

The New Junior Cycle

*Information for Parents of Junior Cycle Students
2021/2022*



PowerPoint Overview:

1. How achievement will be examined at Junior Cycle
2. Other Areas of Learning (OALs)
3. Student Wellbeing
4. Junior Cycle Profile of Achievement (JCPA)

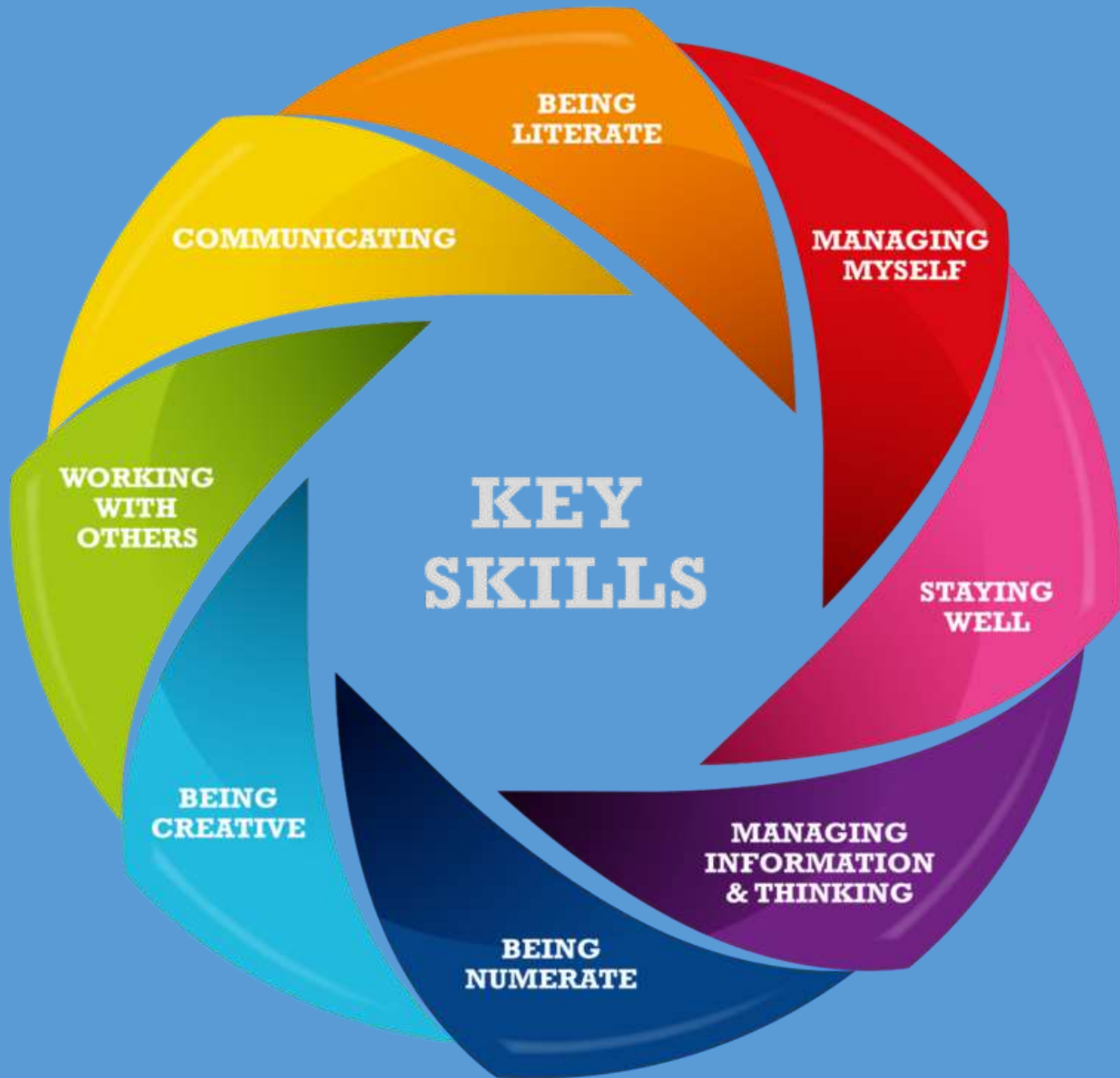


Why the Curriculum has Changed:

