

Text selected by student for assessment: Descriptive piece

Learning outcomes in focus

Students should be able to:

Q1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.

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

W9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years

Teaching and learning context

Students were encouraged to write descriptively, to use a definite, nostalgic tone and to appeal to the audience by making the piece relatable and genuine. Students were required to write a rough draft, self-assess and re-draft a final copy. The teacher checked the drafts in class and suggested alterations/editing points.

Task

Write a descriptive piece entitled "The Snow of 2010".

Features of Quality

Genre awareness and control/creativity

Writing competence and word choices

Awareness of and shaping for receiver/audience

The first thing I remember about the first morning a thick layer of snow covered my estate like a blanket, is my Mother gently waking me. For some reason, forgotten to me now as five years has passed since then, I had fallen asleep the previous night in my brother's room. As I thought about the dull day of school I had awaiting me, I rolled over and moaned loudly, dreading the boring repetition of the school week.. "Get up, it's snowing!" my Mum exclaimed. Suddenly, my eyes shot open as quick as light and my expectations for the day had changed for the better.

I pulled on a million items of clothing to keep the cold out and dashed out the door as fast as I could. The air was crisp, cold and refreshing. I felt as anywhere skin was exposed got colder and colder. Without a care in the world, I darted across the fresh and fluffy snow with glee, leaving a long trail of footprints behind me. The blanket of snow was thick and as I ran I heard the satisfying crunch of snow. Looking around, I felt like a winter wonderland had come to my estate. All children welcoming it with open arms.

The first place I went was to my friend Emilia's house, two doors down the road. We lugged the old green lid of her sandbox up the nearest hill, both sitting on, we gave ourselves a push and with momentum, spinned down the hill with great speed. We continuously shrieked with delight as we flew of the kerb an continued down the icy road. Children slid down this hill so many times, the hill turned to a hard glossy ice, in result making our sleighs go faster and a greater distance.

As the days of snow-filled fun continues, so did the outdoor activities. Snow-ball fights being a huge part of our entertainment during this time. We'd play with anyone any age or gender. Any team was good enough for the fun that is getting hit in the face with a cold hard ball. The competitions were serious and the tactics we carefully devised. We played and played until our hands were far too cold to shape a snowball.

The neighbourhood looked friendly and full of life as you looked at all the houses with perfectly made snowmen outside. Inside was warmth with the fire on and curling up beside it had never been more comforting. A cup of tea or hot chocolate always greeted me after a long day out in the snow. I always loved the feeling of safety and serenity of being out of the cold.

My memories of those few weeks are fond and funny. Every Winter a let down after the expectations of 2010. Every Winter I still hope to wakeup and look out my window and see that fluffy, flawless, glistening blanket to return.

Features of quality - teacher annotations and level of achievement

Teacher annotations:

FQ1. Genre awareness and control/creativity

The student shows a very good and sustained awareness of descriptive writing as a genre. The student creates a clear atmosphere and sense of place through engaging and vivid imagery.

FQ2. Writing competence and word choices

Writing is competent for the most part. However, there are errors in expression, spelling, sentence structure and grammar that lower the overall effectiveness of the piece & compromise clarity in places. The student makes excellent use of adjectives and verbs throughout. However, at times the writing at times lacks flow and lapses into cliché.

FQ3. Awareness of and shaping for receiver/ audience

The student demonstrates consistent awareness of the audience/receiver throughout. The student draws us in with descriptive writing and the piece is relatable for a teen/young adult audience (e.g. waiting for the golden phone call from the school!) However, it is repetitive in places.

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.