

St. Catherine's V.S

Killybegs

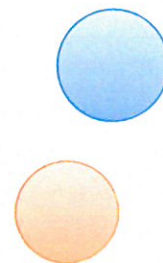


Parent Information Night
2021 - 2022

Welcome to St. Catherine's Vocational School, one of the sixteen second-level schools under the aegis of County Donegal Education and Training Board (ETB).

Programmes on offer in our school include:

Junior Certificate,
Transition Year,
Leaving Certificate Vocational Programme,
FETAC Level Five Early Childhood Care & Education,
FETAC Level Five Nursing Studies,
FETAC Level Six Early Childhood Care & Education.



Our Mission Statement

St. Catherine's Vocational School seeks to achieve a safe, respectful learning and working environment so that participants can achieve their full potential in partnership with relevant agencies.

Extracurricular Activities:

At St. Catherine's there is an extensive range of extra-curricular activities for all students. The school has had success in debating in English, Irish, and Science, while our Drama Club has staged a number of very successful productions over the years. Sport is an important aspect of school life in St. Catherine's and students can participate on teams representing the school in Soccer, Gaelic football, Athletics and Basketball. We also have the following clubs: drama, chess and debating.

School Policy:

The Code of behaviour at the school is based on the need to protect majority rights and to ensure the creation and maintenance of an atmosphere where effective teaching and learning takes place. On enrolment to St. Catherine's Vocational School, all students and their parents/guardians are required to sign up to all school policies.

St. Catherine's Vocational School will endeavour to be:

A Learning Community

All pupils will have the right to learn in an atmosphere of mutual respect. No pupil will be deprived of this right by the actions of others.

A Safe Environment

This school will provide a safe environment for all pupils, free from fear, bullying and all other anti-social activities.

A Health Promoting School

St. Catherine's Vocational School endeavours to provide a healthy environment for all pupils. It encourages full participation in healthy activities and strictly forbids the use of all types of substances – cigarettes, alcohol, drugs, solvents etc.

A Pollution Free Environment

The school is committed to provide a litter-free environment through the co-operation of the whole school community.

Tips for getting your child off to a good start at St. Catherine's.

- Attend all parent information sessions to get a clear understanding of policies and procedures so you can support your child.
 - Have child's name/initials sewn onto school jacket under crest.
 - Get draw string gym bag with child's initials, this is light weight and very useful for P.E. gear.
 - Ensure child's name is on all their belongings e.g. pencil case, books, copies, journals, uniform items, PE gear, calculator.
 - Do not purchase calculator in advance of September – maths teacher will have correct calculator available for purchase in September, this will see you child through school.
 - Check student homework journal and sign every night.
 - Check that your child takes home P.E. gear or other equipment.
 - Communicate with teachers/school management re: homework, absence and appointments in school journals.
 - Help your child balance homework across each night of the week.
 - Familiarise yourself with school holiday on calendar in school journal and plan appointments etc where possible during these times to prevent your child missing out on valuable tuition time.
 - Contact school management if you have a query or concern.
 - Encourage your child to get involved in Extra Curricular Activities – this helps to make friends.
 - Encourage your child to participate in all aspects of school life making unnecessary excuses to have them excused from school activity is not helping them long term.
 - Know your child's timetable and plan homework and equipment (technical folder, sewing kit, ingredients, P.E. gear, books, copies etc) needed for next days classes the night before. Organisation skills are key.
 - Emphasise the importance of homework and support your child with work assigned. Don't complete homework for your child, if they find it difficult/don't understand, let the teacher know through the school journal.
 - Remember there are two sides to every story. Don't rush to action. Clarify facts, then we can work to resolution.
 - Keep school event calendar in a safe place for reference to allow you to plan ahead.
 - If your contact details change please notify the school office.
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Bus Éireann School Transport Post Primary Scheme 2019-2020

1. Purpose of the Scheme

The purpose of the scheme is, having regard to available resources, to support the transport to and from school of children who reside remote i.e. 4.8 kilometres (kms) or more from their nearest education centre.

School transport services are operated by Bus Éireann on behalf of the Department of Education and Skills (Department).

2. Eligibility Criteria

Children are eligible for transport where they reside not less than 4.8 kms from and are attending their nearest education centre as determined by the Department/Bus Éireann, having regard to ethos and language.

Distance eligibility will be determined by Bus Éireann by measuring the shortest traversable route from the child's home to the relevant education centre.

A minimum number of 10 eligible children residing in a distinct locality, as determined by Bus Éireann, are required before consideration may be given to the establishment or retention of school transport services, provided this can be done within reasonable cost limits.

For school bus operating purposes a "distinct locality" is a cluster of eligible children who reside in the same general area, in the same general direction from the education centre attended, as determined by Bus Éireann taking cognisance of the local road network.

3. Application Process

The parents/guardians of a child wishing to avail of school transport services, for the first time, are required to submit a completed Application Form for Post Primary School Transport to their local Bus Éireann office; details of local Bus Éireann offices are available on the Department and Bus Éireann websites.

Parents/Guardians of eligible children who are already availing of school transport will be contacted by Bus Éireann in advance of the new school year regarding school transport for that year.

A seat on a service will not be guaranteed in the event that parents/guardians of children submit late applications or make late payments after the deadline published on Bus Éireann invoices, regardless of eligibility status under this Scheme.

4. Level of Service

Bus Éireann is responsible for the planning and timetabling of school transport routes. Bus Éireann endeavours, within available resources, to ensure that each eligible child has a reasonable level of school transport service in the context of the Scheme nationally.

Where practicable, and subject to considerations of cost and logistics, routes are planned to avoid an eligible child having to travel more than 3.2 kms to or from a pick up/set down point or to have travel and waiting times in excess of 2.5 hours per day. Routes are planned on the basis of the locations of children who are eligible for school transport only.

Parents/guardians are responsible for ensuring that children are brought safely to and collected safely from Bus Éireann designated pick up and set down points.

School transport services for eligible children will generally operate during the 'Standard School Year' and will facilitate a child's attendance during normal school opening and closing times only.

5. **Charges**

The appropriate annual charge for each eligible child must be paid.

Eligible children who hold valid General Medical Service Scheme cards are exempt from school transport charges.

Charges are levied and bus seats are allocated on a school year basis.

6. **Grants**

An eligible child for whom no transport service is available may, following an application for transport within prescribed time limits, receive a Remote Area Grant (RAG) towards the cost of private transport arrangements. The RAG is also payable for eligible children who may have to travel 3.2 kms or more to or from a designated pick up/set down point.

This grant is payable annually at a fixed daily rate, to each eligible family, regardless of the number of children from the same family, travelling to a particular school.

Grants will only be considered for the school year in which an application for transport is received; grants will not be paid retrospectively.

Grants are subject to periodic review and may be varied or withdrawn where circumstances change e.g. where school transport becomes available.

7. **Concessionary Transport**

- a Transport Application Form is completed and submitted to Bus Éireann;
- there is a suitable service, as determined by Bus Éireann, operating into their education centre;
- there is spare capacity on the service;
- routes will not be extended or altered, additional vehicles will not be introduced, nor will larger vehicles or extra trips using existing vehicles be provided to cater for children travelling on a concessionary basis; no additional State cost will be incurred;
- the appropriate annual charge is paid; Medical Card waiver is not applicable

Children who are not eligible for school transport, under the terms of the scheme, may apply to Bus Éireann for transport on a concessionary basis subject to the following conditions:-

The availability of concessionary transport may vary from year to year, is not available on public scheduled services and cannot be guaranteed for the duration of a child's post primary school education cycle. Where the number of applications for transport on a concessionary basis exceeds the number of seats available, Bus Éireann will determine the allocation of the tickets.

What new opportunities are available for my child?

"... learning that there are ways to learn other than the way adults and teachers want you to". Student voice

Schools may offer short courses in Coding, Chinese Language and Culture, Digital Media Literacy, Artistic Performance, Civic, Social and Political Education, Physical Education and Social Personal and Health Education. There are two Level 2 short courses available, CSI: Exploring Forensic Science and A Personal Project: Caring for Animals. A short course is designed for approximately 100 hours of student engagement.

Other areas of learning that your child engaged in, throughout their Junior Cycle, will be reported on your child's Junior Cycle Profile of Achievement.

There is a new Junior Cycle pathway for students with particular special educational needs called Level 2

Learning Programmes. They consist of 5 Priority Learning Units:

Living in a Community,
Preparing for work, Personal Care, Communicating and Literacy and Numeracy.



What will a Junior Cycle class look like?

Students will:

- be more actively engaged with learning
- engage with the 8 Key Skills:



- take greater ownership of their learning
- have a greater engagement with digital technology
- be encouraged to problem solve and think critically

Wellbeing

Your child's wellbeing is of central importance to their educational success and overall happiness. In an effort to ensure this continues, there is an area now known as wellbeing that will become a core part of your child's Junior Cycle experience. This area includes Physical Education (PE), Civic, Social and Political Education (CSPE), Social Personal and Health Education (SPHE). Other areas may be included over time.

"We want to learn how to be happy, how to be a good person". Student voice

Information for Parents of Primary School Students



Junior Cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.



Framework for Junior Cycle 2015

Our children face many challenges as they live their lives now and as they face the future. Their world is changing at a rapid rate and the curriculum must adapt, in order to best prepare children for their future and their ability to take on these challenges.

The Department of Education and Skills has responded to requests from students, teachers and parents for change and has created a curriculum that places the student at its core. The centrality of the student is best expressed through the 24 Statements of Learning which all post-primary schools will engage with as part of their Junior Cycle developments. These Statements describe what your child should know, understand and value, having participated in Junior Cycle education.



There is a focus on developing skills needed for life beyond the classroom and on nurturing wellbeing. Different types of learning will be reported on and there will be a shift in focus away from exams.

When is this going to happen?

The implementation of the Junior Cycle started in September 2014 with the teaching of the new subject specification in English.

The specifications for Science and Business Studies will be introduced in September 2016. Other subjects will be phased in over the following years.



How will my child benefit from the Junior Cycle?

The Junior Cycle affords a significant continuity of experience for your child as he / she makes the transition from primary to post-primary school. It provides a greater choice of learning experiences in the curriculum. It reduces the focus on examinations at the end of 3rd year. It places importance on students managing their own learning.

You as parents will also receive a richer quality of reporting over the three years, initially in English where classroom based assessments will be reported to you using a template in development by the National Council for Curriculum and Assessment.

Will there still be exams in 3rd year?

Yes, subjects will continue to be examined by the State Examinations Commission in June of 3rd year, however each subject exam paper will be no longer than 2 hours. The results will form part of your child's Junior Cycle Profile of Achievement (JCPA), which will offer a more complete report on your child's progress during their Junior Cycle education.

How is the Junior Cycle Profile of Achievement (JCPA) different to the Junior Certificate?