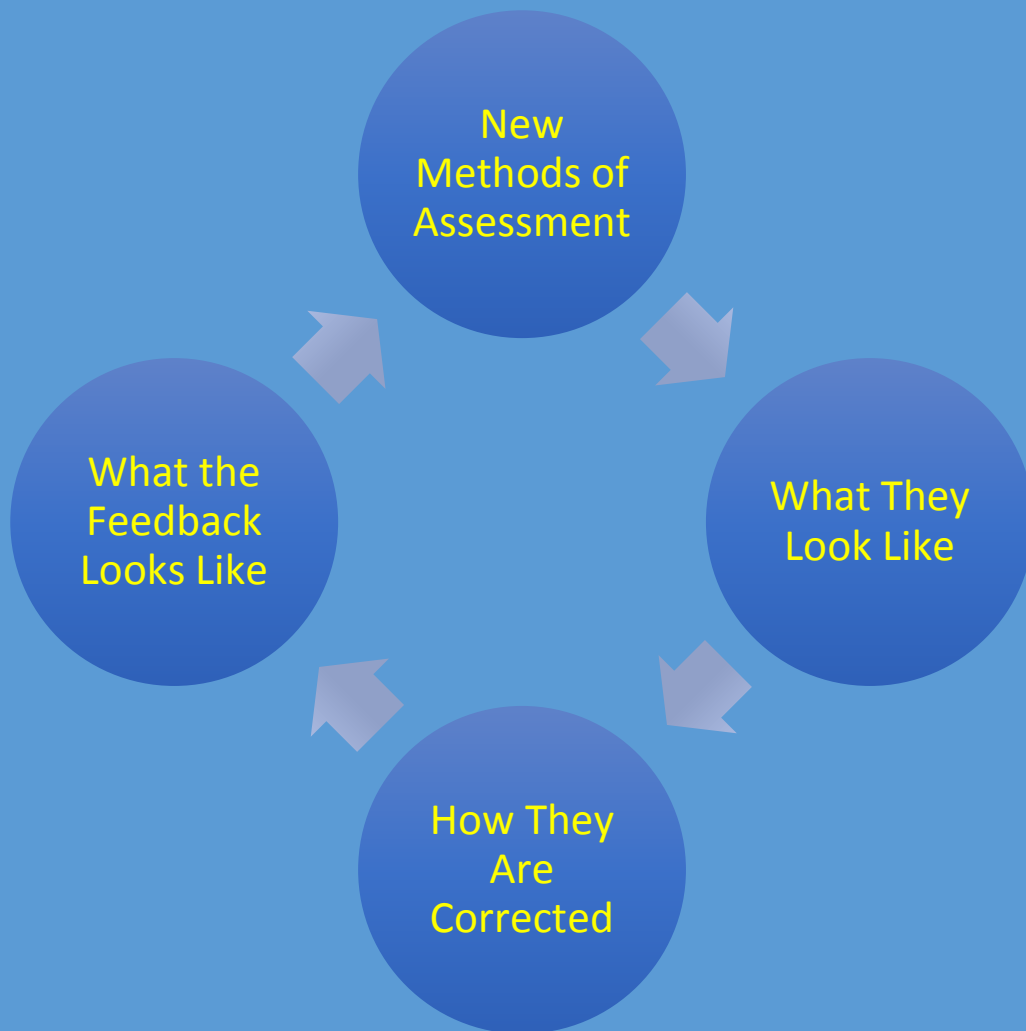
The curriculum has changed so that students:

