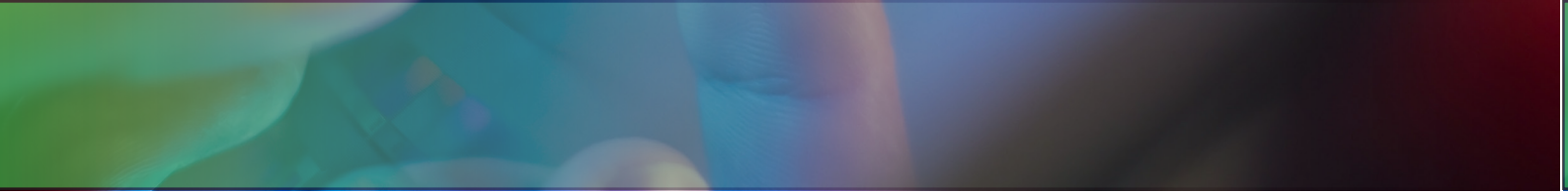
English and Communications

Leaving Certificate Applied

Revised 2021

Rialtas na hÉireann
Government of Ireland

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment



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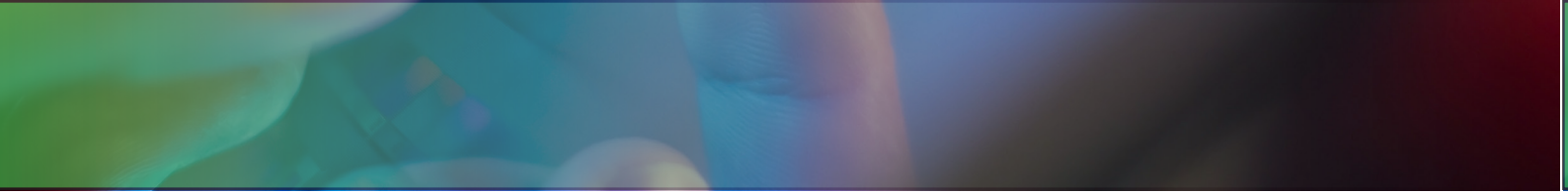


INTRODUCTION

SENIOR CYCLE

Senior cycle students are approaching the end of their time in school and are focusing on the directions they would like to take in their future lives. Senior cycle plays a vital role in helping students to address their current needs as young adults and in preparing them for life in a changing economic and social context.

Senior cycle is founded on a commitment to educational achievement of the highest standard for all students, commensurate with their individual abilities. To support students as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on students taking responsibility for their own learning; on the acquisition of key skills; and on the processes of learning. The broad curriculum, with some opportunities for specialisation, supports continuity from junior cycle and sets out to meet the needs of students, some of whom have special educational needs, but who all share a wide range of learning interests, aptitudes and talents. The curriculum at senior cycle promotes a balance between knowledge and skills, and the kinds of learning strategies relevant to participation in, and contribution to, a changing world where the future is uncertain.

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

THE EXPERIENCE OF SENIOR CYCLE

The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable students to be resourceful, to be confident, to participate actively in society, to build an interest in learning, and to develop an ability to learn throughout their lives.

This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by students in schools. The

module descriptor has embedded key skills, clearly expressed learning outcomes, and is supported by a range of approaches to assessment; it is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high-quality educational experience in senior cycle is supported by:

- Effective curriculum planning, development, organisation and evaluation
- Teaching and learning approaches that motivate and interest students, that enable them to progress, that deepen and apply their learning, and that develop their capacity to reflect on their learning
- Professional development for teachers and school management that enables them to lead curriculum development and change in their schools
- A school culture that respects students, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Senior cycle education is situated in the context of a broader education policy that focuses on the contribution that education can make to the development of the learner as a person and as a citizen. It is an education policy that emphasises the promotion of social cohesion, the growth of society and the economy, and the principle of sustainability in all aspects of development.