The Junior Cycle Profile of Achievement is issued by the school and reports on:

- The students achievements in the state-certified examinations inclusive of the Assessment Tasks
- The students achievements in the Classroom-Based Assessments including Short Courses
- The students achievements in other areas of learning.
- The students achievements in the area of Wellbeing
- The students achievements in Level 2 Learning Programmes

Parents can also learn about the Junior Cycle from the following two web sites:

An Irish Department of Education
Junior CYCLE
for teachers

www.curriculumonline.ie
www.jct.ie

JCT will also update the National Parents Council (Primary) Trainers, ensuring that primary-school parents are kept up to date with developments.

Other areas of learning

Throughout junior cycle, your child will engage in other areas of learning such as social, cultural, sporting, pastoral, scientific, entrepreneurial and other activities.

Changing Approach to Assessment

The most significant change in the new Junior Cycle is in the area of assessment.

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination can enable the appropriate balance between preparing students for examinations and facilitating creative thinking, engaged learning and better outcomes for students.

This approach will recognise and value the different types of learning that take place in schools and will allow for a more rounded assessment of the educational achievements of each young person.

Classroom-Based Assessments (CBAs) will be completed by student's in each subject and short course. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a timed pen and paper exam. For example, the first CBA in English, which happens during 2nd year, is an oral communication task. It offers students the opportunity to research an area of their choice and communicate their findings through a range of communication formats.

Assessment Task (AT)

This is a written assessment that requires the students to reflect on the skills, knowledge and understanding that they developed throughout their experience of the second Classroom-Based Assessment. The assessment task will be completed during class time under the supervision of a teacher and will take place over two lesson periods.

State Certified Examination

At the end of third year, students will continue to undertake an examination in each subject (of no longer than two hours duration), externally set and corrected by the State Examinations Committee (SEC).

For more information on the Junior Cycle click on <http://bit.ly/2lHzcr7> for a short video that describes the Junior Cycle journey.

What will reporting look like?

During the three years of junior cycle, oral and written feedback to parents/guardians and students will be essential in supporting the student to build on strengths and address areas where learning can improve.

Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the **Junior Cycle Profile of Achievement (JCPA)** will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

The JCPA will record student's achievements in the following:

- the state-certified examinations, inclusive of the Assessment Tasks
- Classroom-Based Assessments,
- Level 2 Learning Programmes (L2LPs), where applicable
- Wellbeing
- Other Areas of Learning (such as social, cultural, pastoral, scientific, sporting, entrepreneurial and other skills)



Parents can also learn about the Junior Cycle from the following two websites:

www.curriculumonline.ie - for subject and short course specifications and information regarding assessment

A new support service for schools has been established to support schools in implementing their Junior Cycle programme. Visit www.jct.ie for information on teacher Continuing Professional Development (CPD) and for general information regarding the new junior cycle



Follow us on Twitter @JcforTeachers

Junior Cycle Information for Parents of Primary Students

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
for teachers



The Junior Cycle and your child

Junior Cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.

The world is changing at a rapid rate and the curriculum must adapt in order to best prepare children for their future and to develop their ability to take on these challenges.

The Department of Education and Skills has responded to requests for change from students, teachers and parents and has created a curriculum that places the student at its core.

What a Junior Cycle class looks like

Students will:

- engage more actively with, and take greater ownership of, their learning, e.g., through oral language tasks, field studies and artistic performances
- engage with digital media to enhance their learning
- engage with the 8 Key Skills, e.g., problem solve and think critically



To view a Junior Cycle classroom in action visit <http://bit.ly/2m3x6jc>

What students will learn

During junior cycle, a student will learn through

- A number of subjects, or through a combination of **subjects** and **short courses**
- An area of learning called **Wellbeing**
- **Priority Learning Units** (PLUs); these will be included in level two learning programmes that provide for a small number of students with significant special educational needs
- Other learning experiences

Subjects

Subjects continue to play an important role as part of the new junior cycle programme.

Most students will study between eight and ten subjects, or their equivalent.

Your child will experience new junior cycle subjects in the following order

First Year September 2018

English, Science, Business Studies, Gaelige, Visual Art and Modern Foreign Languages (Optional) Short Courses (History, Geography, Maths, Music and Home Economics)

First Year September 2019

All of the above subjects including... Technology Subjects, Religious Education, Jewish Studies and Classics

Short Courses

Schools may also offer students the opportunity to take a small number of **Short Courses**.

The main purpose of short courses is to allow schools greater flexibility in the delivery of their junior cycle programme. The inclusion of short courses in a junior cycle programme will also allow schools to broaden the learning experiences for students, address their interests and encompass areas of learning not covered by the combination of curricular subjects available in the school.

Schools may offer short courses in Coding; Chinese Language and Culture; Digital Media Literacy; Philosophy; Artistic Performance; Civic, Social and Political Education (CSPE); Physical Education (PE) and Social, Personal and Health Education (SPHE).

There are three Level 2 short courses available: Exploring Forensic Science, Enterprise in Animation and A Personal Project: Caring for Animals.

Alternatively, schools can also develop their own Short Course in accordance with national guidelines.



Wellbeing

As part of the new Junior Cycle students will experience a new area of learning called Wellbeing. This will build on the work schools are already doing in support of students' wellbeing and will make it more visible for students.

Through the Wellbeing programme students will gain the knowledge, attitudes and skills to enable them to protect and promote their own wellbeing and that of others.

The four main pillars of the Wellbeing programme are Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE) and Guidance education.

Level 2 Learning Programmes

For the first time in the history of education in Ireland there is a Junior Cycle pathway for students with particular special educational needs called Level 2 Learning Programmes (L2LPs). An L2LP programme consists of five Priority Learning Units (PLUs) and will be recorded on a student's Junior Cycle Profile of Achievement (JCPA). These priority areas of learning include:

- Living in a Community
- Preparing for Work
- Personal Care
- Communicating and Literacy
- Numeracy

As part of an L2LP students must also complete two short courses.

Level 1 Learning Programmes (L1LPs)

A Level 1 Learning Programme was launched in May 2018.

CBA's will be undertaken during a defined time period within normal class contact time and to a national timetable. Students will complete one CBA in second year and one in third year in most subjects.

CBA's will be reported on in the JCPA using the following descriptors:-

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Once the second Classroom-Based Assessment (CBA) is completed, students in third year will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. This Assessment Task will account for 10% of the overall mark for the final examination. Specific arrangements are made for Visual Art, Music, Home Economics and the Technology subjects. At the end of third year, students will sit the final SEC examination in June, which will account for 90% of the SEC grade.

Short Courses

Schools may offer short courses on their junior cycle programme. A short course is designed for approximately 100 hours of student engagement across two or three years of the junior cycle. Short courses have been made available by the NCCA in Coding, Chinese Language and Culture, Digital Media Literacy, Artistic Performance, Philosophy, Civic, Social and Political Education, Physical Education and Social Personal and Health Education. Schools may also develop their own short courses to meet their students' needs.

Other Areas of Learning

Students will have the opportunity to engage with a range of other learning experiences as part of their junior cycle programme and these can be recorded on the JCPA. Other learning experiences play a critical role in ensuring that students are provided with a broad and balanced educational experience. These learning experiences could include student engagement in a science fair, a musical performance or a debating competition.

They could also include extracurricular activities, such as:

- membership of the school student council or school clubs and societies
- participation in school sporting activities

Reporting in Junior Cycle

A new reporting structure at junior cycle will contribute to the personal and educational development of students. It will support and underpin ongoing learning and assessment.

Schools will regularly:

- Provide information to parents about their child's achievement and progress
- Support students in their learning by suggesting next steps and providing feedback to help students' self-evaluation

The reporting process at junior cycle will culminate in the award of the JCPA to students. The JCPA was awarded for the first time in Autumn 2017.

Student Wellbeing

Your child's wellbeing is of central importance to his/her educational success and overall happiness. Wellbeing will become a core part of your child's junior cycle experience. This area of learning includes, amongst others, Physical Education (PE), Civic, Social and Political Education (CSPE), Social, Personal and Health Education (SPHE) [including Relationship and Sexuality Education (RSE)] and Guidance.

Level 2 Learning Programmes

There is a new junior cycle pathway for students with particular special educational needs called Level 2 Learning Programmes (L2LPs).

These are being successfully implemented in special schools and are available for some students in mainstream post-primary schools also. Students completing this programme will have their results reported on the JCPA.

Level 1 Learning Programmes (L1LPs)

A Level 1 Learning Programme was launched in May 2018

For further information on the new Junior Cycle visit-

www.curriculumonline.ie for subject and short course specifications and information regarding assessment

www.jct.ie for teacher CPD information and general information regarding the new junior cycle



Follow us on Twitter @JCForteachers

Junior Cycle Information for Parents of Post-Primary Students

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



Junior Cycle: A broad education for your child

The new junior cycle will place the student at the centre of the learning process. It allows for new ways of learning and a broader range of skills to be properly assessed. This leaflet aims to inform parents of post-primary school students about the key changes underway.

Principles, Key Skills and Statements of Learning

Underpinning the new junior cycle are a set of principles, key skills and statements of learning. These will ensure that your child receives a rich educational experience that has both breadth and depth. Your child will have access to a varied curriculum of knowledge, understandings, skills and values.

Eight principles underpin the framework for Junior Cycle. These inform the planning for, as well as the development and implementation of, junior cycle programmes in all schools. The eight principles of Junior Cycle are:-

- Learning to Learn
- Choice and Flexibility
- Quality
- Creativity and Innovation
- Engagement and Participation
- Continuity and Development
- Inclusive Education
- Wellbeing

Eight key skills permeate across the entire curriculum

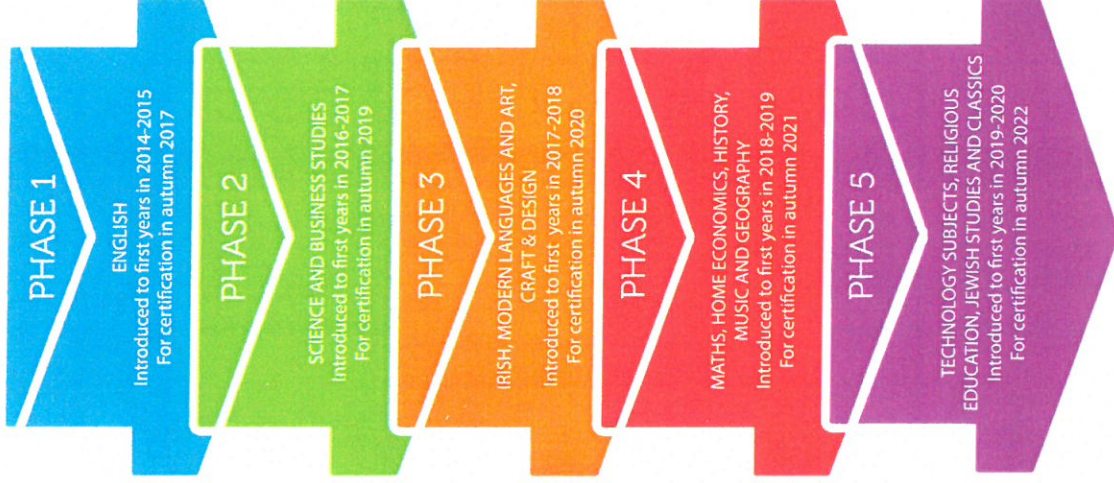


Through engaging with the key skills students will:

- be more actively engaged with learning
- take greater ownership of their learning
- have a critical engagement with digital technology
- be encouraged to problem solve and think critically and creatively

The twenty-four statements of learning describe what your child should know, understand and value having participated in junior cycle. Schools will ensure that all statements of learning feature in the programme offered to their junior cycle students.

