spirit that is felt all around the place. Such characters like James McGreal, Kathleen O'Higgins, John Joe O'Brien, Sean Murphy and Brendan Carty play a big part in the GAA side of our community. James always has a fag in the hand but is a good man to get a job done and has great contacts. Kathleen, my mother, is really good to organise things. John Joe has a great knowledge of the GAA and can recall teams from years ago that no one can remember. Sean is great to send texts out for matches and Brendan is the easy going chairman of Emly GAA that oversees everything.

These people I spoken about have done a lot for the field. Five years ago they introduced the five year plan which was to put up a hurling wall and walking track around the field. Within three years this was all complete. None of this would have happened without them. The walking track is ideal because it's a safe place to walk around at any hour without worrying about cars on the road. For me Emly field is one of the best in West Tipperary.

On a Summer's day I would spend hours at the field practising my striking, sideline cuts and my first touch against the hurling wall. I have many fond memories at the field. It's where I made many of my friends and found it great to know we have the same interest. We would talk about sports at school and this soon led into a good friendship. When it came to matches we understood each other well and worked nicely as a team. At U16 grade this year we won The West Final which we have not won in 6 long years. We were thrilled and delighted with ourselves and are looking forward to our own county semi

soon.

In 2012 Emly field hosted a challenge match between Tipperary senior hurling team vs U.C.C. It brought massive crowds to Emly. Watching players such as Brendon Maker Paw-ric Maher and Seamus Callunan just playing up the road in your G.A.A. grounds was really something special.

Emly G.A.A. field is a place where I feel safe. Sometimes if I need some quiet time I take to the field. I would sit in the stands and look onto the pitch and think. Staring at the freshly cut grass.

Emly G.A.A. field is a place I will look back on in years to come. It's where I honed my G.A.A. skills, made friends and great memories. Great crack was had there and I will joke and tell people the great times that we had there.

What I would love to do is get Emly playing intermediate or even senior hurling. But what the future holds we will never know.

Features of quality - teacher annotations and level of achievement

Teacher annotations:

FQ1. Genre awareness and control/creativity

The student shows good awareness of the chosen genre and makes the piece personal and descriptive. There is a reasonably good structure, though at times control of the genre slips and it becomes more factual than personal.

FQ2. Writing competence and word choices

The language attempts to create pictures of the people and the place and achieves this well at times. However, there are quite a few sentence fragments and some lapses in grammar and spelling. Nonetheless, the colloquialisms employed and the conversational tone suit the topic quite well.

FQ3. Awareness of and shaping for receiver/audience

The student has written for his/her own peer group and shows a reasonable awareness of audience. Whilst there are some engaging reflective moments ('staring at the freshly cut grass'), at time the piece drifts into quite a functional outline of the club's five year plan.

Level of achievement:

Best fit on balance judgement =



In line with expectations

This example represents one text from the student's Collection of Texts. The student selected this and one other text to submit for assessment. Looking at a number of examples, teachers will see a variety of different text types, in a variety of genres.

More examples will be added over time at curriculumonline.ie

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 annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this text reflects. The annotations and judgement were confirmed by the Quality Assurance group, consisting of practicing English teachers and representatives of the Inspectorate, the SEC and JCT.