- Can become *better learners* and can *develop a love of learning*
- Can be provided with a *solid foundation for further learning*
- Can develop *skills for learning and for life*
- Can become *more informed about their learning* through improved ways of assessment and reporting





Assessment in Junior Cycle:



Junior Cycle Subjects:

- English/Béarla
- Business/Staidéar Gnó
- Science/Eolaíocht
- Art/Ealaín
- German/Gearmáinis
- French/ Fraincís
- Irish/ Gaeilge
- PE/ Corpoideachas
- Maths/Mata
- Home Ec/ Eacnamaíocht Bhaile
- History/ Stair
- Geography/ Tíreolaíocht
- Music/Ceol
- Graphics/ Grafaic
- Wood Technology/ Teicneolaíocht an Adhmaid
- Engineering/ Innealtóireacht

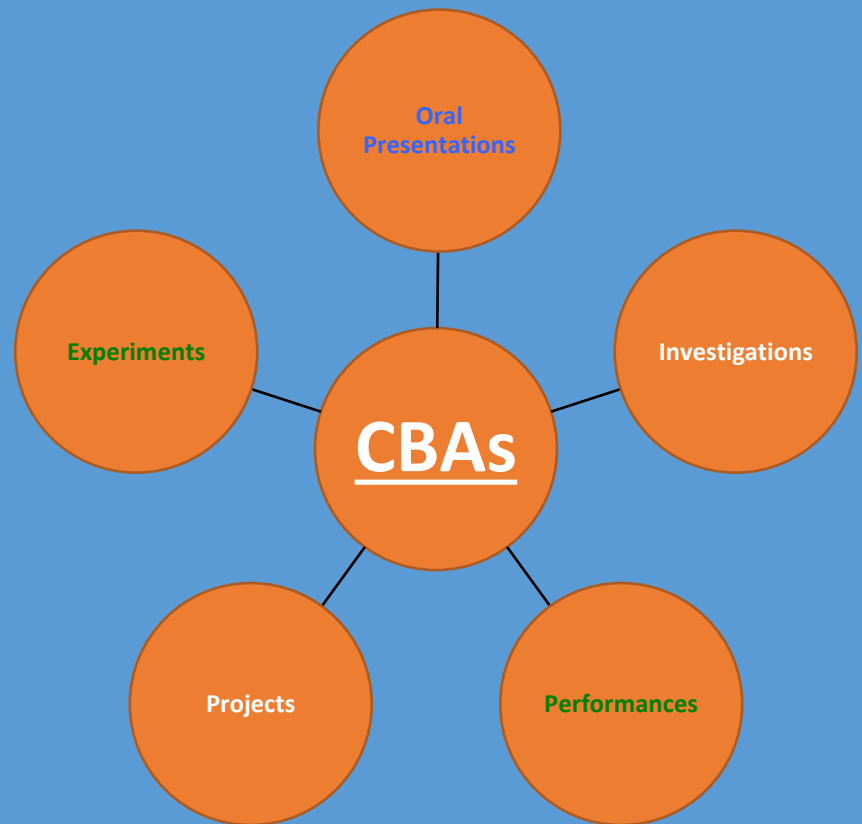
New Methods Of Assessment

*Moving from high-stake exams towards
continuous assessment*

<u>Component</u>	<u>When:</u>	<u>Assessment Mode:</u>	<u>Feedback Type:</u>
1	2 nd Year 2ú Bliain	Classroom-Based Assessment 1/ Measúnú Rangbhunaithe 1 (CBA1/MRB 1)	<i>Descriptor</i>
1	3 rd Year 3ú Bliain	Classroom-Based Assessment 2/ Measúnú Rangbhunaithe 2 (CBA2/MRB 2)	<i>Descriptor</i>
2	3 rd Year 3ú Bliain	Assessment Task (AT) Tasc Measúnaithe (TM)	10% <i>Due to revised arrangements as a result of Covid, these have been suspended for 2021/2022</i>
3	3 rd Year 3ú Bliain	State Exam An scrúdú deiridh	90%

1. Classroom Based Assessments (CBAs)

- CBA 1 – 2nd Year
- CBA 2 – 3rd Year
- Each CBA takes place over 3 or 4 school weeks.
- During the CBA students will be involved in:
 - Following clear instructions set out by the subject teacher
 - Providing a finalized piece of work
 - Receiving feedback from the subject teacher
- Subject teacher issues a Descriptor based on the student's level of engagement with the CBA.