New subject specifications are being implemented in schools on a phased basis



How student achievement at Junior Cycle will be assessed
The most significant change in the new Junior Cycle is in the area of assessment. A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination can enable the appropriate balance between preparing students for examinations and facilitating creative thinking, engaged learning and better outcomes for students. From Autumn 2017, junior cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:-

1. Subjects (State Examination and Assessment Task)
2. Classroom Based Assessments
3. Short courses
4. Other Learning Experiences

Subjects

Schools will be able to choose from a total of 21 different subjects for inclusion on their junior cycle programme. All subjects are being revised and each one will have its own specification replacing what was previously known as a syllabus. Each specification describes the learning that takes place as part of the student's study of a subject in junior cycle. By 2019 all new subject specifications will have been introduced. Students can study a maximum of 10 subjects for the JCPA, and if their school offers short courses they can study 9 subjects plus 2 short courses or 8 subjects plus 4 short courses for certification purposes.

The state examination that students sit in their subject at the end of their junior cycle will also be graded differently. Instead of A, B, C, D, E, F and NG the following descriptors will now be used:

Distinction	90 to 100%
Higher Merit	75 to 89%
Merit	55 to 74%
Achieved	40 to 54%
Partially Achieved (not graded)	20 to 39%
	0 to 19%

Classroom Based Assessments

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

Sample First Year Timetable

	Mon	Tue	Wednesday	Thursday	Friday
08:35					
08:52	Pas 1Pas-A Rm 10 WALG	Pas 1Pas-A Rm 10 WALG	Pas 1Pas-A Rm 10 WALG	Pas 1Pas-A Rm 10 WALG	Pas 1Pas-A Rm 10 WALG
09:00	Geo 1Geo-1.1 DK; R.Furey	Soc 1Soc-A Rm 10 MCDN; DHAG	Mat 1Mat-A Rm 10 AMOR	Iri 1Iri-5.1 Rm 10 LNES	Geo 1Geo-1.1 DK; R.Furey
09:40	Fre 1Fre-4.1 Rm 10 DK	Eng 1Eng-A DDR KEFI	Sci 1Sci-A L2 TGALL	Phy 1Phy-A No Room NC	Geo 1Geo-1.1 DK; R.Furey
10:20	Eng 1Eng-A DDR KEFI	Fre 1Fre-4.1 DDR DK	Sci 1Sci-A L2 TGALL	Phy 1Phy-A No Room NC	Mat 1Mat-A DDR AMOR
11:00					
11:15	Iri 1Iri-5.1 Rm 10 LNES	MatT 1MatT-3.1 CON OMUR	Civ 1Civ-A DDR MMUR	Eng 1Eng-A DDR KEFI	Iri 1Iri-5.1 Rm 10 LNES
11:55	Engr 1Engr-2.3 ENG BOYL	Mat 1Mat-A DDR AMOR	MatT 1MatT-3.1 CON OMUR	Mat 1Mat-A Rm 10 AMOR	His 1His-A DDR MCHB
12:35	Engr 1Engr-2.3 ENG BOYL	Engr 1Engr-2.3 ENG BOYL	MatT 1MatT-3.1 CON OMUR	Dig 1Dig-A CMP1 STES	Soc 1Soc-A DDR MCDN; DHAG
13:15					
14:00	Sci 1Sci-A L2 TGALL	Rel 1Rel-A DDR DK	Rel 1Rel-A Rm 10 DK	Fre 1Fre-4.1 DDR DK	Eng 1Eng-A Rm 10 KEFI
14:40	Mat 1Mat-A DDR AMOR	Iri 1Iri-5.1 Rm 10 LNES	His 1His-A Rm 10 MCHB	His 1His-A Rm 10 MCHB	Sci 1Sci-A L2 TGALL
15:20	Dig 1Dig-A CMP1 STES				
16:00					

Junior Cycle



Core Subjects

All students with the exception of those with exemptions, take all of these subjects:

Maths
English
Irish
French
Science
Religious Education
Digital Media Literacy
History

Wellbeing

CSPE, Physical Education (P.E), Social, Personal & Health Education (S.P.H.E) and Guidance Education

Option Subjects

Students choose **3** subjects from this group:

Music (Short Course)	Home Economics (Short Course)
Geography (Short Course)	Engineering
Wood Technology	Technical Graphics
Visual Art	
Business	

Learning Journey - Mathematics

First Year – September 2018 onwards

Engage with learning outcomes in the Unifying Strand and the Contextual Strands

Learning is supported by formative assessment

Second Year – September 2019 onwards

Engage with learning outcomes in the Unifying Strand and the Contextual Strands

Learning is supported by formative assessment

CBA 1: Mathematical Investigation
SLAR Meeting

Results of CBA 1 reported using Descriptors

Third Year – September 2020 onwards

Engage with learning outcomes in the Unifying Strand and the Contextual Strands

Learning is supported by formative assessment

CBA 2: Statistical Investigation
SLAR Meeting

Results of CBA 2 reported using Descriptors

Assessment Task (10% of Final Examination mark)
Final Examination

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Where can I get more information?

- www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Mathematics specification, Guidelines for the Classroom- Based Assessments and the Assessment Task.
- www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on Junior Cycle assessment.
- www.jct.ie – This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.
- Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.
- JCT has a team of full-time advisors who can be contacted by email at: info@jct.ie

Follow us on Twitter [@JCforTeachers](https://twitter.com/JCforTeachers) and directly with the Mathematics Team using [#jctmaths](https://twitter.com/jctmaths)



Junior Cycle Information on Mathematics

Junior Cycle Mathematics aims to encourage students in their:

- Conceptual understanding – comprehension of mathematical concepts, operations and relations
- Procedural fluency – skill in carrying out procedures, flexibly, accurately, efficiently and appropriately
- Strategic competence – ability to formulate, represent and solve mathematical problems in both familiar and unfamiliar contexts
- Adaptive reasoning – capacity for logical thought, reflection, explanation, justification and communication
- Productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence, perseverance and one's own efficacy.

Structure of the Specification

Overview: The specification for junior cycle mathematics focuses on developing students' ability to think logically, strategically, critically, and creatively through the **Unifying Strand** and the four **Contextual Strands: Number; Geometry and Trigonometry; Algebra and Functions; and Statistics and Probability**.

The **Unifying Strand** permeates the Contextual Strands. It is composed of the six elements of the specification. There is no specific content linked to the Unifying Strand; rather, its learning outcomes underpin the rest of the specification. Each learning outcome in this strand is applicable to all activities and content of the other four strands – for example, students should be able to draw on their

mathematical knowledge and skills to solve a problem or to communicate mathematics.

Furthermore, the elements of this strand are interdependent, so that students should develop the different skills associated with each element in unison rather than in isolation.



Learning Outcomes

Learning outcomes describe the **knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle. The Mathematics specification identifies 34 learning outcomes.

Students will experience learning outcomes through rich problem-solving tasks and engaging learning experiences. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support students' learning of mathematics up to the end of junior cycle.

Classroom-Based Assessments (CBAs) are completed during normal class time. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a timed pen and paper exam.

The first CBA takes place in second year when students will engage in a mathematical investigation using the problem-solving cycle. The second CBA takes place in third year when students will engage in a statistical investigation using the statistical enquiry cycle. After each CBA teachers will award a provisional descriptor based on the Features of Quality as set out in the Assessment Guidelines. Teachers will engage in a Subject Learning and Assessment Review (SLAR) meeting to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Provisional descriptors may or may not be amended following the SLAR meeting. Descriptors are communicated to parents using the school's reporting system and are recorded for entry on the Junior Cycle Profile of Achievement (JCPA).

An Assessment Task (AT) takes place in third year. The AT is specified by the NCCA and is related to the learning outcomes on which CBA2 is based. The content and format of the AT may vary from year to year. The AT is sent to the State Examinations Commission (SEC) along with the Final Examination for correction. The AT accounts for 10% of the Final Examination mark.

Results of the CBAs and the SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).



Where can I get more information?

- www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the English specification and Guidelines for the Classroom-Based Assessments and the Assessment Task, as well as examples of student work and lists of texts for all student cohorts.
- www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on Junior Cycle assessment.
- www.jct.ie – This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.
- www.examinations.ie – for sample examination materials
- Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.
- JCT has a team of full-time advisors who can be contacted by email at: info@jct.ie

Follow us on Twitter [@JCforTeachers](https://twitter.com/JCforTeachers) and directly with the English Team using using [#jcenglish](https://twitter.com/jcenglish)



Learning Journey - English

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students.

Final Assessment
.....
End of Year 3
.....
Based on a sample of the Learning Outcomes.
Set and marked by the SEC. Accounts for 90% of Final Assessment

Assessment Task
.....
December of Year 3
.....
Based on the Learning Outcomes of CBA2. Set by NCCA & marked by SEC. Accounts for 10% of Final Assessment

Collection of the students' texts
.....
CBA 2
.....
December of Year 3
.....
School based assessment, followed by SLAR. Reported in JCPA using Descriptors

Oral Communication
.....
CBA 1
.....
Year 2 Final Term
.....
School based assessment, followed by SLAR. Reported in JCPA using Descriptors

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers



Junior Cycle Information on English



Junior Cycle English encourages all students to

- develop an informed appreciation of literature through personal encounters with a variety of literary texts
- be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- develop control over English, using it and responding to it with purpose and effect
- engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication

Learning Outcomes

The English specification identifies 39 learning outcomes that describe the **knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle.

Students will experience all of these learning outcomes through rich texts and engaging learning experiences.

Structure of the Specification



"The student's language learning is marked by a fully integrated experience of oral language, reading and writing." (Specification, pg. 9)

22 learning outcomes have been identified as most relevant for **first year** students. The purpose of this is to build on their experience of English in primary school. These are identified in the specification by the symbol **O**. A further group of learning outcomes are marked to indicate those which may be assessed in the **Final Examination**. These learning outcomes are denoted in the specification by the symbol *****.

Guidelines for Choosing Texts

In 1st year there is a list of indicative texts that teachers can choose from. The list is not exhaustive and it is ultimately up to the teacher which texts they choose.

In 2nd and 3rd year, there is a list of prescriptive texts that teachers must choose from. Details are available on www.curriculumonline.ie

Changing Approach to Assessment

A new dual approach to assessment increases the prominence given to classroom-based assessment and formative assessment: students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Classroom-Based Assessments (CBAs) are completed during normal class time. They will closely resemble what happens on a daily basis in the classroom. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a timed pen and paper exam. For example, the 1st CBA which happens during 2nd year, is an oral communication task. It offers students the opportunity to research an area of their choice and communicate their findings through a range of communication formats.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents and students.