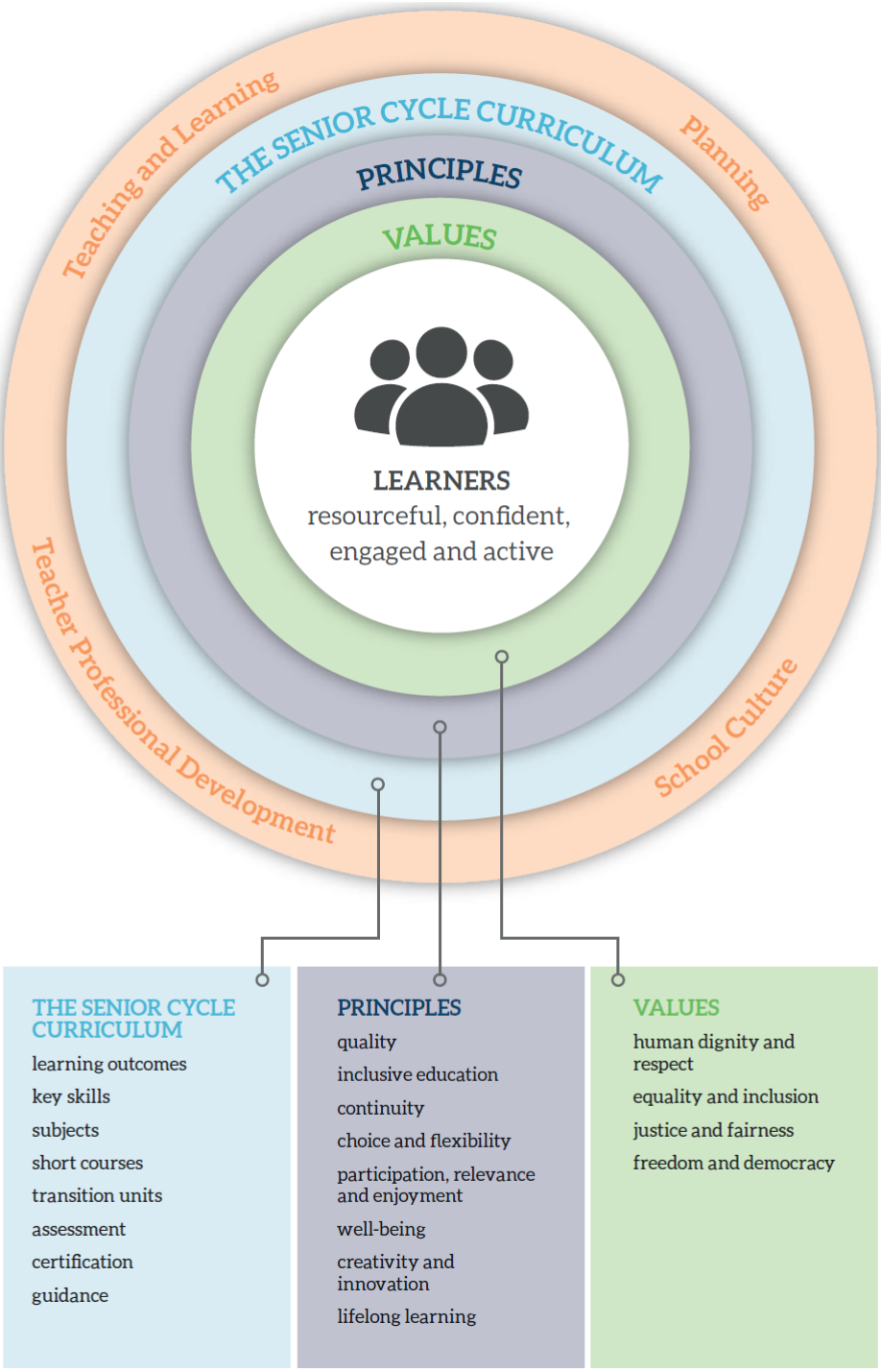


Figure 1: Principles and values of the senior cycle curriculum

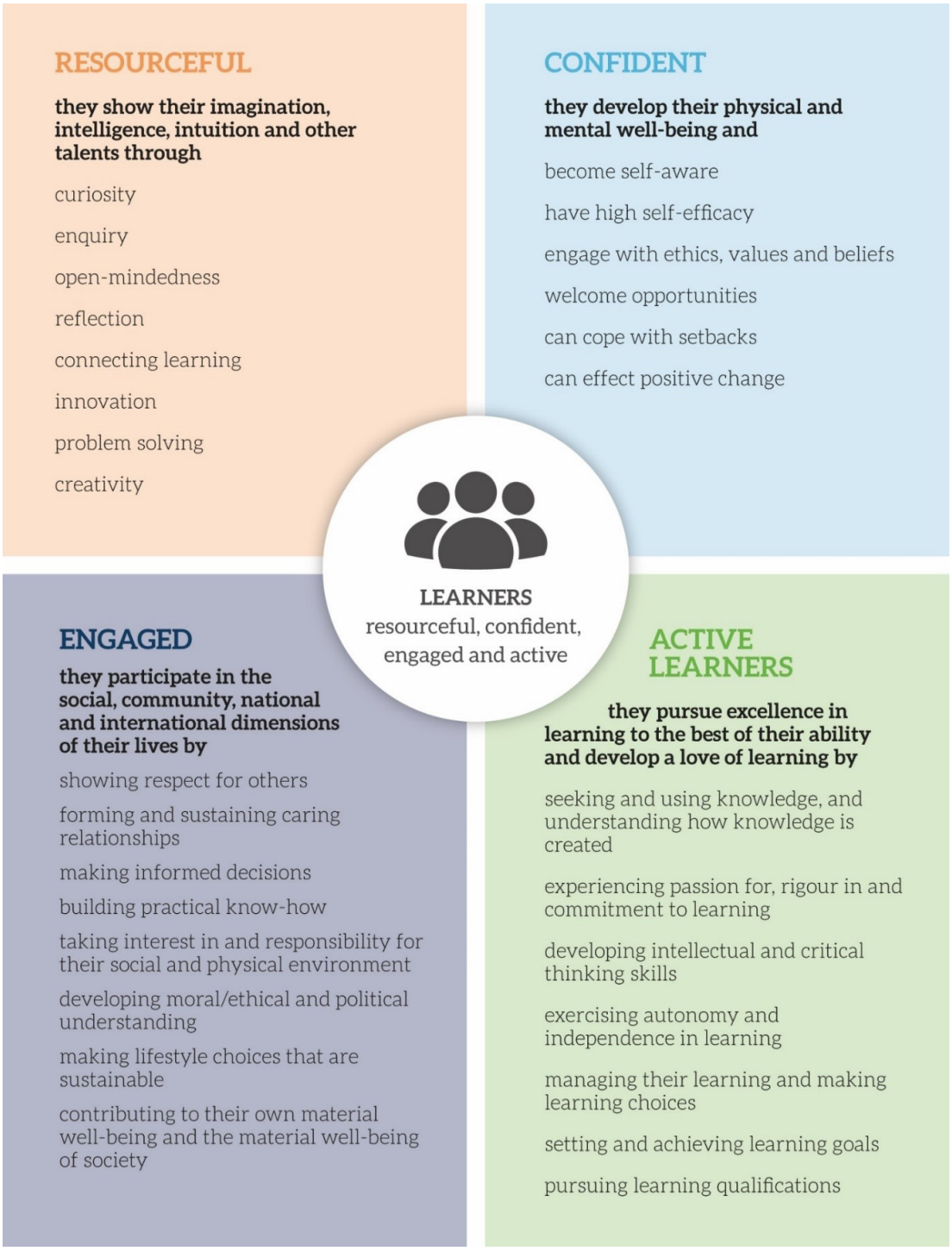
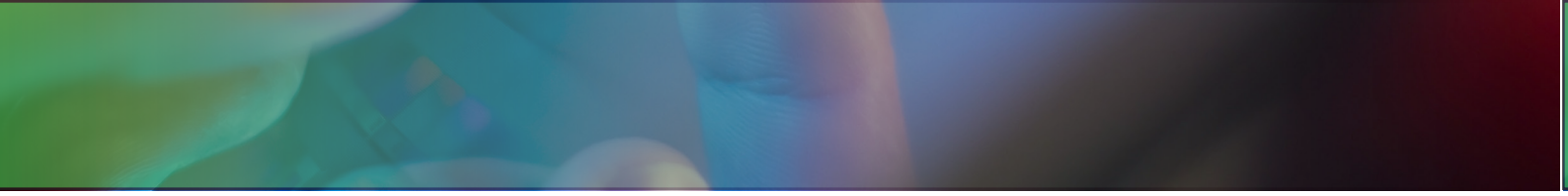


Figure 2: Learners in senior cycle



RELATED LEARNING

Leaving Certificate Applied English and Communications builds on the knowledge, attitudes and broad range of transferable skills that stem from a learner's early childhood education, through primary school and the junior cycle curriculum. Language gives students the opportunity to access the understanding, knowledge and skills to promote their personal growth and effective participation in society.

The study of language enables students to build on their learning in primary school and further develop their skills and enjoyment in using it effectively. Through language learning and use, students discover information, develop thinking, and express ideas and feelings. They learn about language, and how to use it well in all areas of their studies.

Early childhood

Communicating is one of four themes used in Aistear to describe children's learning and development from birth to six years. It is about children sharing their experiences, thoughts, ideas, and feelings with others in many different ways. Through exciting and fun experiences, the Communicating theme helps children to use non-verbal communication, use language, make sense of the world through language, express themselves creatively and imaginatively.

Primary education

The Primary Language Curriculum incorporates Aistear's principles and builds on children's prior language learning and development in early childhood settings. Across the strands of oral language, reading and writing, the language curriculum describes the essential language learning for children. These are: developing communicative relationships through language, understanding the content and structure of language and exploring and using language.

Junior cycle

The specification for Junior Cycle English focuses on the development of language and literacy in and through its three strands: Oral Language, Reading and Writing. Through the strands, elements and learning outcomes, the specification for Junior Cycle English establishes continuity with the specification for the Primary Language Curriculum. This facilitates continuity of experience for language learners when they make the transition from primary to post-primary school. The elements of each of these strands place a focus on communicating, on active engagement with and exploration of a range of texts, and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language. There is a strong focus on the oral dimension of language, including the vital importance of learning through oral language. This makes the English classroom an active space, a place of 'classroom talk' where learners explore language and ideas as much through thinking and talking as through listening and writing.

Senior cycle

Leaving Certificate Applied English and Communications builds on the development of language and communication skills from the junior cycle specification. Competence in oral language development benefits the student in expressing their experiences and thoughts in a range of registers. The focus on interaction and active use of communication contexts enables personal development in addition to building skills and aptitudes in the subject area. English and Communications is by its nature trans-disciplinary and the skills and aptitudes developed will be of benefit to students across their tasks, Key Assignments and examinations in the LCA programme as a whole .

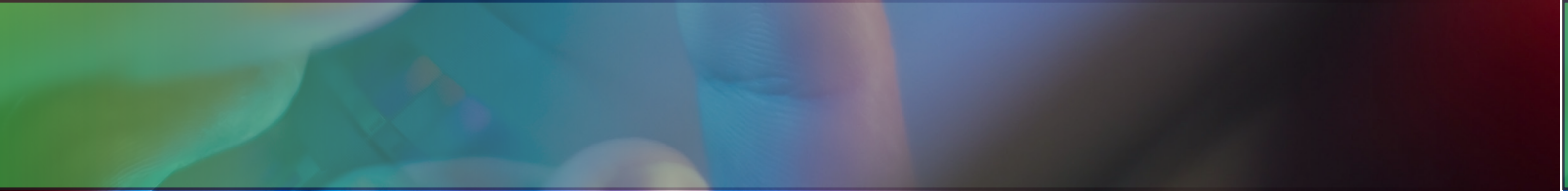
The development of skills of synthesis, evaluation, communication, time management, organisation, and teamwork are inherent in the module descriptor. These skills and capabilities provide support for further study and learning beyond formal education.

Further study

The ability to evaluate, synthesise, respond to and communicate information will be central to all further learning undertaken by the students in their lives after school. The skills and capabilities gained by the student will enrich their ability to understand and contribute to the world around them.

Community and society

The ability to express one's thoughts, ideas and experiences enables individuals to contribute, engage, and participate in society in a meaningful way. As the student's mastery of language grows, so too will the opportunities to enjoy their world and the capacity to fully engage with their community and society now and in the future. They will further appreciate their success in language when pleasure and growth in it continues in their learning lives long after their time in post-primary school is completed.



RATIONALE

This course is designed as a follow on from the Framework for Junior Cycle in general and the specification for English in particular. It seeks to support and build on the key skills of junior cycle of being creative, being literate, being numerate, communicating, managing information and thinking, managing myself, staying well and working with others. But as a senior cycle programme, English and Communications also incorporates the senior cycle skills of communicating, being personally effective, working with others, critical and creative thinking and information processing. It further emphasises the practicality of the working world and seeks to provide students with the necessary communication and literacy skills to navigate life after post-primary education. This module descriptor focuses on reading, writing and oral communication skills while incorporating ICT skills. Oral communication builds on the expectations for students in the oral language strand of the junior cycle specification. In addition, it acknowledges the role of both speaking and listening skills in the student's active participation in the course. It uses active teaching and learning methodologies while emphasising enquiry-based learning. This course recognises the responsibility of a senior cycle student while acknowledging the need for active, differentiated teaching methods.