Classroom Based Assessment 1 – 2nd Year

SUBJECT:	CBA 1:
ENGLISH	<i>Oral Communication Task</i>
BUSINESS	<i>Business in Action Task</i>
SCIENCE	<i>Extended Experimental Investigation</i>
GERMAN/FRENCH	<i>Oral Communication Task</i>
ART	<i>From Process to Realization</i>
PE	<i>PE Performance</i>
MATHS	<i>Mathematical Investigation</i>
HOME EC	<i>Creative Textiles</i>
HISTORY	<i>The Past in My Place</i>
GEOGRAPHY	<i>Geography in the News</i>
MUSIC	<i>Composition Portfolio</i>
GRAPHICS	<i>Communicating Through Sketching</i>
WOOD TECHNOLOGY	<i>Wood Science in Our Environment</i>
ENGINEERING	<i>Engineering in Action</i>

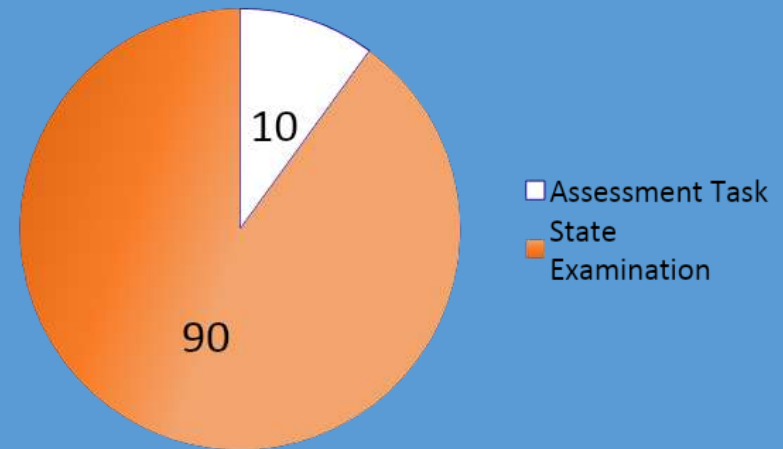
Classroom Based Assessment 2 -3rd Year

SUBJECT:	CBA 2:
ENGLISH	<i>The Collection of Texts</i>
BUSINESS	<i>Business Presentation</i>
SCIENCE	<i>Science in Society Investigation</i>
GERMAN/FRENCH	<i>Student Language Portfolio</i>
ART	<i>Communicate and Reflect</i>
PE	<i>PE Performance</i>
GAELIGE*	<i>Language Portfolio & Communicative Task</i>
MATHS	<i>Statistical Investigation</i>
HOME EC	<i>Food Literacy Skills Brief</i>
HISTORY	<i>A Life in Time</i>
GEOGRAPHY	<i>My Geography</i>
MUSIC	<i>Programme Note</i>
GRAPHICS	<i>Graphical Presentation Skills</i>
WOOD TECHNOLOGY	<i>Student Self-Analysis and Evaluation</i>
ENGINEERING	<i>Research and Development</i>

2. Assessment Task (AT)

Junior Cycle Assessment (%)