An Assessment Task (AT) will follow the 2nd CBA in 3rd year. The AT asks students to reflect on the process of writing and is completed by students during class time. It is sent to the State Examinations Commission (SEC) along with the Final Examination for correction. It accounts for 10% of the Final Examination mark.

Results of the CBAs and the SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).

An cur chuige comhtháite

- Tá comhtháthú na gcúig scil teanga fíor-thábhachtach chun cur ar chumas an scoláire an teanga a shealbhú agus dul i dtreo a bheith ina úsáideoir neamhspleách atá in ann idirghníomhú sa chumarsáid
- Is foinse den dea-theanga agus den ghnáth-theanga í an litríocht a chabhráilonn leis an scoláire agus é i mbun forbairt teanga

Caithear an cur chuige comhtháite a bheith i bhfeidhm thar thrí bliana na Sraithe Sóisearaí chun spríoc na sonraíochta a bhaint amach

Measúnú sa Ghaeilge

Measúnú Rangbhunaithe 1: Punann Teanga

- Cruthaíonn an scoláire punann teanga le samplaí dá chuid saothair, mar shampla tionscnaimh, logaí foghlama, píosaí cruthaitheacha, cuir i láthair (taifeada) agus arailte
- Roghnaíonn an scoláire **tri phíosa** ón bpunann. Is gá píosa amháin fuaimne nó fise a roghnú. Ba cheart leis a bhaint as an litríocht mar spreagadh do cheann amháin de na píosaí punainne a roghnófar
- Déanann an scoláire cur síos faoi threoir ar na cúiseanna le roghnú pearsanta na dtrí phíosa oibre

Measúnú Rangbhunaithe 2: Tasc Cumarsáideach

- Tugann an Tasc Teanga deis don scoláire ábhar, topaic nó saincheist ar spéis leis féin nó atá tábhachtach dó a roghnú agus a fhiosrú thar thréimhse ama
- Roghnaíonn an scoláire aon cheann de na formáidí seo a leanas chun an tasc a chur i gcrích: cur i láthair, agallamh, rólímirt, drámaíocht nó comhrá mar fheargairt ar spreagthach chun an tasc a chur i gcrích
- Tugann an scoláire faoi thaighde agus ullmhúchán, déanann sé cur i láthair gainní agus freagraíonn sé ceisteanna faoi
- Tá béim láidir ar chumas labhartha agus idirghníomhaíthe an scoláire sa tasc seo

Na Measúnuithe Rangbhunaithe a mheas:

- Cuirfead treoirlinne do na Measúnuithe Rangbhunaithe (MRBanna) ar fáil, ina leagfar amach treoracha ar na scrúduithe practiciúla a bhaineann leis na MRBanna agus leis an Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair (AFMÁ)

Punann Teanga MRB 1

Bliain 3
Téarma 1
Measúnú Rangbhunaithe
Blonn cruinníú don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair ina dhiaidh. Bronntar Tuairiscín ar an scoláire i bPróifíl Chnóthachtála na Sraithe Sóisearaí.

Tasc Cumarsáideach MRB 2

Bliain 3
Téarma 2
Measúnú Rangbhunaithe
Blonn cruinníú don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair ina dhiaidh. Bronntar Tuairiscín ar an scoláire i bPróifíl Chnóthachtála na Sraithe Sóisearaí.

An Tasc Measúnaithe:

- Tábhairfidh an scoláire faoi Thasc Measúnaithe nuair a bheidh an dara MRB curtha i gcrích aige
- Cuirfead é faoi bhráid Choimisiún na Scrúduithe Stáit lena mharcáil

An Scrúdú Deiridh:

- Socróidh Coimisiún na Scrúduithe Stáit an scrúdú deiridh ag dhá leibhéal: Gnáthleibhéal agus Ardleibhéal
- Scrúdúháipéar amháin a bheidh ag gach leibhéal.
- Bheidh an scrúdú seo ar siúl ag deireadh an tríú bliain
- Scrúdú dhá uair an déanamh

Cá bhfuil tuilleadh eolais ar fáil?

www.curriculumonline.ie – Seo suíomh idirlín an CNCM, ar a bhfuil na doiciméid seo ar fáil: Sonraíocht Chaeilge na Sraithe Sóisearaí, na Treoirlinne do na Measúnuithe Rangbhunaithe agus na Treoirlinne don Tasc Measúnaithe.

www.juniorcycle.ie – Is féidir an Uirlis Úsáide um Measúnú a fháil anseo, atá deartha le tacú agus le cuidiú le múinteoirí ina gcuid oibre mar a bhaineann sé le measúnú sa tSraith Sóisearach.

www.jct.ie – Is seirbhís de chuid na Roinne Oideachais agus Scileanna í an tSraith Sóisearach do Mhúinteoirí (SSM). Cuireann SSM sainfhorbairt ghairmiúil leanúnach (FGL) ar fáil. Is í an aidhm atá againn ná tacú le scoileanna agus iad ag cur i bhfeidhm Creat na Sraithe Sóisearaí *tuigim más téacs é seo atá in úsáid i mbileoga eile cheana féin* trí fhorbairt ghairmiúil leanúnach ardaighdeáin a sholáthar do cheannairí scoile agus do mhúinteoirí, agus trí acmhainní éifeachtacha teagaisc agus foghlama a sholáthar.



An tSraith Sóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Bileog Eolais: Gaeilge na Sraithe Sóisearaí

do scoileanna a fheidhmiúnn
trí mheán na Gaeilge (T1)
agus
trí mheán an Bhéarla (T2)



Sonraíocht Ghaeilge na Sraithe Sóisearaí do scoileanna a fheidhmiú trí mheán na Gaeilge (T1)

Aidhm na Sonraíochta:



Spresgtar an scoláire chun:

- teanga a úsáid go héifeachtach, muinínach, i gcomhthéacs pearsanta agus i gcumarsáid le húsáideoirí eile sa phobal teanga
- an Ghaeilge a úsáid i réimsí éagsúla an phobail teanga
- a chuid Ghaeilge a shabhnú agus i labhairt agus a scríobh go cruinn, muinínach
- taitneamh a bhaint as cumarsáid chruithaitheach agus nuálach a dhéanamh trí Ghaeilge
- féinléirithe trína scileanna litearthachta a dhaingniú
- raon leathan téacsanna a imíchadh agus a chruithiú i meán éagsúla, ar mhaithe le foghlaim, le taighde, le caitheamh aimsire

- tuiscint agus meas a bheith aige ar litríocht na Gaeilge ar mhaithe le taitneamh agus tairbhe a bhaint as litríocht



Sonraíocht Ghaeilge na Sraithe Sóisearaí do scoileanna a fheidhmiú trí mheán an Bhéarla (T2)

Aidhm na Sonraíochta:



Spresgtar an scoláire chun:

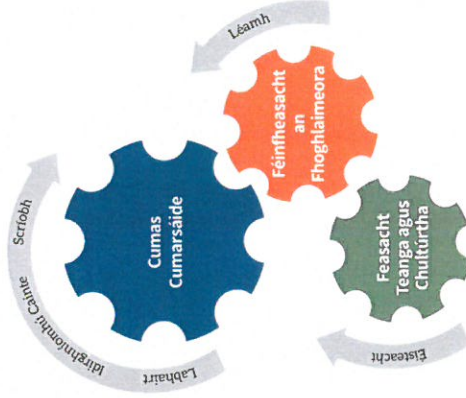
- teanga a úsáid go héifeachtach, muinínach, i gcomhthéacs pearsanta agus i gcumarsáid le húsáideoirí eile sa phobal teanga
- taitneamh a bhaint as cumarsáid chruithaitheach agus nuálach a dhéanamh trí Ghaeilge
- meas a bheith aige ar an nGaeilge agus fonn a bheith air i labhairt agus a úsáid
- féinléirithe trína scileanna litearthachta a dhaingniú
- triail a bhaint as gnéithe teanga atá nuafhoghlamtha
- dul i ngleic le raon leathan téacsanna, i meán éagsúla, ar mhaithe le foghlaim, le taighde, le caithimh aimsire

- tuiscint agus meas a bheith aige ar litríocht na Gaeilge ar mhaithe le taitneamh agus tairbhe a bhaint as litríocht



Struchtúr na Sonraíochtaí

Dearadh na sonraíochtaí d'íosmhéid 240 uair an chloig de rampháirtíocht an scoláire ar an gclár ama thar trí bliana na sraithe sóisearaí.



Na Torthaí Foghlama:

- Is ráitis iad na *Torthaí Foghlama* a chuireann síos ar an eolas, an tuiscint, na scileanna agus na luachanna ba chóir don scoláire a bheith ábalta a thaispeáint i ndiaidh dó staidéar a dhéanamh ar an nGaeilge sa tsraith sóisearach. Tá na Torthaí Foghlama rangaithe i dirí shnáithe agus le léiriú siad torthaí don scoláire ag deireadh na trí bliana staidéir
- Leagann na Torthaí Foghlama béim ar leith ar chumas cumarsáide ó bhéal an scoláire, (labhairt agus idirghníomhú cainte) ról na litríochta i bhfoghlaim na teanga, tairbhí an scoláire ar an scríbhneoireacht i réimse de sheánraí agus do spriocghrúpaí éagsúla, ar a fheasacht teanga agus ar a fhéintheasacht. Tacóidh an t-eispéireas foghlama go mór leis an scoláire agus é ag tabhairt faoin tsraith shinsearach



An Turas Foghlama sa Ghaeilge

- Léiriú meath foghlama na Gaeilge tábhacht an chur chuige chomhtháite i gcur i bhfeidhm na sonraíochtaí Gaeilge
- Tá trí thaobh ar an gcruit a léiriú na trí shnáithe
- Tá cúig théad ar mar shiombail den chúig scil teanga
- Baintear amach na sonraíochtaí (sealbhú teanga) trí na chinntí go bhfuil na snáitheanna agus na scileanna teanga comhtháite

- Dírionn na sonraíochtaí ar bhuanú scileanna teanga agus litearthachta trí shnáitheanna comhtháite:

Cumas Cumarsáide, Feasacht Teanga agus Chultúrtha agus Féintheasacht an Fhoghlaimora

- Soláthraíonn na sonraíochtaí eispéireas foghlama don scoláire trí na snáitheanna thuasluaite a chruithíodh deiseanna taitneamhacha, spreagúla chun an teanga a shealbhú



Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the specification for Modern Foreign Languages, Guidelines for the Classroom-Based Assessments and the Assessment Task.

www.juniorcycle.ie – Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

www.jct.ie - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

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Learning Journey - MFL

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students

Final Examination
 End of Year 3
 Based on a sample of the Learning Outcomes.
 Set and marked by the SEC.
 Breakdown of final mark awarded by SEC: 10% Assessment Task (35% of which is allocated to an aural component)

Assessment Task
 Year 3
 End of Term 1
 Based on the Learning Outcomes of GBA2. Set by NCCA & marked by SEC. Accounts for 10% of Final Examination

Student Language Portfolio
 CBA 2
 Year 3
 End of Term 1
 School based assessment, followed by SLAR. Reported in JCPA using Descriptors

Oral Communication
 CBA 1
 Year 2
 Final Term
 School based assessment, followed by SLAR. Reported in JCPA using Descriptors

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
 for teachers

Junior Cycle Information on Modern Foreign Languages



Junior Cycle Modern Foreign Languages (MFL) refers to French, German, Italian and Spanish. These subjects encourage all students to:

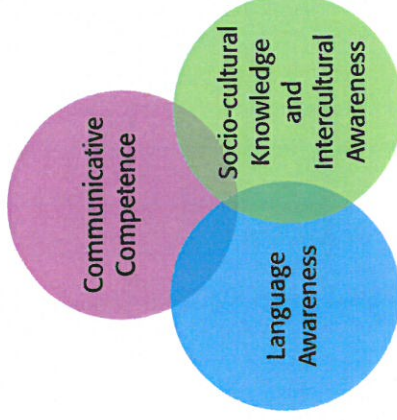
- actively engage in language activities and tasks, developing the capacity to understand written and spoken language
- communicate effectively and confidently in the target language in familiar contexts through a range of media
- develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
- enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
- be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- appreciate their own and other cultures
- develop skills that they can apply to other areas of study and to their lives.