NUMBER AND SEQUENCE OF MODULES

There are four modules to be completed sequentially in English and Communications in the Leaving Certificate Applied.

Module 1	Personal and social communication	September to January, Year 1
Module 2	Communication and the digital world	February to May, Year 1
Module 3	Communication in media	September to January, Year 2
Module 4	Express yourself	February to May, Year 2

DESCRIPTION OF MODULES

Module 1: Personal and social communication—focuses on communication skills in the context of personal and social situations. A novel, short stories or a graphic novel are used as a critical literacy focal point from which to teach these skills. Focus should be placed upon literacy and communication skills of reading, writing, listening and speaking. Reflection on learning as a skill should be emphasised.

Module 2: Communication and the digital world—focuses on the literacy, IT and communication skills of the student to navigate digital media. It focuses on awareness of online identity and safety. It strives to enable students to be critically aware and reflect upon their online presence. It explores digital media rights and responsibilities in the workplace and on a global platform.

Module 3: Communication in media—explores the world of media and film. It focuses on recognising, analysing and creating media. Audio and visual literacy are emphasised. The medium of film is studied in an in-depth manner. Creativity and aesthetic appreciation are promoted in this module.

Module 4: Express yourself—focuses on expression, with an emphasis on song, poetry and drama. Each genre is analysed and the creative process associated with them explored. The focus is on creating original work individually, in pairs or in groups. Reflection is a critical component of learning and students are actively encouraged to reflect on their learning.

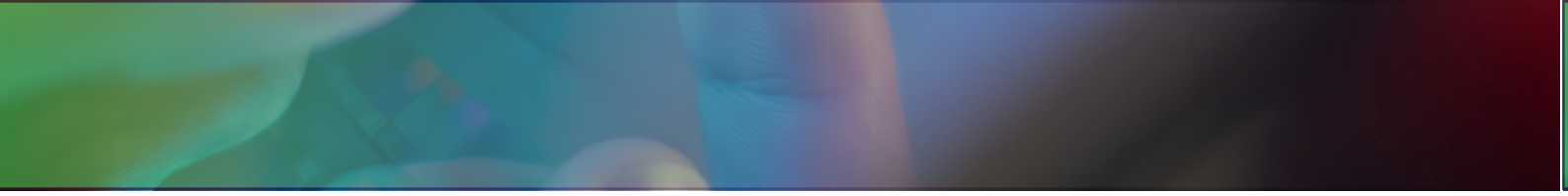
GENERAL RECOMMENDATIONS

This course aims to build upon the junior cycle emphasis on oral language, reading, writing and listening. The student focus is on building the communication skills needed in modern society. The aim is to build skill levels in order for each student to engage with and enjoy texts. The learning experiences of the student should utilise opportunities to integrate reading, writing, listening and oral elements of the course. Texts chosen should be relevant, engaging and challenging and a broad understanding of what constitutes a text is envisaged.

Teacher guidelines provide suggestions and strategies for active teaching methodologies. These are not exhaustive. The focus should be on visits, speakers, real-life examples, role plays, writing workshops, audio, visual and IT exemplar material. Group and pair work are key to teaching and learning on this course. Reflective practice and the use of reflective journals (in any mode) is encouraged. Assessment for learning techniques such as self-assessment and peer assessment are recommended.

Success criteria should be clearly outlined at the beginning of lessons and differentiation applied. Students should present work in portfolios or e-portfolios if possible.

Note: Throughout the module descriptor the word ‘text’ refers to a broad selection of materials including, but not limited to: novels, short stories, films, advertisements, newspapers, dramas, radio documentaries, short features, animation, biographies, travel writing, graphic novels, poetry, lyrics, blogs, vlogs, print and social media, etc.



In line with the specification for English at junior cycle, the student encounters language as an 'integrated' experience where oral language, reading, writing and listening take the form of a continuous and overlapping thread. Literacy is a fundamental right of all students and a central tenet of this module descriptor is to help students who have yet to achieve literacy to develop skills in this area. To do so,teachers should be actively encouraging students to avail of programmes and strategies to aid literacy skills throughout the duration of the course. Choice of texts can often engage reluctant readers and making texts accessible to all should be a feature of classroom planning. Engaging in literacy development needs to be considered as part of the programme rather than at the point of assessment.

A scheme of reasonable accommodations, operated by the State Examinations Commission, is currently in place to accommodate candidates with special educational needs in taking their state examinations.

Reasonable accommodations are designed to remove as far as possible the impact of a disability on a candidate's performance, so that he or she can demonstrate in an examination his or her level of achievement. They are not designed to compensate for a possible lack of achievement arising from a disability. Teachers of Leaving Certificate Applied English and Communications should ensure, to the best of their ability, that the achievement of students is not negatively impacted by a disability.

KEY SKILLS

In senior cycle, there are five key skills (Figure 3) identified as central to teaching and learning across the curriculum: information processing; being personally effective; communicating; critical and creative thinking; and working with others.

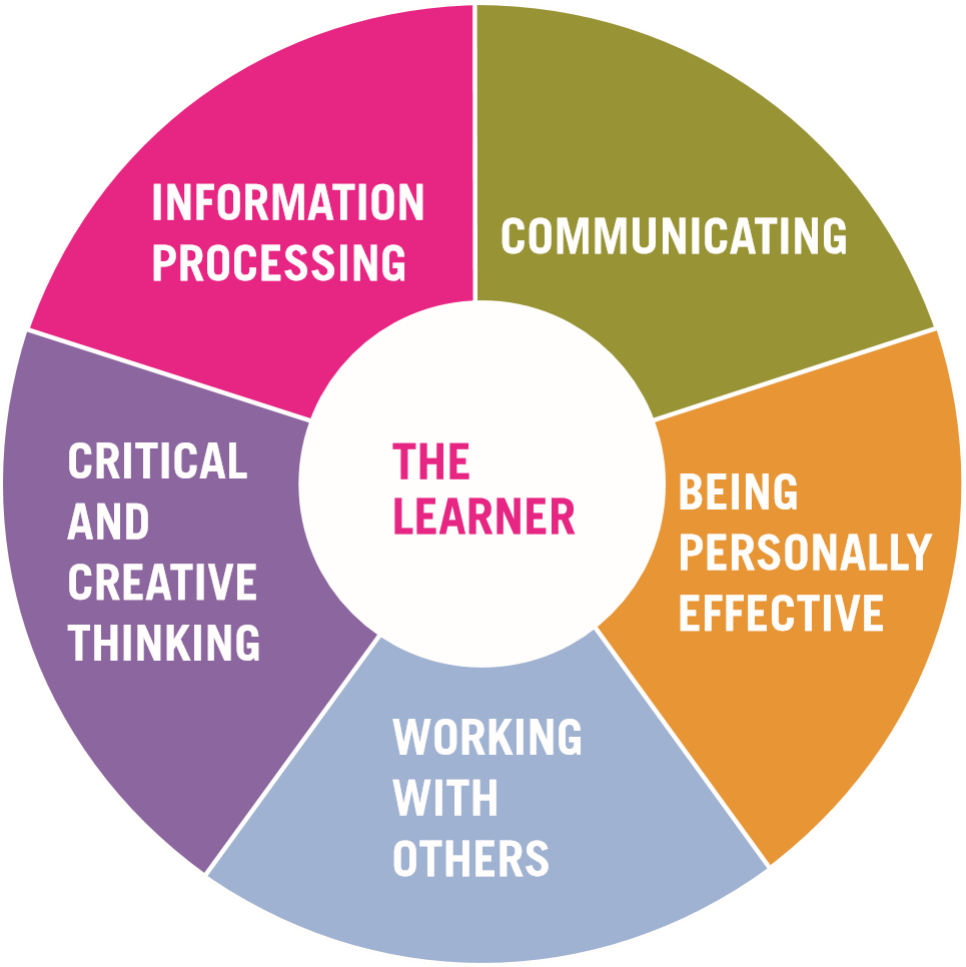


Figure 3: Key skills for senior cycle

The key skills are embedded within the learning outcomes of LCA English and Communications and are assessed in the context of those learning outcomes. This set of key skills, and the learning outcomes associated with them, became the Key Skills Framework (NCCA, 2009). The Key Skills Framework was developed to provide a common, unified approach for embedding the key skills across all future Leaving Certificate specifications. These skills are identified as being important for all students to achieve to the best of their ability, both during their time in school and in the future, and to fully participate in society, in family and community life, the world of work and lifelong learning. LCA English and Communications develops these skills in the following ways:

Information processing

Through engagement with authentic relevant contexts, independent research activities are promoted in which students are required to access a wide variety of external materials communicated in a variety of ways. The selection, evaluation, and recording of information are addressed; as students make decisions and judgments based on data and qualitative and quantitative information.