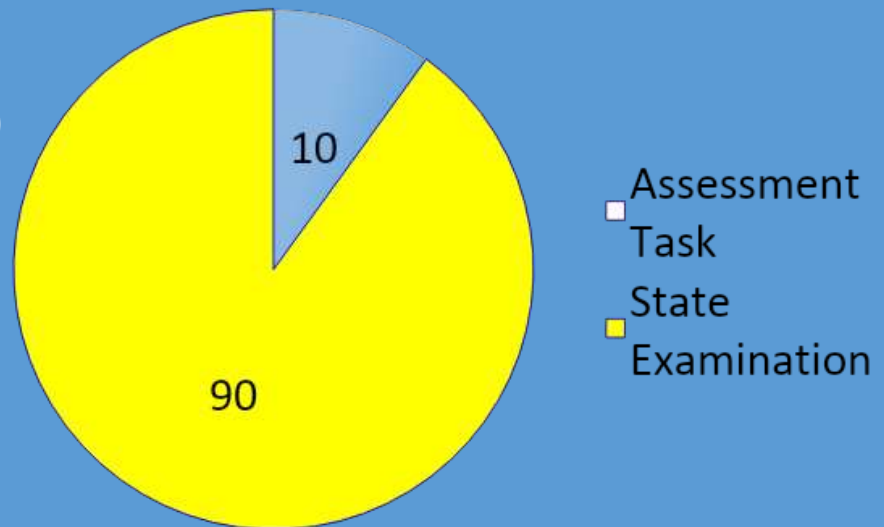
- Students will complete the AT in 3rd Year after completing CBA 2.
- The AT takes place over the course of two class periods.
- Allows students to write reflectively on the skills and knowledge that they have acquired during CBA 2.
- Worth 10% of overall subject grade.
- The AT is marked by the State Examinations Commission.
- No Assessment Task in Art , Graphics, Wood Technology, Engineering or PE.



3. State Exam

Junior Cycle Assessment (%)

- Students will sit a written exam in June of 3rd Year
- It accounts for 90% of the subject grade (except for some practical-based subjects)
- **Higher/Ordinary Level:**
 - English, Irish and Maths
- **Common Level:**
 - All other subjects
- The exam is marked externally by the State Examinations Commission (SEC).



How are these Corrected?

<u>1. CBAs:</u>	<u>2. Assessment Task:</u>	<u>3. State Exam:</u>
<ul style="list-style-type: none">❑ Subject teachers decide on a <i>Descriptor</i> based on the standard of student work.❑ Teachers then attend a <i>SLAR, subject learning and assessment review</i> meeting with members of their subject departments, and discuss their assessment of students' work.❑ This ensures a common approach across the school.❑ Students work is corrected in alignment to a national standard.	<ul style="list-style-type: none">❑ Corrected externally by the State Examinations Commission.	<ul style="list-style-type: none">❑ Corrected externally by the State Examinations Commission.

What Does The Feedback Look Like?

CBA 1 & 2 Descriptors:

- Exceptional/Thar barr ar fad
- Above Expectations/Os cionn na n-ionchas
- In Line with Expectations/Ag teacht leis na hionchais
- Yet to Meet Expectations/
• Níor chomhlíon na hionchais go fóill

AT and State Exam:

- Distinction/ Gradam (90% - 100%)
- Higher Merit/Arduilleannas (75% - 89%)
- Merit/ Tuilleannas (55% - 74%)
- Achieved/ Ghnóthaithe (40% - 54%)
- Partially Achieved
/Páirt Ghnóthaithe (20% - 39%)

Important Information:

- Attendance on prescribed CBA/AT dates is mandatory.
- Please see 'CBA Calendar' on our school website.

**OTHER AREAS OF
LEARNING/
RÉIMSÍ EILE
FOGHLAMA**

Other Areas of Learning

OALs

- The school will report on experiences and events that you have participated in, which occur outside of the Junior Cycle's academic curriculum.
- Participating in activities such as the Young Scientist, the Student Council and the Drama Club can be reported on.
- Being a member of a school sports team, the school choir, the school debating teams etc. can also all be reported on.