Learning Outcomes

The Modern Foreign Languages specification identifies a broad range of learning outcomes that describe **the knowledge, understanding, skills and values** students should be able to demonstrate after their three years of studying a MFL at a Junior Cycle level.

The learning outcomes are set out across three strands and students will experience these through engaging learning experiences as part of their language learning journey.

Structure of the Specification



Student engagement and learning is optimised by a fully integrated experience of the three strands of **(i) Communicative Competence, (ii) Language Awareness, and (iii) Socio-cultural Knowledge and Intercultural Awareness.**

The Communicative Competence strand is concerned with developing students' ability to communicate meaningfully in the target language.

The Language Awareness strand enhances the students' general awareness about languages, how they work and what best supports them in learning languages.

The Socio-cultural Knowledge and Intercultural Awareness strand gives students access to new cultural dimensions and encourages them to reflect on their own culture.



Changing Approach to Assessment

A new dual approach to assessment increases the prominence given to classroom-based assessment and formative assessment; students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Classroom-Based Assessments (CBAs)

are completed during class time and closely resemble what happens on a daily basis in the classroom. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a pen and paper timed exam. For example, the 1st CBA undertaken in 2nd year is an oral communication task. This CBA offers students the opportunity to focus on an aspect of the target country /countries; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest. Students are able to communicate their findings through a range of formats. Over the three years of junior cycle, each student develops a language portfolio that will include a broad range of texts. For the 2nd CBA which takes place in 3rd Year, a student will choose 3 pieces from their portfolio to present.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. **Subject Learning and Assessment Review (SLAR)** meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents and students.

An Assessment Task (AT) will follow and is linked to the 2nd CBA. The AT is a written task completed by students during class time and is sent to the State Examinations Commission, along with the Final Examination, for correction. It accounts for 10% of the final grade, with the written exam accounting for the other 90% (35% of which is allocated to an aural component). Results of the CBAs and the overall SEC result are recorded on the **Junior Cycle Profile of Achievement (JCPA).**



Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Science Curriculum specification and Guidelines for the Classroom-Based Assessments and Assessment Task.

www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

www.jct.ie - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Within your own subject department in your school. Collaboration with teaching colleagues is promoted through professional time allocations.

Follow [@JCforTeachers](https://twitter.com/JCforTeachers) on Twitter and directly with the Science Team using [@jctscience](https://twitter.com/jctscience)

We have a team of full-time advisors who can be contacted by email at info@jct.ie

A dual approach to assessment, involving classroom-based assessment across the three years of junior cycle and a final externally-assessed, state-certified examination, enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students.

Learning Journey - Science

Final Assessment
End of Year 3
Based on a sample of the Learning Outcomes.
Set and marked by the SEC. Accounts for 90% of SEC Grade

Assessment Task
Term 2 of Year 3
Based on the Learning Outcomes of CBA2. Set by NCCA & marked by SEC. Accounts for 10% of SEC Grade

Science in Society Investigation CBA 2
Dec/Jan of Year 3
School based assessment, followed by SLAR. Reported in JCPA using descriptors

Extended Experimental Investigation CBA 1
Year 2 Final Term
School based assessment, followed by SLAR. Reported in JCPA using descriptors

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



Junior Cycle Science encourages all students to

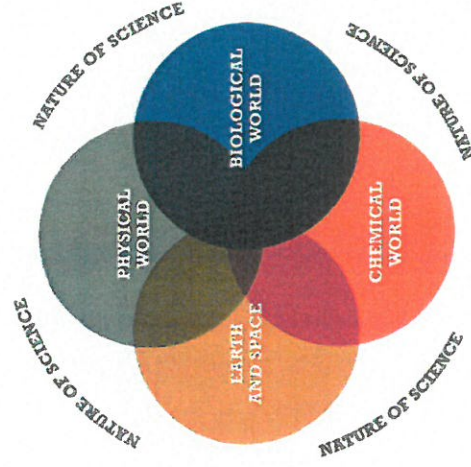
- develop an evidence-based understanding of the natural world
- develop their ability to gather and evaluate evidence
- consolidate and deepen their skills of working scientifically
- become more self-aware as learners and become competent and confident in their ability to use and apply science in their everyday lives.

Learning Outcomes

The learning to be experienced by students in Junior Cycle Science is described in learning outcomes. These are statements that describe the understanding, skills and values students should be able to demonstrate following their three years of Junior Cycle. There are 46 learning outcomes in Junior Cycle Science, spread across five strands.



Structure of the Specification



There are 4 contextual strands- Earth and Space, Physical World, Biological World and Chemical World and these are unified by a fifth strand – The Nature of Science. This unifying strand includes learning how science works, carrying out investigations, communicating in science and developing an appreciation of the role and contribution of science and scientists to society. There is a strong focus on scientific inquiry.

Changing approach to Assessment

A dual approach to assessment increases the prominence given to Classroom-Based assessment and formative assessment; students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Classroom-Based Assessments

Classroom-Based Assessments (CBAs) are completed during class time. The first CBA is an Extended Experimental Investigation which occurs late in second year. The second CBA is a Science in Society Investigation and this happens early in third year. Students can choose from a variety of investigation topics. A variety of formats can be used to present evidence of student learning. The assessment is similar to the ongoing assessment that occurs every day in every class.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents guardians and students.

An Assessment Task (AT) follows the 2nd CBA in 3rd year. It is a written task completed by students during normal class time and it is sent to the State Examinations Commission (SEC), along with the final examination, for correction. It accounts for 10% of the final examination mark.

Results of the CBAs and the SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).

Assessment

Ongoing Formative Assessment

The Framework for Junior Cycle (2015) notes that formative assessment will be a key feature of Junior Cycle. Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process and used to adapt teaching to meet the needs of students. The process supports teachers and students in collecting information about student progress and, where necessary, to make adjustments to the teacher's approach to instruction and the student's approach to learning. This in turn will lead the students to their CBAs in second and third year.

Classroom-Based Assessment 1

'A person of commitment'

Students will, over a specified time, research and present on a person whose worldviews or religious beliefs have had a positive impact on the world around them, past or present.

Classroom-Based Assessment 2

'The human search for meaning'

Students will, over a specified time, explore artistic, architectural, or archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and the purpose of life.

Assessment Task

On completion of the second Classroom-Based Assessment, students will undertake an Assessment Task which will be marked by the State Examinations Commission and allocated 10% of the marks for the final examination.

The Final Examination

- One examination paper
- Set at a Common level, by the State Examinations Commission
- Two hours in duration
- To take place at the end of third year

Information

www.curriculumonline.ie

On the website of the National Council for Curriculum and Assessment (NCCA) you will find key documents such as the Religious Education specification, guidelines for the Classroom-Based Assessments and information about the Assessment Task.

www.jct.ie

Accessing the junior cycle for teachers' website you will find information regarding:

- Religious Education Subject page
- Key Documents
- CPD Workshops
- Planning supports
- Resources
- Assessment
- News/Events



www.ict.ie



info@jct.ie

An tSraith Shóisearach do Mhúinteoirí
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Religious Education



Aim

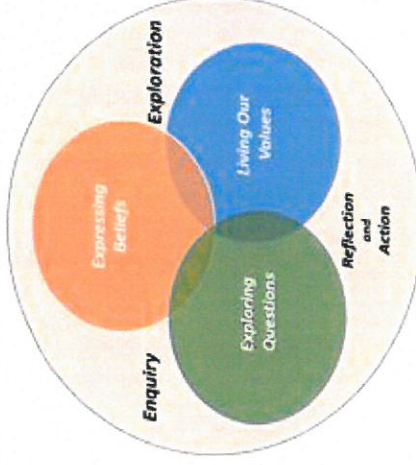
Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

Learning Outcomes

Junior Cycle Religious Education has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The learning to be experienced by students during these 200 hours is organised into 31 learning outcomes to be completed over three years.

Learning Outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Religious Education in junior cycle. The specification emphasises that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in Religious Education up to the end of junior cycle. This specification affords flexibility and freedom for teachers to facilitate learning in a way that reflects students' own journey.

Structure of the Specification:



The Strands

Expressing beliefs...

develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs - religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

Exploring questions...

enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

Living our values...

focuses on enabling students to understand and reflect on the norms and values that underlie actions and to recognise how moral decision-making works in their own life and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions and beliefs.

The Elements

Enquiry

This element focuses on stimulating students' curiosity and prompting their engagement in a topic or question. Through a process of enquiry, students engage with a range of stimulus materials to uncover ideas, facts, information, images and perspectives related to a topic or question.

Exploration

This element focuses on examining a topic or question in detail, questioning, probing, discussing, listening, imagining, interpreting and drawing conclusions, for the purpose of discovery. It also focuses on encouraging dialogue and appreciation of the diversity of interpretations and responses that may exist.

Reflection and action

This element focuses on students reflecting on what they have learnt and on their own experience of, and/or response to, the topic. It encourages students to examine what they have learnt to gain deeper insight and understanding. It also enables students to consider how the learning relates to their lives and/or to the lives of others, thus prompting active and responsible citizenship.

The Learning Journey

Programme Note
During 3rd Year
CBA 2

Practical Examination
During 3rd Year
30%

Composition Portfolio
During 2nd Year
CBA 1



Written Examination
End of 3rd Year
70%

Supported by formative assessment across the three years

First Year

The Learning

- The learning in first year will be derived from the 36 learning outcomes from across the three interconnected strands and through the three integrated elements.
- Learning is supported by formative assessment.

Second Year

The Learning

- The learning across second year will again be derived from the 30 learning outcomes but will now build on learning from first year.
- Learning is supported by formative assessment.

Classroom Based Assessment 1

- **Composition Portfolio** is a collection of the students' musical ideas and creative expressions.
- The focus is on the developmental and progressive nature of the student exploring creative ideas.
- Can be in any musical style, written for any instrument, including voice, and as a solo or group.
- Presented in written, visual, digital, audio or any other format.
- Student Reflection is included on each of the final two pieces chosen for assessment purpose.