Critical and creative thinking

Throughout the English and Communications module descriptor, students are encouraged to engage in authentic tasks in real-life contexts that develop their awareness of creativity and the creative process while developing their own creative skills. Through analysis of a variety of textual information students will develop critical faculties through examining evidence, exploring options and alternatives, making predications, and reaching conclusions. These higher-order skills rooted in real-life contexts underpin the activities proposed in LCA English and Communications.

Communicating

Effective communication skills are developed through collaborative project work. Students communicate face-to-face and through digital media. Developing literacy skills in all aspects of their work, including oral, written, aural and digital, will enable the students to participate fully in the learning experience.

Online research requires and builds analysis and interpretation skills. Students need to read a wide range of information sources. Students are required to express and share their opinions and to hypothesise the reason clearly; debate and argument ensue which encourages engaging in dialogue, listening attentively and eliciting opinions, views and emotions.

There are opportunities to develop communication skills further as students compose and present using a variety of media.

Working with others

LCA English and Communications is underpinned by collaboration and working with others. Students gain some appreciation of group dynamics and the social skills needed to engage in collaborative work. This contributes to an appreciation that working collectively can help motivation, release energy, andcapitalise on all the talents in a group.

One of the most beneficial outcomes of working with others is in identifying, evaluating and achieving collective goals. Students learn to negotiate and resolve differences of opinion as they discuss their different strategies and achieve compromise.

Being personally effective

This key skill contributes to the personal growth of students: they become more self-aware and use this awareness to develop personal goals. An important dimension of this key skill is in building the know-how of students to recognise how to get things done, how to garner and use resources effectively, and how to act autonomously. There is more than one way to answer a problem or set up a problem-solving strategy; there is no golden key to the answer. Students must develop confidence in their self-direction and exhibit tenacity and rigour. To be personally effective, students must build on the metacognitive dimension of knowledge, whereby they develop strategies to learn and to build on previous knowledge.

TEACHING AND LEARNING

Senior cycle students are encouraged to develop the knowledge, skills, attitudes and values that will enable them to become more independent in their learning and to develop a lifelong commitment to improving their learning.

LCA English and Communications supports the use of a wide range of teaching and learning approaches. The course is experiential in its structure and emphasises the practical application of knowledge to the world around us. As students make progress, they will develop problem-solving skills that are transferable across different tasks and different disciplines.

By engaging in well-structured group discussions, students will develop skills in reasoned argument, listening to each other and reflecting on their own work and that of others.

Working towards the Key Assignments and tasks that students engage in will enable them to take charge of their own learning by setting goals, developing action plans, and receiving and responding to assessment feedback. As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual students. By setting appropriate and engaging tasks, asking higher-order questions and giving feedback that promotes learner autonomy, assessment will support learning as well as summarising achievement.

DIFFERENTIATION

The LCA English and Communications module descriptor is differentiated to cater for students of differing abilities and levels of achievement.

Differentiation through the learning outcomes

Learning outcomes should be achievable relative to each student's ability level. Learning outcomes promote teaching and learning processes that develop students' knowledge and understanding incrementally, enabling them to analyse, evaluate and apply knowledge to different situations as they progress.

Differentiation in teaching and learning

LCA English and Communications provides numerous opportunities for teachers to teach the subject and select materials that meet the needs and interests of all students. The focus on the experiential approach to teaching and learning, which is central to LCA English and Communications, means that students can be engaged in learning activities that complement their own needs and ways of learning. The content matter of the course is specified in broad terms to allow the selection and exploration of topics in ways that are of most interest and relevance to the students.

Students vary in the amount and type of support they need to be successful. Levels of demand in any learning activity will differ as students bring different ideas and levels of understanding to it. The use of strategies for differentiated learning such as adjusting the level of skills required, varying the amount and the nature of teacher intervention, and varying the pace and sequence of learning will allow students to interact at their own level.

Differentiation in assessment

Assessment of LCA English and Communications will be based on the learning outcomes in the module descriptor. In the written assessment, the learning outcomes will be assessed by means of examination questions that will require students to demonstrate knowledge, understanding, application, analysis and evaluation appropriate to Leaving Certificate Applied. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for examination students at this level.

The Key Assignments provide opportunity for students to display evidence of their learning appropriate to their level.

Successful completion of the Key Assignments will support students in their task assignment and written examination.

Course overview:

Modules and learning outcomes

Learning outcomes and Key Assignments demonstrate skills in reading, writing and oral language. Reading and listening are integral literacy skills embedded throughout all modules.

Module	Unit	Learning outcomes
Module 1: Personal and social communication	**Unit 1: Identity**	**The student will be able to:** 1. Comprehend information, ideas and language from everyday contexts. 2. Explore the theme of identity in response to written, oral and digital texts. 3. Create written and oral texts appropriate for the audience and purpose in everyday contexts such as letters, blogs, interviews and applications.
	Unit 2: Relationships	**The student will be able to:** 1. Use strategies to comprehend information and communication. 2. Read and explore a variety of texts for understanding and appreciation of character, identity and relationships. 3. Reflect on their learning and write a reflective entry into a journal.

Module	Unit	Learning outcomes
	Unit 3: Journeys—Setting out	The student will be able to: 1. Examine openings of texts and discuss their significance. 2. Identify and discuss different characteristics of text covers using visual literacy skills. 3. Read text for understanding and appreciation of setting and plot structure.
	Unit 4: Journeys—Meeting new characters	The student will be able to: 1. Identify characters and analyse their motivations. 2. Explore differences between characters and engage in role play scenarios. 3. Identify and understand the writing skills needed for dialogue and write dialogue entries as a character.
	Unit 5: Journeys—Finding our way	The student will be able to: 1. Understand and recognise the importance of the mechanics of communication. 2. Map the plot and resolution of the text. 3. Examine techniques used to develop suspense in the text. 4. Draft, edit and redraft a written piece of text.

Module	Unit	Learning outcomes
	Unit 6: Destinations	**The student will be able to:** 1. Reflect on the process of reading a novel or short stories. 2. Present an opinion of the text.
Module 2: Communication and the digital world	Unit 1: Digital identity	**The student will be able to:** 1. Examine different digital identities [1]such as personal digital identity and those relevant to the workplace. 2. Recognise and critically reflect on the responsibilities of employees and employers with regard to digital media in the workplace. 3. Identify bias in digital texts. 4. Research a topic online and employ criteria for analysing digital texts, such as authenticity, authorship, bias, objectivity, accuracy and purpose.
	Unit 2: Digital safety	**The student will be able to:** 1. Understand how to guard information online and how to manage a social network identity. 2. Understand and recognise cyberbullying and be able to implement strategies to address the issue.

[1] Digital identity is an online or networked identity that comprises of attributes projected by the individual, organisation or device.

Module	Unit	Learning outcomes
		3. Evaluate safety risks and ethical issues when creating a digital safety charter for their class/school. 4. Demonstrate consumer awarenes when accessing goods or services online.
	Unit 3: Digital citizenship and global communication	**The student will be able to:** 1. Recognise and reflect upon the personal and ethical responsibilities of being a digital citizen. 2. Conduct enquiry-led research into a global digital communication platform. 3. Understand, comprehend and analyse multi-modal texts.
Module 3: Communication in media	**Unit 1: Introduction to media**	**The student will be able to:** 1. Examine the different types of media forms and evaluate the appropriate audience for each form. 2. Identify and reflect on bias and balance in a media text.
	Unit 2: Audio, visual and print media	**The student will be able to:** 1. Describe and differentiate between different types of media. The student will understand the purpose and function of a range of media (audio/visual/print).

Module	Unit	Learning outcomes
		2. Explore various formats of communication media such as radio, podcasts, television, film, video games, streaming, newspapers, magazines, brochures, posters and billboards.
	Unit 3: Media and advertising	**The student will be able to:** 1. Investigate and use a range of advertising techniques. 2. Examine the methodologies used in media and critically analyse a range of advertisements. 3. Identify a real-life scenario that requires advertising in school or the community and create a suitable advertisement.
	Unit 4: Film studies	**The student will be able to:** 1. Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda. 2. Connect and compare the art of storytelling through different genres by linking critical terminology of plot, setting, theme, characterisation, dialogue, conflict and visual qualities, with the text used in Module 1.