Other Areas of Learning

OALs

- The OALs will encourage students to think about their growth, contribution to school life, experiences outside of the classroom but within the school, hobbies , leadership roles ,interests and committments etc.
- SPHE/OSPS teachers help with OALs.
- Truly holistic, all areas of learning now formally acknowledged!

How the OALs are Gathered:

- Students will write 3 OAL statements onto the draft OAL Template (pictured here).
- This activity will be facilitated by their SPHE teacher, with essential guidance from parents.
- Parents/Guardians will sign the OAL Template to verify that the information is accurate.
- Students will then type up their 3 OAL statements and will upload it to Google Classroom for their SPHE teacher to review.
- The OALs will appear on each student's Junior Cycle Profile of Achievement (JCPA), which is a certificate that will display their achievement throughout their Junior Cycle journey.
- Students will write up OALs in 3rd Year, but can start thinking about/documenting them now!



Other Areas of Learning

Junior Cycle Profile of Achievement

150 words max.

Please list three Other Learning Experiences you have had between 1st -3rd year. Please see the list of suggested activities you may have been involved in attached.

NAME: _____

CLASS NAME: _____

OAL 1

OAL 2

OAL 3

STUDENT SIGNATURE: _____

PARENT / GUARDIAN SIGNATURE: _____

Student Examples

- In 2nd Year I joined our school's Junior Rugby team. While on the team I committed myself to team training and matches. I developed my tactical competencies and skills, and learned that clear communication amongst my teammates and I was important if we were to be successful.
- In 2nd Year we visited Barcelona on a fieldtrip. While away we were given various group assignments, where I developed my investigative, research and problem-solving skills. I also improved my communicative skills while working as part of a group.
- In 3rd Year a guest speaker visited our classroom to speak to us about digital safety and cyber bullying. During this talk I learned about how important it is to act responsibly when it comes to using digital technology to access, manage and share content online.


Other Areas of Learning - Key Skills

<p style="text-align: center;"><u>Managing Myself</u></p> <ul style="list-style-type: none"> - Knowing myself - Making considered decisions - Setting and achieving personal goals - Being able to reflect on my own learning - Using digital technology to manage myself and my learning 	<p style="text-align: center;"><u>Staying Well</u></p> <ul style="list-style-type: none"> - Being healthy, physical and active - Being social - Being safe - Being spiritual - Being confident - Being positive about learning - Being responsible, safe and ethical in using digital technology 	<p style="text-align: center;"><u>Communicating</u></p> <ul style="list-style-type: none"> - Listening and expressing myself - Using language - Using numbers and data - Performing and presenting - Discussing and debating - Using digital technology to communicate 	<p style="text-align: center;"><u>Being Literate</u></p> <ul style="list-style-type: none"> - Developing my understanding and enjoyment of words and language - Reading for enjoyment and with understanding - Writing for different purposes - Expressing ideas clearly and accurately - Developing my spoken language - Exploring and creating a variety of texts including multimodal texts
<p><i>Examples: CBA's, Religion, Volunteering, online learning</i></p>	<p><i>Examples: Sports Day, Digital Safety Workshop, Pieta House Resilience Course</i></p>	<p><i>Examples: School teams (football, hurling, camogie, soccer, hockey etc.) Clubs (Drama, Robotics etc)</i></p>	<p><i>Examples: Stop everything and Read, Reading Club, Debating Club, World Book Day</i></p>
<p style="text-align: center;"><u>Being Creative</u></p> <ul style="list-style-type: none"> - Imagining - Exploring options and alternatives - Implementing ideas and taking action - Learning creatively - Stimulating creativity using digital technology 	<p style="text-align: center;"><u>Working with Others</u></p> <ul style="list-style-type: none"> - Developing good relationships and dealing with conflict - Co-operating - Respecting difference - Contributing to making the world a better place - Learning with others - Working with others through digital technology 	<p style="text-align: center;"><u>Managing Information & Thinking</u></p> <ul style="list-style-type: none"> - Being curious - Gathering, recording, organising, and evaluating information and data - Thinking creatively and critically - Reflecting on and evaluating my learning - Using digital technology to access, manage and share content 	<p style="text-align: center;"><u>Being Numerate</u></p> <ul style="list-style-type: none"> - Expressing ideas mathematically - Estimating, predicting and calculating - Developing a positive disposition towards investigating, reasoning and problem solving - Seeing patterns, trends and relationships - Gathering, interpreting and representing data - Using digital technology to develop numeracy skills and understanding
<p><i>Examples: Choir, Drama, Seachtain na Gaeilge, Maths & Science Week,</i></p>	<p><i>Examples: Teams & Clubs, Open Nights Assistant, Class Rep, Volunteering</i></p>	<p><i>Examples: Open Night, SPHE, Young Scientist, Debating Club</i></p>	<p><i>Maths & Science Week, Robotics, IT, Coding School, Young Scientist</i></p>