Subject Learning Assessment Review (SLAR)

- The results of CBA1 are reported using descriptors

Third Year

The Learning

- As the learning outcomes are for three years, teachers plan for learning building on the learning that took place in first and second year.
- Learning is supported by formative assessment.

Classroom Based Assessment 2

- Programme Note is an individual task and is intended to illuminate the content of the student's performance for their practical examination
- It could include:
 - Brief introduction to the composers/songwriters
 - Description about the historical context
 - Interesting musical point to listen out for in each piece
 - Famous exponents of a tune or instrument
 - Student's role in a group performance

Subject Learning Assessment Review meeting

- The results of CBA2 are reported using descriptors

Practical Examination (SEC) worth 30%

- Three solo and/or group songs / pieces
- Can be presented on a combination of instruments
- Standard is based on three years class-based tuition
- Choice of unprepared test: aural memory or sight reading or improvisation.

Written Examination (SEC) worth 70%

- One paper at common level
- One and a half hour's duration
- Sample of the 36 learning outcomes will be examined

Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs, and the overall SEC result are recorded on the Junior Cycle Profile of Achievement.

Website: www.jct.ie

Twitter: [@JctMusicEdu](https://twitter.com/JctMusicEdu)

Contact: info@jct.ie

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Junior Cycle Information on Music



Junior Cycle Music encourages students to:

- Develop their imagination and curiosity, where individuality and personality are given the opportunity to grow and have a voice
- Immerse themselves intellectually, emotionally and kinesthetically in the learning experience
- Foster both the specific skills related to music and transferable skills that may apply to other individual and collaborative endeavours
- Explore, experiment and take creative risks
- Engage in learning that inspires, challenges, provokes, exhilarates and liberates
- Collaborate in the formation of ideas and the presentation of these ideas
- Learn to be self-reflective through evaluating and critiquing their own work and the work of others
- Develop as responsible, ethical and culturally aware, engaged and connected citizens

Learning Outcomes

Junior Cycle Music has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The learning to be experienced by students during these 200 hours is organised into 36 learning outcomes.

Learning Outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied music in junior cycle. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in music up to the end of junior cycle. This specification affords flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creative spirit.

'Engagement and learning are optimised by a fully integrated experience across the three strands.'

... Music Specification, P.11

Assessment

Junior Cycle Reform places a strong emphasis on assessment as an integral part of the learning process. This requires a more varied approach to assessment in ensuring that the assessment methods chosen are fit for purpose, timely and relevant to the students. Essentially, the purpose of assessment in junior cycle music is to support student learning.

Junior Cycle Profile of Achievement (JCPA)

The assessment of music for the JCPA will comprise two **Classroom Based Assessments (CBAs)**, a practical examination and a final written examination. These **four summative moments** are distinct markers in the student's learning journey. They are best supported by the use of **formative assessment** that occurs every day in the music classroom. Students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Classroom-Based Assessments

CBAs will happen during normal class time and will capture the knowledge and skills that are not easily assessed in a written examination. Examples of students' work will be made available and provide teachers with a clear framework within which to evaluate the work of their own students for assessment purposes.

Features of Quality

To support teacher judgement in the CBAs, descriptors called **Features of Quality** are set out in the **Assessment Guidelines**.

Subject Learning and Assessment Review (SLAR)

In the case of the CBAs, the teacher's judgement is recorded for the SLAR meeting, and for reporting to parents/guardians and students. Subject Learning and Assessment Review meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

The State Examinations Commission (SEC) will assess both the practical and written examinations in third year.



Learning Outcomes



Strands

The learning identified from the 36 learning outcomes is achieved across three interconnected strands:

- Procedural Knowledge
- Innovate & Ideate
- Culture & Context

These strands focus on giving students the opportunity to explore their musical knowledge and skills

- To develop an awareness of sounds for generating ideas and communicating feelings
- To investigate music in past and present contexts and how it is influenced by the culture within which it is created, performed and listened to.

Elements

The three integrated elements inform how the students will experience the learning across the three strands.

- Creating & Exploring
- Participating & Music Making
- Appraising & Responding

As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves emerge.

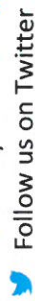


An tSraith Stádasach de 'Aistriúcháin'
Junior CYCLE
for teachers



Where can I get more information?

- www.jct.ie – This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.
- www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Geography specification, Guidelines for the Classroom-Based Assessments and Assessment Tasks.
- www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on Junior Cycle assessment.
- Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.
- JCT has a team of full-time advisors who can be contacted by email at: info@jct.ie



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[@JCTGeography](https://twitter.com/JCTGeography)



Learning Journey – Geography

1st Year

Engage with learning outcomes within the strands through the lens of the elements.
Learning supported by formative assessment

2nd Year

Engage with learning outcomes within the strands through the lens of the elements.
Learning supported by formative assessment

Classroom Based Assessment 1
[*Geography in the news*](#)

Subject Learning and Assessment Review Meeting (SLAR)

3rd Year

Engage with learning outcomes within the strands through the lens of the elements.
Learning supported by formative assessment

Classroom Based Assessment 2
[*My geography*](#)

Subject Learning and Assessment Review Meeting (SLAR)

Assessment Task
Final Examination

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Junior Cycle Information on Geography



Junior Cycle Geography

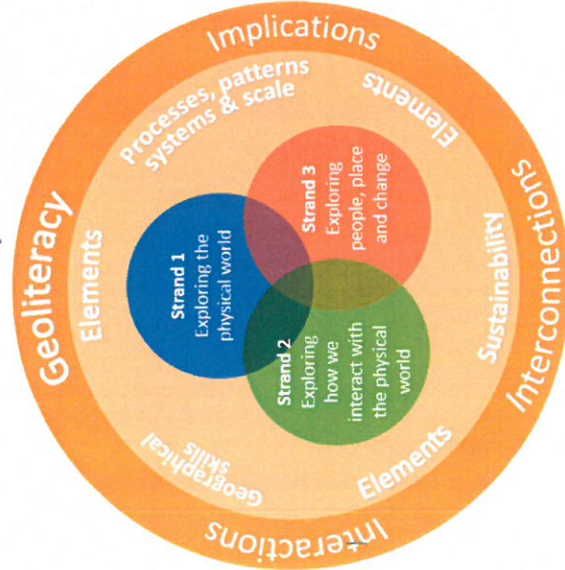
The study of junior cycle geography enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world.

Learning Outcomes

The learning to be experienced by students in Junior Cycle Geography is described in learning outcomes. These are statements that describe the knowledge, understanding, skills and values students should be able to demonstrate after their three years of Junior Cycle.

There are 28 learning outcomes across the three strands and teachers select learning outcomes from across the strands in first, second and third year.

Structure of the Specification



Structure of the Specification

Geoliteracy

The specification is informed by the concept of Geoliteracy. This refers to students' ability to develop far-reaching understandings through geographical thinking and reasoning. The core components of Geoliteracy are the three I's:

- Interactions
- Interconnections
- Implications

Strands

There are three interconnected strands:

- Exploring the physical world
- Exploring how we interact with the physical world
- Exploring people, place and change

Elements

The elements inform how students will experience the learning outcomes within the strands. Students will approach the learning outcomes through the lens of each of the elements.

- Processes, patterns, systems and scale
- Geographical skills
- Sustainability

Assessment and the learning journey

Junior Cycle Profile of Achievement

The assessment of geography for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments. In addition, the second Classroom-Based Assessment will be followed by a written Assessment Task that will be prepared and marked, along with a final examination, by the State Examinations Commission.

Classroom Based Assessment

Classroom Based Assessment 1: Geography in the news

- Structured inquiry through a response to a recent geographical event
- At the end of a three-week period students will report on their inquiry.
- Reports may be presented in a wide range of formats
- Completed in the second term of second year

Classroom Based Assessment 2: My geography

- Structured inquiry into a geographical aspect(s) in a local area
- Students will, over a three week period, investigate an aspect of geography in a local area
- Completed in the first term of third year

After completion of each CBA, a Subject Learning and Assessment Review (SLAR) meeting takes place providing teachers with the opportunity to share samples of their assessment of student work and build a common understanding about the quality of student learning.

Assessment Task

On completion of the second Classroom-Based Assessment, students will undertake an Assessment Task. It will be marked by the State Examinations Commission and will be allocated 10% of the marks used to determine the final examination grade awarded by the SEC.

Final Examination

There will be one examination paper at a common level, set and marked by the State Examinations Commission (SEC). The examination will be no longer than two hours in duration and will take place in June of third year.

A Student's Learning Journey

1st Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

2nd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1
Wood science in our Environment

Teachers engage in a Subject Learning and Assessment Review meeting

3rd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2
Self-Analysis and Evaluation

Teachers engage in a Subject Learning and Assessment Review meeting

SEC Examination
Project – 70%
Written Examination – 30%

Junior Cycle Profile of Achievement (JCPA)

Where can I get more information?

www.curriculumonline.ie

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Wood Technology subject specification and the Wood Technology Assessment Guidelines.

www.jct.ie

This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Wood Technology please visit our subject site.



Use the **QR Code** to go directly to www.jct.ie

Follow us on Twitter @JCT4ed



An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE

for teachers



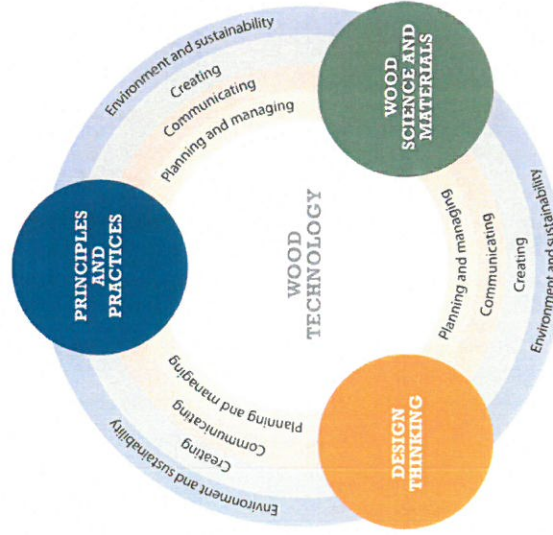
Junior Cycle Information on Wood Technology



Junior Cycle Wood Technology

In Wood Technology students will explore the natural and made world through the medium of design, seeking out opportunities to creatively and innovatively apply the material/resource in making and shaping their environment. The sustainable use of and management of this natural resource is important as the world faces the challenges of the 21st century.

Structure of the Specification



Learning will be experienced across three strands – **Principles and Practices**, **Design Thinking** and **Wood Science and Materials**. Throughout each of the strands, the use of four elements: **Planning and managing**, **Communicating**, **Creating**, and **Environment and sustainability** creates a framework for student learning that ensures a coherent learning experience.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills and values** students should be able to demonstrate having studied Wood Technology in junior cycle. There are thirty-eight learning outcomes spread across the three strands in Wood Technology as outlined in the structure of the specification.

Learning Experiences

Learning in this subject will be active and student centred, with learners collaborating in the pursuit of knowledge and in the safe management of the Wood Technology classroom environment. Through the challenges posed by the design-based philosophy of the subject, students will develop the relevant knowledge, understanding, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.