Module	Unit	Learning outcomes
		3. Identify and use vocabulary specific to the film genre: close-up, mise-en-scène, zoom, panning, panorama, sequence, sound effects, lighting and motif. 4. Compare and analyse how these techniques are used for effect in different genres. 5. Create a text through the voice of a character.
Module 4: Express yourself	Unit 1: Song	The student will be able to: 1. List and explain techniques such as rhythm, beat, music, repetition, sound effects, alliteration, assonance, internal rhyme, imagery, and symbolism found in both poetry and song. 2. Apply critical vocabulary to exploring themes and emotions. Students will infer meaning from themes and critique songs. 3. Compare and contrast song and poetry.

Module	Unit	Learning outcomes
	Unit 2: Poetry	**The student will be able to:** 1. Apply the critical terminology of theme, mood, atmosphere, imagery, symbolism, and figurative language to a selection of poetry. 2. Critically analyse a selection of poetry using a structured approach. 3. Respond personally to a poem.
	Unit 3: Drama	**The student will be able to:** 1. Define and characterise critical vocabulary such as theme, plot, characterisation, setting, dialogue, gestures, costumes, props, scenery, makeup, and special effects. 2. Explore the features of drama through the study of an entire drama text, a dramatic performance or a series of extracts. 3. Compare and evaluate drama on stage and film using the above guidelines. 4. Appreciate and critique a live performance. 5. Create a brief performance.

Module	Unit	Learning outcomes
	Unit 4: Reflection	**The student will be able to:** 1. Recognise and reflect on skills learnt over the LCA course. 2. Evaluate their strengths and areas for development. 3. Review and recognise their greater understanding of how they learn. 4. Take responsibility for their learning.

Module 1:

Personal and social communication

PURPOSE

The purpose of this module is to explore, develop and apply the communication skills needed to communicate in personal and social situations. An emphasis is placed on reading, writing and oral skills. This module serves to enable students to learn, appreciate and create effective communication in personal and social situations. It focuses on exploring verbal and nonverbal communication, reading, writing and oral communication skills while exploring a wide variety of texts. It focuses on working with others, being creative and IT skills.

AIMS

This module aims to provide students opportunity to:

- develop the skills and knowledge to read text for enjoyment
- give students the skills to identify the purpose and audience of a text
- ensure students comprehend the text and identify views underlying a text
- develop skills needed to write a personal text
- teach the skills of drafting, redrafting and editing, focusing on the mechanics of writing
- enable students to give an oral presentation to an audience.

Unit 1	Identity
Unit 2	Relationships
Unit 3	Journeys—Setting out
Unit 4	Journeys—Meeting new characters
Unit 5	Journeys—Finding our way
Unit 6	Destinations

UNIT 1: IDENTITY

Learning outcomes

The student will be able to:

1. Comprehend information, ideas and language from everyday contexts.

2. Explore the theme of identity in response to written, oral and digital texts.

3. Create written and oral texts appropriate for the audience and purpose in everyday contexts such as letters, blogs, interviews and applications.

Teacher guidelines

- Start with warm ups for identity. Use name tags, people bingo, throw the ball etc. Explore ideas of identity through different genres.

- Students should read different short, contemporary, student-driven texts that reflect a variety of perspectives. Use different reading comprehension strategies before, during and after reading to ensure comprehension (scanning for key points, SQ3R, working in pairs to predict endings, mind-mapping characters to explore identity).

- Generate ideas from reading material for potential writing tasks. Show and explore reflection techniques.

- As with all LCA activities, allow time in planning to engage in relevant contextual tasks that engage the students with the wider community. This may include conducting an interview with a relative or a visiting speaker, visiting a local library or attending a local event.

UNIT 2: RELATIONSHIPS

Learning outcomes

The student will be able to:

1. Use strategies to comprehend information and communication.

2. Read and explore a variety of texts for understanding and appreciation of character, identity and relationships.

3. Reflect on their learning and write a reflective entry into a journal.

Teacher guidelines

- Use film and short video clips to explore the idea of relationships and communication. Demonstrate how to identify important information. (Before you listen and watch this, what do you think it will be about?) In pairs, discuss and write down what relationships mean to you. Demonstrate how to actively listen to and watch film clips using note-making skills. List three main points in the clip. In groups, decide what is the most important, argue why. Use walking debates.

- Use examples from written texts to explore relationships and communication using the same techniques as above.

- In groups, discuss identity and relationships. Use as a springboard for creating an entry in a reflection journal.

- Model reflection journals and explore all types of journals. Explore techniques such as writing, proofreading, and editing. Start a reflective journal to be continued throughout the LCA course.

Note:
The next 4 units are connected, as a novel, short stories or graphic novel will be used as an anchor text to support learning outcomes. Choose a text(s) that incorporates the theme of journeys. The journey may be literal or metaphorical. Some suggested texts are listed at the end of the module descriptor but keep in mind that some texts suggested on the prescribed list for Leaving Certificate English may also provide suitable material for this group. If a novel is chosen as a central text it may be read in its entirety or as a series of extracts.

UNIT 3: JOURNEYS—SETTING OUT

Learning outcomes

The student will be able to:

1. Examine openings of texts and discuss their significance.

2. Identify and discuss different characteristics of text covers using visual literacy skills.

3. Read text for understanding and appreciation of setting and plot structure.

Teacher guidelines

- Use different novel covers to display settings, plot and characterisations. Discuss expectations. Divide students into pairs or groups and analyse covers and openings under headings (Think, pair, share).

- Use the placemat technique to analyse different areas. Show use of colour, imagery, symbolism, plot and characterisation etc.

- Read/watch/listen to the opening scene/paragraph/chapter of a text to explore how setting, character, relationships, plot, etc. are established by the author.

- A visit to a local library may be useful to give an overview of a number of texts and covers.

UNIT 4: JOURNEYS—MEETING NEW CHARACTERS

Learning outcomes

The student will be able to:

1. Identify characters and analyse their motivations.

2. Explore differences between characters and engage in role play scenarios.

3. Identify and understand the writing skills needed for dialogue and write dialogue entries as a character.

Teacher guidelines

- Use graphic organisers and ICT tools to analyse characters. Lead students with strategies for analysing: Who? Why? How do they feel? Using walking debate and hot seat strategies to discuss character differences.

- Look at different portrayals of the same character and discuss. Role play different scenarios, guiding dialogue and situations. Use conflict resolution strategies and restorative justice practice as guidelines for characters (see Resources).

- Research examples of suitable dialogue. Discuss what the characters in the short story/novel would say. Model structured examples.

- If possible, attend a local drama performance or workshop to see dialogue in action.

UNIT 5: JOURNEYS—FINDING OUR WAY

Learning outcomes

The student will be able to:

1. Understand and recognise the importance of the mechanics of communication.
2. Map the plot and resolution of the text.
3. Examine techniques used to develop suspense in the text.
4. Draft, edit and redraft a written piece of text.

Teacher guidelines

- Using the text, highlight examples of mechanics impacting upon communication. In pairs, research difficult spellings. Focus on writing, drafting and editing. Discuss the importance of meaning. Use techniques such as the 'RIP marking' technique from The Lazy Teacher's Handbook by Jim Smith, to encourage students' responsibility for their own work. For details and other ideas, see the PDST handbook Active Learning Methodologies.
- Use Kahoot as a fun tool to assess knowledge and encourage teamwork.
- Discuss storylines and suspense. Ask, what makes a story exciting? Brainstorm using the 'carousel method' (see Resources) to elicit responses. Read and analyse vocabulary and descriptions, and link these to plot and resolutions.
- Use YouTube to show editing and redrafting methodologies.

UNIT 6: DESTINATIONS

Learning outcomes

The student will be able to:

1. Reflect on the process of reading a novel or short stories.

2. Present an opinion of the text.

Teacher guidelines

- Using reflection journals that have been kept throughout the process, enable students to recognise their learning during the process. Identify strategies and concepts that have been acquired and learned. Enable students to present their authentic voice and opinion. Use short excerpts from the text to promote responses. Guide discussion and debate.

- Guide students through structured writing to present their opinions of the text. Use exemplar material to model authentic voice and opinion. Use graphic planners, transition vocabulary and scaffolded-writing models. Compare and discuss endings and their impact.