**WELLBEING/
FOLLÁINE**

Wellbeing

- *‘Young people with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic subsequently.’*
- **Wellbeing and learning are directly linked.**
- There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, and feel the school is supporting them.

A close-up photograph of a young man with short brown hair and black-rimmed glasses. He is resting his chin on his right hand, looking off to the side with a thoughtful expression. He is wearing a blue collared shirt and a dark tie. The background is blurred.

STUDENT WELLBEING IS PRESENT WHEN STUDENTS REALISE THEIR ABILITIES, TAKE CARE OF THEIR PHYSICAL WELLBEING, CAN COPE WITH THE NORMAL STRESSES OF LIFE, AND HAVE A SENSE OF PURPOSE AND BELONGING TO A WIDER COMMUNITY.



What Will Students Be Learning In Their Wellbeing Programme?

- CSPE
- SPHE
- PE
- IT – Digital Safety
- Reading for Wellbeing

- Wellbeing will be reported on your Junior Cycle Profile of Achievement (JCPA), which is a certificate that will display your achievement throughout the Junior Cycle journey.

- 400 hours across 3 years.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT

(JCPA)

**Phróifíl Ghnóthachtála na
Sraithe Sóisearaí (PGSS)**

TIME FRAME

- Junior Cycle exam results will be given out to students during the first term of TY.
- Later in the year students will receive their Junior Cycle Profile of Achievement (JCPA).

Junior Cycle Profile Of Achievement (JCPA) Sample:

 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
MARY BRENNAN		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 459066		Classroom-Based-Assessments
English (O)	Distinction	Oral Communication Above expectations Collection of texts In line with expectations
Irish (O)	A	Other Areas of Learning <ul style="list-style-type: none"> Mary participated in SciFest. Her project examined the bacteria build up on different types of toothbrushes. She gathered, recorded, organised and evaluated the information. Mary was a member of the school basketball team where she committed to the team training and competitions and developed her tactical competencies and skills. Mary worked effectively with others in a group action project to raise awareness of the homeless crisis and to promote the work of PATH. Mary took part in the Christmas shoebox appeal. She promoted the cause by the creative use of digital technology and was responsible for collecting the shoeboxes from her class.
Mathematics (H)	B	
History (H)	C	
Geography (H)	D	
French (O)	B	
Religion (H)	B	
Science (H)	C	
Business Studies (H)	C	
Technology (H)	A	
Principal	Yearhead	Roll No. 634510
Ms. O'Donnell	Ms. Bennett	Scoil Chríost Rí, Borris Road, Portlaoise
		
This JCPA recognises and records achievements in Junior Cycle		

The Junior Cycle Profile Of Achievement (JCPA) Will Report On:

1. State Examinations Commission subjects
(end of 3rd Year written exams)
2. Classroom-Based Assessments
including subjects and short courses
3. Other Areas of Learning
4. Wellbeing

QUERIES?

- Please email any queries you may have relating to the Junior Cycle curriculum to our Junior Cycle Coordinator:
 - yvonedelaney@colaistechoilm.ie