Ongoing Assessment

Assessment in junior cycle Wood Technology will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. There are three key assessment junctures in second and third year.

CBA 1:

Wood Science in our environment

- Completed within a three-week period in term one of second year
- Students will explore/research a wood science-related issue within a local/global context and present their findings of the issue
- The student can communicate their findings through any appropriate media
- Recorded on the students' Junior Cycle Profile of Achievement (JCPA)

CBA 2:

Student Self-Analysis and Evaluation

- Completed within a three-week period in term one of third year
- Students will conduct an analysis of their coursework and skills to date in Wood Technology
- Students will be expected to identify areas of strengths and areas for improvement with a view to informing their planning and decisions for the project
- Recorded on the students' JCPA

After completion of each Classroom-Based Assessment (CBA), teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using Features of Quality as set out in the Assessment Guidelines provided by the National Council for Curriculum & Assessment (NCCA).

Project and written examination

Wood Technology is assessed at a common level. On completion of the Classroom-Based Assessments, students undertake a project. The project is completed after the second CBA in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for **70%** of the final SEC grade with the written exam accounting for the other **30%**.

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Wood Technology fosters and nurtures STEM approaches to learning, skills and dispositions.

Assessment in Visual Art (continued)

After completion of the second Classroom-Based Assessment, students will reflect on and use the feedback from their teacher and peers, as the basis to create **further significant developmental work** and **two realised pieces** for the state-certified examination.

To aid in their reflections of both their ideas and work students will submit a Communicate and Reflect Form.

This work will be marked by the State Examinations Commission (SEC). There is no Assessment Task (AT) or final drawing examination.

Features of Quality

To support teacher judgement in the CBAs, descriptors called Features of Quality are set out in the Assessment Guidelines.

Subject Learning and Assessment Review

Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Teachers' judgement is recorded for the purpose of the SLAR meeting and for the school's reporting to parents and students.

Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs and the overall SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).



Visual Art Learning Journey

Year 1

- Students develop knowledge, understanding, values and skills in Visual Art
- Laying down the groundwork in formative Assessment
- Use Visual Art Sketchpad to show evidence of learning

Year 2

- Continue developing knowledge, understanding, values and skills in Visual Art
- Use Visual Art Sketchpad to show evidence of learning
- Term 2 - CBA 1 (From Process to Realisation)
- Scenarios (*a combination of theme and strand*) issued by the NCCA at beginning of term 2
- Group or individual project
- Present work. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA at end of year 3, using Descriptors

Year 3

- Use Visual Art Sketchpad to show evidence of learning
- Term 1 - CBA 2 (Communicate and Reflect)
- Scenarios (*a combination of theme and strand*) issued by SEC at the beginning of the year
- Individual project
- Presentation or discussion. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA using Descriptors
- Term 2 & 3 - based on analyses & reflection on feedback received from CBA 2, students significantly develop their ideas further and realise two artefacts for the State Examination Commission (SEC).

Website: www.jct.ie

Twitter: [@JCforTeachers](https://twitter.com/JCforTeachers)

Contact: info@jct.ie

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Junior Cycle Information on Visual Art



Junior Cycle Visual Art encourages students to:

- Develop self-confidence, inquisitiveness, imagination and creativity
- Explore and develop their own ideas and to find personal expression through art, craft and design
- Use, research and experiment with a variety of traditional, contemporary, digital or new media
- Expand their knowledge and understanding of a range of Visual Art processes, skills and techniques
- Develop the visual literacy, critical skills and language necessary to engage with contemporary culture
- Look at, respond to and evaluate their own artwork and the artwork of others
- Engage with authentic, real-world problem solving scenarios
- Develop the knowledge, skills and understanding necessary to realise authentic artwork

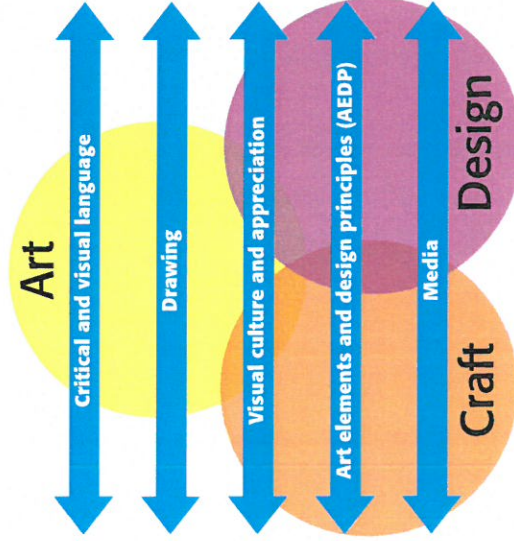


Classroom-Based Assessment 1 (CBA 1) Year 2 From Process to Realisation

1. Completed by students either individually or in groups.
2. Students choose one scenario (*a combination of a theme and a strand*) from a list issued by NCCA and are required to realise a piece of work primarily through one of the Visual Art strands.
3. However, students may incorporate aspects of other strands as appropriate for their work.
4. Students use their Visual Art sketchpad to research initial ideas, develop their work and reflect on their progress while incorporating the five elements of junior cycle Visual Art.
5. Students complete and present their realised work and accompanying Visual Art sketchpad.

Strands and Elements

Students will experience Visual Art through the interconnected strands of art, craft and design and five elements which include; (i) critical and visual language, (ii) drawing, (iii) visual culture and appreciation, (iv) art elements and design principles and (v) media.



Visual Art Sketchpad

Evidence of student learning across the three years of junior cycle will be captured in a **Visual Art Sketchpad**. The Visual Art sketchpad is a collection of ideas, processes and work, in physical or digital form (or a combination of both). A student's Visual Art sketchpad will be used by them to:

- Record their approaches to all of the work they will undertake
- Capture their ideas, creativity, experiments and explorations, including realised work
- Hold information to contextualise their work
- Document ongoing classroom artwork, finished artworks as well as the Classroom-Based Assessments
- Develop ownership of their own personal creative learning journey

Assessment in Visual Art

A new dual approach to assessment increases the prominence given to Classroom-Based Assessment (CBA) and formative assessment. The assessment of Visual Art for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments and a state certified project.

Classroom-Based Assessment 2 (CBA 2) Year 3 Communicate and Reflect

1. Completed by students on an individual basis.
2. Students choose one scenario (*a combination of a theme and a strand*) from a brief issued by SEC. The brief, will of necessity serve as the brief for CBA2, will be made available annually by the SEC to students at the beginning of their third year of junior cycle.
3. Students use their Visual Art sketchpad to research initial ideas and develop these while incorporating the five elements of junior cycle Visual Art.
4. Students will use the material from their Visual Art sketchpad to share, through a presentation or discussion, what their initial thoughts, ideas and experiments are and how they might shape their work for this second CBA.
5. Based on feedback students reflect upon their work and the direction they will take it in for the state-certified examination.

Learning Outcomes

The Visual Art specification identifies 45 learning outcomes that describe the **knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle. The learning outcomes are intended to support teacher planning.



Junior Cycle Business Studies Learning Journey

1st Year

Engage with learning outcomes and strands
Learning supported by formative assessment



2nd Year

Engage with learning outcomes and strands
Learning supported by formative assessment

Classroom-Based Assessment 1
Business in Action

Subject Learning and Assessment Review Meeting



3rd Year

Engage with learning outcomes and strands
Learning supported by formative assessment

Classroom-Based Assessment 2
Presentation

Subject Learning and Assessment Review Meeting

Assessment Task

Final Examination

Where can I get more information?

www.curriculumonline.ie

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Business Studies subject specification and the Junior Cycle Business Studies Assessment guidelines.

www.juniorcycle.ie

Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

www.jct.ie

This is the website of the JCTs schools' support service. JCTs aim is to support schools in their implementation of the new Junior Cycle Framework through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

www.examinations.ie for sample examination materials.

Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.

JCT has a team of full-time Business Studies advisors who can be contacted by email at info@jct.ie



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JuniorCYCLE

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Junior Cycle Information on Business Studies

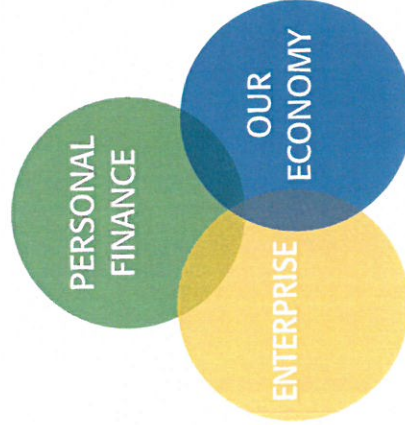


Junior Cycle Business Studies Information for Teachers

The dynamic and energetic world of Business Studies is brought to life in the classroom through active participation and involvement with rich activities grounded in relevant and contemporary contexts. Business Studies sets the foundation for lifelong financial literacy and ignites a lifelong interest in learning about the business world and the economy and how they impact on our daily lives.

The Three Strands

The new specification for Business Studies has three interconnected strands.



Personal Finance focuses on students making informed decisions to effectively and responsibly manage their financial resources.

Enterprise encourages students to identify opportunities and develops an understanding of the financial, marketing and operational functions of an organisation.

Our Economy enables students to understand the dynamic relationship between the local, national and international economic situation.

Learning Outcomes

There are 37 learning outcomes across the three strands and teachers select learning outcomes from across the strands in first, second and third year. Learning outcomes describe the **knowledge and understanding, skills and values** that students should be able to demonstrate having studied Junior Cycle Business Studies.

How is assessment changing?

The purpose of assessment and reporting at this stage of education is to support and improve learning. The junior cycle places a strong emphasis on assessment as part of the learning process and supports a more varied approach to assessment.

Assessment in Junior Cycle Business Studies will optimise the opportunity for students to become reflective and active participants in their learning. The students will be supported through effective feedback that they will receive throughout their learning journey.

Assessment and the learning journey

Assessment in Junior Cycle is designed to give a broader picture of student learning. In addition to the ongoing supportive feedback provided to progress student learning, there are a number of key assessment moments in second and third year.

Classroom-Based Assessment 1: Business in Action

- Classroom-Based Assessment (CBA) 1 takes place at the end of second year and students have a four week period to complete this CBA.
- It is to be completed in groups of three to five students and there are three options available: **Enterprise in Action, Economics in Action or Finance in Action.**



Classroom-Based Assessment 2: Presentation

- Takes place at the end of the first term in third year over a three week period.
- Individual presentation of 3 minute duration.
- Provides an opportunity for students to apply their knowledge, skills and understanding to real life settings while also developing their communication skills.

After completion of each CBA, a **Subject Learning and Assessment Review (SLAR)** meeting takes place to discuss student learning and share effective practice.

Assessment Task

- Following the second Classroom-Based Assessment in third year students complete a reflective Assessment Task.
- The Assessment Task is assessed by the State Examinations Commission (SEC). It will be allocated 10% of the marks used to determine the final examination grade awarded by the SEC.