MODULE 1: KEY ASSIGNMENTS

1. Start an ongoing reflective journal and complete one entry about identity and starting the LCA programme.

2. Design a front cover for a novel, short story and graphic novel.

3. In pairs or groups, write dialogue as characters from the text or role play character dialogue, and be able to identify your contribution.

4. Draft, proof and edit a range of written pieces of text.

5. Reflect on a novel/short story in the reflection journal using the strategies identified in the module.

Module 2:

Communication and the digital world

PURPOSE

The purpose of this module is to follow on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module extends these skills into the senior cycle framework and places emphasis on information processing, communication, being personally effective, working with others and becoming critically aware and creative.

AIM

The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting.

Unit 1	Digital identity
Unit 2	Digital safety
Unit 3	Digital citizenship and global communication

UNIT 1: DIGITAL IDENTITY

Learning outcomes

The student will be able to:

1. Examine different digital identities [2]such as personal digital identity and those relevant to the workplace.

2. Recognise and critically reflect on the responsibilities of employees and employers with regard to digital media in the workplace.

3. Identify bias in digital texts.

4. Research a topic online and employ criteria for analysing digital texts, such as authenticity, authorship, bias, objectivity, accuracy and purpose.

Teacher guidelines

- Using the WASH technique ('We All Speak Here') brainstorm digital identity and its relevance in today's society. Ask students to rank ideas in order of the most relevant. Place students in pairs to promote discussion; in these pairs they can express their agreement (or not) with the list.

- Use the hypothesis testing method: provide a provocative statement related to identity, divide students in groups and ask them to find evidence online for or against the statement. Model information literacy research techniques. Students must then draw a conclusion. Have a walking debate to show the diversity of opinion.

- Using this exercise and the information sourced, discuss how websites can have bias etc. Using the template adapted from Information and Communication Technology in the Primary School Curriculum—Guidelines for Teachers, p. 110, (see Resources), guide pairs to complete this template. Discuss the relevance of the findings and encourage analysis of all websites.

[2] Digital identity is an online or networked identity that comprises of attributes projected by the individual, organisation or device.

UNIT 2: DIGITAL SAFETY

Learning outcomes

The student will be able to:

1. Understand how to guard information online and how to manage a social network identity.
2. Understand and recognise cyberbullying and be able to implement strategies to address the issue.
3. Evaluate safety risks and ethical issues when creating a digital safety charter for their class/school.
4. Demonstrate consumer awareness when accessing goods or services online.

Teacher guidelines

- Start a discussion on digital safety and create a digital safety charter using the carousel brainstorming technique (keyword: charter; see Resources).
- Collate and rank information to show the main areas of concern. Refer to the charter: what are the areas to be included? Start a charter model on a large poster sheet in classroom. Allow students to put post-its in areas they feel are most relevant.
- Assign each student an area of interest: 1. How to guard information; 2. How to manage a social network identity; 3. Strategies against digital bullying; 4. Ethical concerns. Use the 'jigsaw technique' to elicit information and encourage peer learning. Reflect on the charter and change if necessary.
- Collaboratively write the charter as a class.
- Examine the rights of consumers online and common safety concerns such as phishing, secure payment systems, and returning faulty goods. Extensive knowledge of consumer rights law is not required but students should be able to demonstrate an awareness of best practice when carrying out transactions online.
- Explore ways to evaluate the authenticity of a website and the warning signs for less-reputable sites.

UNIT 3:
DIGITAL CITIZENSHIP AND GLOBAL COMMUNICATION

Learning outcomes

The student will be able to:

1. Recognise and reflect upon the personal and ethical responsibilities of being a digital citizen.
2. Conduct enquiry-led research into a global digital communication platform.
3. Understand, comprehend and analyse multi-modal texts.

Teacher guidelines

- Building upon Unit 2, consolidate personal safety and ethical issues. Broaden horizons to a global scale. Use mind-mapping techniques to illustrate.
- Introduce Twitter as an example of global communication and use a research template tool to investigate a global digital communication platform.
- Multimodal texts include the combination of a variety of forms of communication such as print text, digital text, visual images, audio (e.g., a performance or event) and spoken word.
- TED talks may provide examples of how ideas can be presented. Use previous learning to discuss how bias can be detected, how opinions are swayed, and how to present ideas before presenting to the class.

MODULE 2: KEY ASSIGNMENT

1. Research a subject of interest to you and using a template, analyse the websites consulted.

2. As a class, create a digital safety charter for your class or school and identify your contribution. Explain why you think this inclusion is important.

3. Research a global communication platform using online resources and present your findings.

4. Update the reflective journal with reflections on the key points of this module and how your experience in the workplace has influenced your thoughts.

Module 3:

Communication in media

PURPOSE

The purpose of this module is to develop communication and analytical skills needed to understand media texts in the context of the modern world. It will focus on the skills of understanding media conventions, interpreting data and creating media texts for different purposes. It follows on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module will also focus on communication skills needed in the workplace.

AIMS

This module aims to introduce a variety of multimodal media. It aims to give students an understanding of media forms, conventions and techniques and how these are used to create meaning. It aims to enable students to apply critical literacy skills to the modern social media age and explore ideas such as bias and verification of sources. Students will understand and explore how media is used as an advertising tool. Students will create a variety of media texts exploring different purposes and audiences. Students will reflect and identify their strengths and challenges as media interpreters.

Suggestion: It is encouraged at this point to teach a film or excerpts from films (for suggestions of suitable material for this age and stage of learning see the prescribed list of English material from the Department of Education).

Unit 1	Introduction to media
Unit 2	Audio, visual and print media
Unit 3	Media and advertising
Unit 4	Film studies

UNIT 1: INTRODUCTION TO MEDIA

Learning outcomes

The student will be able to:

1. Examine the different types of media forms and evaluate the appropriate audience for each form.
2. Identify and reflect on bias and balance in a media text.

Teacher guidelines

- Investigate a variety of forms of media such as audio, visual, advertising, print, newspapers, magazines, film, television, documentaries, streaming, radio, podcasts, social media, internet, YouTube, emails, blogs, vlogs, video games and media influencers.
- Identify the audience and purpose for each form discussed. Discuss bias and the ability to influence meaning within forms. Revise the importance of sources and the idea of bias.
- Students could present findings in a large collage or display.

UNIT 2: AUDIO, VISUAL AND PRINT MEDIA

Learning outcomes

The student will be able to:

1. Describe and differentiate between different types of media. The student will understand the purpose and function of a range of media (audio/visual/print).

2. Explore various formats of communication media such as radio, podcasts, television, film, video games, streaming, newspapers, magazines, brochures, posters and billboards.

3. Analyse and compare the topic, purpose and audience evident in three contrasting forms.

4. Reflect on the skills and processes discussed in this unit.

Teacher guidelines

- Use examples of print, audio and visual and devise a rubric to compare and contrast the material.
- Discuss the topic, purpose and audience of each medium.
- Examine the impact of colour, imagery, sound effects, font, typography etc.
- Use exemplar material to show how to contrast media.
- Students could explore making a podcast, film, brochure or poster for a relevant issue in the school or wider community.
- Give time for reflection journals to reflect on the skills and processes discussed in this unit.

UNIT 3: MEDIA AND ADVERTISING

Learning outcomes

The student will be able to:

1. Investigate and use a range of advertising techniques.
2. Examine the methodologies used in media and critically analyse a range of advertisements.
3. Identify a real-life scenario that requires advertising in school or the community and create a suitable advertisement.

Teacher guidelines

- Discuss advertising techniques such as sensationalism, product endorsement, testimonials, lifestyle products, and repetition.
- Compare and contrast how the advertising message is conveyed in a variety of media such as newspapers, billboards, radio and online. In groups, have students examine what is being sold, what techniques are being used, and give an opinion if it is successful or not.
- Use open-ended questioning format to facilitate discussion. Encourage students to lead the discussion and guide the conversation into enquiry-based learning. Highlight the process of learning to students and clarify that they are leading the questioning and learning. Encourage creativity and questioning.
- Create a suitable advertisement for a school scenario such as the enterprise project, a school show, a charity fundraiser, a safety awareness campaign, or school council elections.

UNIT 4: FILM STUDIES

Learning outcomes

The student will be able to:

1. Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda.

2. Connect and compare the art of storytelling through different genres by linking critical terminology of plot, setting, theme, characterisation, dialogue, conflict and visual qualities, with the text used in Module 1.

3. Identify and use vocabulary specific to the film genre: close-up, mise-en-scène, zoom, panning, panorama, sequence, sound effects, lighting and motif.

4. Compare and analyse how these techniques are used for effect in different genres.

5. Create a text through the voice of a character.

Teacher guidelines

- Connect the art of storytelling from the text in Module 1 to film in this unit.

- If suitable, a film version of the novel/short story or graphic novel or a comparative method of teaching would be very appropriate at this stage.

- Focus on activities to learn critical vocabulary, use pair work, graphic organisers, semantic maps, word wizard, word connect etc.

- Use YouTube clips to illustrate terminology and to compare and contrast themes, genre, characterisations, camera angles etc.

- Use a class-created rubric (guide students to evaluate headings) to compare films under appropriate headings.

- Brainstorm the art of storytelling from a film perspective. Focus on social setting, theme and relationships. Reflect on setting, costumes, and props as guides to form opinions.

- Analyse the opening scene, consider music, lighting, props, characters etc.

- Explore and track the plot, from exposition, climax and denouement.

- Explore the voice of a character through creating texts such as diary entries, a vlog/blog, a continued dialogue, or a monologue.
- Students could visit a cinema to see a film.
- Use reflective journals to explore opinions on characters.

MODULE 3: KEY ASSIGNMENT

1. Reflective journal update: document your reading journey, where details of a wide variety of textual material is referenced and reflected upon.

2. Examine the coverage of an event through the three different media channels and compare and contrast the coverage.

3. Identify a real-life scenario that requires an advertisement and create an advertisement in a medium of their choice.

4. Compare and contrast a film and a related text. Critically analyse and display or present the findings.

Module 4:

Express yourself

PURPOSE

The purpose of this module is to examine and develop the skills necessary for expression and communication in the new world that students will face. This module embeds skills from junior cycle such as communicating effectively, creating, appreciating and critically interpreting a wide range of texts. It also emphasises the senior cycle skills of critical and creative thinking. Literacy skills are embedded throughout this module with emphasis on the spoken word and critical literacy. The focus is on appreciating creative texts, having opinions on texts and finally, creating texts.

AIMS

The aim of this module is to introduce song, poetry and drama as creative art forms, to explore meaning and interpret the creative process. The student will appreciate the forms and conventions of song, poetry and drama. The student will be encouraged to become more reflective, thoughtful and develop their own personal response to aesthetic forms. The student will be encouraged to delve into their own creativity and have the confidence to express themselves.

Note: As with the novel in Module 1, it is advisable to select material that has not been previously experienced by the students and is relevant to this age and stage of learning.

Unit 1	Song
Unit 2	Poetry
Unit 3	Drama
Unit 4	Reflection

Unit 1: SONG

Learning outcomes

The student will be able to:

1. List and explain techniques such as rhythm, beat, music, repetition, sound effects, alliteration, assonance, internal rhyme, imagery, and symbolism found in both poetry and song.

2. Apply critical vocabulary to exploring themes and emotions. Students will infer meaning from themes and critique songs.

3. Compare and contrast song and poetry.

Teacher guidelines

- Use YouTube clips of rap/song/slam poetry to spark interest and enjoyment of the form.

- Define critical terminology and link to the effect on meaning. Use visual and audio clips to demonstrate.

- Invite a poet/composer/rapper into the class to discuss the process of creating a song form.

- In pairs or groups, brainstorm ideas, style, structure, rhythm, beat etc. Give roles to different students.

- Using exemplar material and examples, model and guide how to write a song, allowing creativity to flow.

UNIT 2: POETRY

Learning outcomes

The student will be able to:

1. Apply the critical terminology of theme, mood, atmosphere, imagery, symbolism, and figurative language to a selection of poetry.
2. Critically analyse a selection of poetry using a structured approach.
3. Respond personally to a poem.
4. Compare and contrast poems using poetic terminology and the techniques discussed.
5. Individually, in pairs or groups compose a poem, song or rap.

Teacher guidelines

- Use a thematic approach: focus on broader themes, love, war, humour and reflection etc.
- Apply a systematic approach to answering questions.
- Use audio and visual material to support poems and teaching of poetic devices.
- Invite a guest speaker (for example, a local poet) to discuss the craft of writing poetry.
- Encourage personal response, in pairs or groups, using Youtube or audio collate a group response. Use phrases such as this made me think, this made me feel, this reminded me of...
- Connect with the previous unit, Song, and link ideas. Show comparisons and differences. Compare poems within the same genre; contrast songs and poetry.
- Using fun exercises, start with examples of alliteration and build up to creating poetry. Use limericks, raps, look at the shapes of poems, emphasise humour. In pairs or groups, work on composing poetry.
- Using exemplar material and examples, model and guide how to write a poem, song or rap, allowing creativity to flow.

UNIT 3: DRAMA

Learning outcomes

The student will be able to:

1. Define and characterise critical vocabulary such as theme, plot, characterisation, setting, dialogue, gestures, costumes, props, scenery, makeup, and special effects.

2. Explore the features of drama through the study of an entire drama text, a dramatic performance or a series of extracts.

3. Compare and evaluate drama on stage and film using the above guidelines.

4. Appreciate and critique a live performance.

5. Create a brief performance.

Teacher guidelines

- Use visual and audio aids to explain drama vocabulary; use film and music videos to illustrate material.

- If possible, take the class to a live performance; otherwise use video clips. Pre-teach vocabulary, create exercises to complete after performance.

- Use prompts to guide class response to performance: did you notice this technique? What impact did it have on the performance? What did you think of the performance? Use a template to build opinion.

- Select a topic, purpose and audience for the performance they wish to create. Use stimulus material to provoke ideas. Brainstorm ideas as a class; using graphic organisers, build ideas and confidence. Create suitable roles for all students.

- Using exemplar material, encourage students in groups to create a brief performance. This performance can be as part of a group or individually. Give roles such as writers, performers, directors, stage hands, sound effects, camera operators (if relevant) etc. Work on scripts or improvisations. These should be brief and should not induce pressure for either students or teachers. Utilise the strengths of the class in this area. The performance could take the form of a puppet show, a voiced animation, an improvised role play, a radio play (complete with sound effects), a mime or a series of monologues. The emphasis should be on the experience of the art form rather than the pressures of performance. There may also be opportunities to link with the Drama module in Arts education.

UNIT 4: REFLECTION

Learning outcomes

The student will be able to:

1. Recognise and reflect on skills learnt over the LCA course.
2. Evaluate their strengths and areas for development.
3. Review and recognise their greater understanding of how they learn.
4. Take responsibility for their learning.

Teacher guidelines

- Use reflection journals to show knowledge learnt and skills acquired. Revise and reflect upon practical skills learnt for the workplace. Divide into written and oral skills. Highlight the practicality of the skills in the world of work.
- Using templates, show students how to evaluate their own strengths and areas for development.
- Show students how they will be lifelong learners within the world of further study or work. Brainstorm and discuss responsibility for learning. Show progress so far and encourage students to continue learning after second level.

MODULE 4: KEY ASSIGNMENT

1. Compare a song, rap or poem on a common theme. This assignment can be done in groups, but you must identify your contribution.

2. Compose a poem, song or rap on a topic that means something to you.

3. Engage with a staged performance and present a review or report on the experience.

4. Update your reflective journal to reflect on learning in English and Communications over the two years of the course.

Assessment guidelines

Assessment for English and Communications is based on the aims and learning outcomes in this module descriptor and developed through consultation between the NCCA and the SEC. There are three assessment components:

1. Credits achieved due to attendance and completion of the Key Assignments for each module (4 credits).

2. Oral examination (4 credits).

3. Written examination (8 credits).

The written examination will examine the skills, knowledge and aptitude of the student on completion of the course. The written examination will be two hours long and will have five sections, arranged as follows:

Topic	Options	Response format	Weighting
AUDIO VISUAL	Set number of questions	Complete on paper	25%
PERSONAL AND SOCIAL COMMUNICATION	Set number of questions	Complete on paper	18.75%
COMMUNICATION AND THE DIGITAL WORLD	Set number of questions	Complete on paper	18.75%
COMMUNICATION IN MEDIA	Set number of questions	Complete on paper	18.75%
EXPRESS YOURSELF	Set number of questions	Complete on paper	18.75%

Resources

For access to the most up-to-date resources, please visit the LCA page on Scoilnet.ie.

Module 1: Personal and social communication

- Check YouTube for videos on how to use reflective journals.
- NEPS handout on restorative justice questioning techniques: https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological- Service-NEPS-/NEPS-GuidesListening-to-Young-People-and-Promoting-Dialogue/Restorative-Justice.pdf
- Use Kahoot as a fun tool to assess knowledge and encourage teamwork.
- Discuss storylines and suspense. Ask, what makes a story exciting? Brainstorm using the 'carousel method' to elicit responses. For details see:http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html. Read and analyse vocabulary and descriptions, and link to plot and resolutions.
- Use YouTube to show editing and redrafting methodologies.
- Seomra Ranga: 34 things to do with a novel. http://www.seomraranga.com/2013/11/34-things-to-do-with-a-novel/
- TES website: 101 novel ideas—inspiration for the tired teacher. https://www.tes.com/teaching-resource/101-novel-ideas-inspiration-for-the-tired-teacher-6030659
- PDST resource: Guiding Comprehension—Teaching for Meaning.http://www.pdst.ie/sites/default/files/Guiding%20Comprehension%20-%20Teaching%20for%20Meaning.pdf
- O'Brien Press for comparing front covers. http://www.obrien.ie/all-resources
- 'How to teach a novel' blog. http://howtoteachanovel.blogspot.ie/
- 10 ways to teach literature', in The New York Times.http://www.nytimes.com/learning/issues_in_depth/10TeachingLiteratureIdeas.html
- Edutopia: '11 Essentials for Excellent ePortfolios'. https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis

- Edpuzzle to create class content and create personalised summative assessment and feedback tools. https://edpuzzle.com/

- Google classroom to create class content and facilitate collaboration with other teachers.

- Kahoot as a fun activity to assess knowledge and build atmosphere within a new class.https://create.kahoot.it/login

- YouTube for writing opinion pieces. https://www.youtube.com/watch?v=-sVRgdmHGlU

- YouTube for editing and redraftingtechniques.https://www.youtube.com/watch?v=V1pnpL8295E

- YouTube brief introduction to writing traits for secondary school students. https://www.youtube.com/watch?v=oAp5w-ZKeXk

Suggestions for novels

Teachers should be cognisant of the abilities, interests and prior reading experience of their class and select relevant texts that have not been previously covered. Teachers may find that some of the suggested reading (or extracts thereof) from the Department Circular on prescribed lists for Leaving Certificate English may be useful in this decision making. Some texts that have been successfully utilised by teachers at this level include:

- The Kite Runner by Khaled Hosseini
- Brooklyn by Colm Tóibín
- Skellig by David Almond
- Wilderness by Roddy Doyle

Further suggestions:

- The Spinning Heart by Donal Ryan
- Room by Emma Donoghue
- Foster by Claire Keegan
- Touching the Void by Joe Simpson
- The Ocean at the End of the Lane by Neil Gaiman
- Persepolis by Marjane Satrapi (Graphic memoir)
- The Fault in our Stars by John Green
- The Secret Life of Bees by Sue Monk Kidd
- Lies of Silence by Brian Moore
- Shadows on our Skin Jennifer Johnston

Books from the 'Open Door' series from New Island Books:
- Mad Weekend by Roddy Doyle
- Dead Man Talking by Roddy Doyle
- Midsummer Miracle by Claudia Carroll
- Not a Star by Nick Hornby

Module 2: Communications and the digital world

- Broadcasting Authority of Ireland Media Literacy Policy. http://www.bai.ie/en/media/sites/2/dlm_uploads/2016/12/BAI_media_literacy_policy_EN1.pdf
- Using the Scoilnet.ie resources, discuss safety concerns.
- How to check online sources. https://eduscapes.com/tap/topic32.htm
- Some guidelines on teaching media literacy https://www.edutopia.org/blog/evaluating-quality- of-online-info-julie-coiro
- http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4
- Child Friendly Charter of Human Rights as exemplar material. https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf
- www.mindmeister.com for mind-mapping tools.
- Sample template for assessing digital media:

Source	Is the website hosted by a reputable source? Is there a header or footer showing to whom it is affiliated?
Content	Does the website present error-free, accurate information? How in-depth is the information? Is the language level suitable/ appropriate for the audience?
Currency	What is the website publication date? When was the information last updated? Is it still current/relevant? Are any of the links out of date or broken?
Authorship	Who is responsible for the site? Has the author provided his/her contact information (email, phone or mail)?
Bias/Intention	Is the information presented unbiased? Can you distinguish facts from opinion?
Site design	Is the site easy to navigate? Are links clearly labelled? Do they serve a purpose? Does the site contain non-functioning links? Are the graphics helpful?
Access	Does the website provide access to information for all users? Is the information presented in multiple formats (text, audio, graphic)? Are text alternatives available for pictures and graphics?

Module 3: Communication in media

▪ RTE Documentary on One has a variety of resources that may be useful in this section. http://www.rte.ie/radio1/doconone/education/

Suggestions for films

Suggested films to use for comparisons. Please use the Department of Education prescribed list for suggestions for films to study.

▪ Holmes, Alex (Dir.) Stop at Nothing: The Lance Armstrong Story
▪ Cuarón, Alfonso (Dir.) Children of Men
▪ Salvatores, Gabriele (Dir.) I'm Not Scared
▪ Abrahamson, Lenny (Dir.) Garage
▪ Scott, Ridley (Dir.) Blade Runner
▪ Reitman, Jason (Dir.) Juno
▪ Hitchcock, Alfred (Dir.) Rear Window
▪ Eastwood, Clint (Dir.) Unforgiven
▪ Crowley, John (Dir.) Brooklyn
▪ Granik, Debra (Dir.) Winter's Bone
▪ Luhrmann, Baz (Dir.) Strictly Ballroom
▪ O'Donnell, Damien (Dir.) Inside I'm Dancing

Suggestions for documentaries

▪ Cowperthwaite, Gabriela (Dir.) Blackfish
▪ Kapadia, Asif (Dir.) Amy
▪ James, Steve (Dir.) Hoop Dreams
▪ Marsh, James (Dir.) Man on Wire
▪ Gast, Leon (Dir.) When we were Kings
▪ Moore, Michael (Dir.) Bowling for Columbine
▪ Folman, Ari (Dir.) Waltz with Bashir
(This list is not exhaustive.)

Study guides for films may be found at the following links

▪ http://freshfilmfestival.net/category/resources/study-guides/
▪ http://ifi.ie/study-guides

▪ How to check online sources. https://eduscapes.com/tap/topic32.htm

▪ Strategies for evaluating online information http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4

▪ To help teach vocabulary. www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary

▪ How to teach social media. https://blog.hootsuite.com/teach-social-media-university-classroom/

▪ YouTube for film excerpts and advertising. https://www.youtube.com/

▪ To teach media (please be aware that it may be necessary to log in as a member to TES website).

https://teachers.theguardian.com/teacher-resources/5853/Camerawork-Static-vs-Moving-Cameras-----BTEC-Media-Student-Task

▪ Edpuzzle as a tool to access suitable film clip material. https://edpuzzle.com/
▪ Downloadable resources for teaching film. http://www.thefilmspace.org/thinking-film/

Module 4: Express yourself

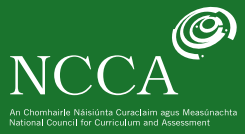
Some tips for teaching spoken word poetry. http://brianmooney.com/2015/08/18/10-tips-for-teaching-hip-hop-and-spoken-word-poetry/

Teachers can use poetry that they feel works well in their context. Some poets who have proven of interest to LCA students include:

▪ Carol Ann Duffy, Merrill Glass, Derek Mahon, Vernon Scannell, Seamus Heaney, Patrick Kavanagh, John Cooper Clarke, Maya Angelou, Andrew Hudgins
The following poetry anthologies may provide interesting material:
▪ Real Cool edited by Niall MacMonagle
▪ The Rattle Bag edited by Seamus Heaney and Ted Hughes
▪ Staying Alive edited by Neil Astley

Suggested resources for drama in addition to the list of film in the film studies section:

▪ Sean O'Casey: Juno and the Paycock; The Plough and the Stars
▪ John B. Keane: Big Maggie
▪ Martin McDonagh: A Skull in Connemara; The Lonesome West
▪ Marina Carr: By the Bog of Cats
▪ J.M. Synge: The Playboy of the Western World
▪ Arthur Miller: The Crucible; All my Sons
▪ YouTube for song/poetry/drama clips. https://www.youtube.com/
▪ To teach song/rap. https://paulcarl.com/teaching-poetry-through-rap/
▪ Drama lessons. http://dramaresource.com/
▪ Poetry ideas. https://www.poets.org/national-poetry-month/tips-teaching-poetry
▪ Edpuzzle as a resource bank and as a summative assessment tool. https://edpuzzle.com/
▪ Kahoot as a fun activity to assess knowledge. https://create.kahoot.it/login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