Final Examination

- Takes place at the end of third year as normal, and is set and assessed by the SEC.
- One examination paper offered at common level.
- Maximum of two hours in duration.

Final Assessment

The final assessment comprises of a practical food skills examination and a written examination.

Supported by Ongoing Formative Assessment		Final Assessment (Year 3) <small>(Issued & marked by the State Examinations Commission)</small>
Practical Food Skills Examination	Written Examination	
<ul style="list-style-type: none"> Based on CBA 2, the Food Literacy Skills Brief and creative food literacy skills in the implementation of the chosen brief 1hr. 30 mins + 30 mins preparation time 50% of final examination mark 	<ul style="list-style-type: none"> 1hr 30 mins 50% of final examination mark 	
Reported on in JCPA		

Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Home Economics Specification and the Junior Cycle Home Economics Assessment Guidelines for the Classroom-Based Assessment.

www.jct.ie – This is the website of the Junior Cycle for Teachers (JCT) schools' support service. Our aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.



Follow JCT @JCTforTeachers and the Home Economics Team using @JctHomeEc on Twitter

We have a team of full-time advisors who can be contacted by email at info@jct.ie

Junior Cycle Home Economics Learning Journey

Year 1

Engage with learning outcomes

Learning supported by formative assessment

Year 2

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1
Creative Textiles

(Subject Learning and Assessment Review (SLAR) Meeting)

Year 3

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2
Food Literacy Skills Brief

(Subject Learning and Assessment Review (SLAR) Meeting)

Practical Food Skills Examination
(Issued & marked by the State Examinations Commission)

Final Written Examination
(Set & marked by the State Examinations Commission)

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Junior Cycle Information on Home Economics

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



Junior Cycle Home Economics aims to:

- develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society
- develop practical food and health literacy skills so that students are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society
- nurture students' resourcefulness, innovation, adaptability, and competency as consumers
- develop students' creative design and textile skills
- develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life

Overview of the Specification

The Junior Cycle Home Economics Specification is designed for a minimum of 200 hours across the three years of Junior Cycle and is offered at a common level. The specification uses an interdisciplinary approach which encourages the integration of three strands in the teaching and learning of the subject.

The **three inter-connected strands** are:

1. **Food, health and culinary skills**
2. **Responsible family living**
3. **Textiles and craft**

To give further emphasis to the integrated nature of learning in Home Economics, the learning outcomes for each of the strands are grouped by reference to **four elements**:

- **Individual and family empowerment**
- **Health and wellbeing**
- **Sustainable and responsible living**
- **Consumer competence**



The specification identifies 41 learning outcomes that apply to **all** students. Learning outcomes describe the **knowledge, understanding, skills and values** students should be able to demonstrate having studied Home Economics in Junior Cycle.

The students' engagement and learning are optimised by a fully integrated approach to planning using the learning outcomes.

Assessment in Home Economics

The purpose of assessment and reporting at this stage of education is to support learning.

A broader approach to assessment will give students the opportunity to become reflective and active participants in their learning. Providing focused feedback is a critical component of high quality assessment.

Classroom-Based Assessments (CBAs)

The CBAs are completed during normal class time. It is envisaged that through the CBAs students will actively engage in practical and authentic learning experiences.

Supported by Ongoing Formative Assessment	
CBA 1 (Year 2) Creative Textiles <ul style="list-style-type: none"> • Apply the design brief process • Apply the principles of design and sustainability • Make a textile item for an individual or the home or <ul style="list-style-type: none"> • Recycle or upcycle a textile item for an individual or the home 	CBA 2 (Year 3) Food Literacy Skills Brief <ul style="list-style-type: none"> • Use the design brief process to research, generate ideas and possible solutions for a Food Literacy Skills Brief, drawn from a list of briefs issued by the State Examinations Commission (SEC) • Provide a summary of feedback received from teacher and peers • Reflect on their work in light of the feedback received
Reported on in the Junior Cycle Profile of Achievement (JCPA)	

Subject Learning and Assessment Review Meetings

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) Meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Structure of the Specification

The Three Strands

The specification has three interconnected Strands.

Strand 1: The Nature of History

Strand 2: The History of Ireland

Strand 3: The History of Europe and the Wider World


This first Strand is a unifying Strand which focuses on The Nature of History as a discipline. The Strand emphasises the skills, concepts, values and attitudes that inform the learning of history. It helps to form students as historians.

Strands 2 and 3 provide the context for students to deepen their understanding of The Nature of History as a discipline. Therefore, the Learning Outcomes in Strand 1 will be integrated with those in strands 2 and 3.

This does not preclude teachers from engaging separately with Learning Outcomes in Strand 1.



 History@jct.ie

 [@jcthistory](https://twitter.com/jcthistory)

Junior Cycle History Learning Journey

1st Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

2nd Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

Classroom-Based Assessment 1
'The Past in my Place'

Subject Learning and Assessment Review Meeting

3rd Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

Classroom-Based Assessment 2
'A Life in Time'

Subject Learning and Assessment Review Meeting

Assessment Task

Final Examination

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

**QUICK
REFERENCE
GUIDE**
HISTORY



Strand Two:

The History of Ireland

Students should be able to:

Recognising Key Changes

- 2.1 **recognise** how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation
- 2.2 **investigate** the role and significance of two leaders involved in the parliamentary tradition in Irish politics
- 2.3 **explore** how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion
- 2.4 **examine** the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923
- 2.5 **identify** the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

Exploring People, Culture & Ideas

- 2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period
- 2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora
- 2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two
- 2.9 explain how the experience of women in Irish society changed during the twentieth century
- 2.10 examine how one sporting, cultural or social movement impacted on Irish life

Applying Historical Thinking

- 2.11 **make connections** between local, personal or family history and wider national and/or international personalities, issues and events
- 2.12 **debate** the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events
- 2.13 **analyse** the evolution and development of Ireland's links with Europe

Strand One:

The Nature of History

Students should be able to:

Developing Historical Consciousness

- 1.1 **develop** a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context
- 1.2 **consider** contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world
- 1.3 **appreciate** their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated
- 1.4 **demonstrate** awareness of historical concepts, such as *source and evidence*; *fact and opinion*; *viewpoint and objectivity*; *cause and consequence*; *change and continuity*; *time and space*

Working with Evidence

- 1.5 **investigate** the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence
- 1.6 **debate** the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry
- 1.7 **develop** historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
- 1.8 **investigate** a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

Acquiring the Big Picture

- 1.9 **demonstrate** awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions
- 1.10 **demonstrate** chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
- 1.11 **make connections and comparisons** between people, issues and events in different places and historical eras

Strand Three:

The History of Europe & the Wider World

Students should be able to:

Recognising Key Changes

- 3.1 **investigate** the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world
- 3.2 **evaluate** the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
- 3.3 **examine** the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world
- 3.4 **discuss** the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations
- 3.5 **recognise** the importance of the Cold War in international relations in the twentieth-century world

Exploring People, Culture & Ideas

- 3.6 **explore** life and death in medieval times
- 3.7 **appreciate** change in the fields of the arts and science, with particular reference to the significance of the Renaissance
- 3.8 **consider** the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer
- 3.9 **examine** life in one fascist country and one communist country in the twentieth century
- 3.10 **explore** the significance of genocide, including the causes, course and consequences of the Holocaust

Applying Historical Thinking

- 3.11 **explore** the contribution of technological developments and innovation to historical change
- 3.12 **evaluate** the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights
- 3.13 **debate** the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events
- 3.14 **illustrate** patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

A Student's Learning Journey

1st Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

2nd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1
Engineering in Action

Teachers engage in a Subject learning and Assessment Review meeting

3rd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2
Research and Development

Teachers engage in a Subject Learning and Assessment Review meeting

SEC Examination
Project – 70%
Written Examination – 30%

Junior Cycle Profile of Achievement (JCPA)

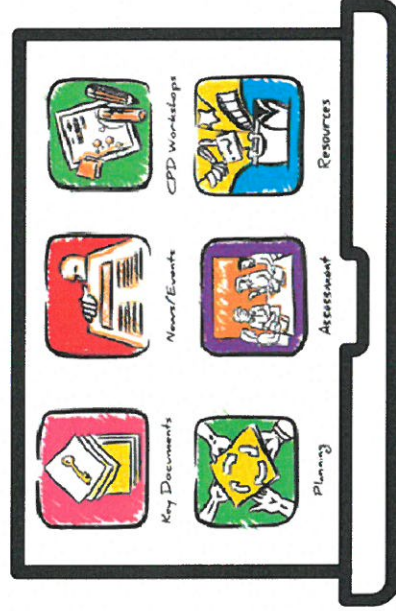
Where can I get more information?

www.curriculumonline.ie

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Junior Cycle Engineering specification and the Assessment Guidelines for Engineering.

www.jct.ie

This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Engineering please visit our subject site at www.jct.ie



Use the **QR Code** to go directly to www.jct.ie



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An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers



Junior Cycle Information on Engineering



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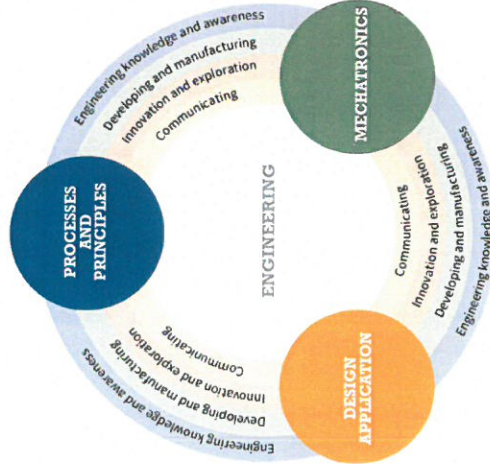
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Junior Cycle Engineering

Engineering encourages students to take an active, collaborative and goal orientated approach to problem solving. Engineering takes a reflective, systematic approach to design and design modification for the purpose of manufacturing an improved solution. Manufacturing tasks place emphasis on precision and high-quality finish. Engineering fosters an engineering mindset in all students.

Structure of the Specification



This specification focuses on developing students' understanding of and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected strands: **Processes and principles, Design application and Mechatronics.**

Throughout each of the strands, there are four elements: **Engineering knowledge and awareness, Developing and manufacturing, Innovation and exploration,** and **Communicating** to create a quality learning framework for student learning. Students develop an engineering mindset through engagement with the four elements.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills and values** students should be able to demonstrate having studied Engineering in junior cycle. There are thirty-six learning outcomes across the three strands in Engineering.

Learning Experiences

Students will be active participants in their learning. The focus of junior cycle Engineering is goal-oriented problem solving for the manufacture of products, with emphasis on efficiency, accuracy, precision and a high-quality finish. This project-based approach to junior cycle Engineering requires students to develop a knowledge of materials and processes.



Ongoing Assessment

A dual approach to assessment increases the prominence given to Classroom-Based Assessment (CBA) and formative assessment. The assessments of Junior Cycle Engineering for the purposes of the Junior Cycle Profile of Achievement (JCPA), will comprise of two CBAs, a state certified grade comprised from a project and a final written examination.

CBA 1: Engineering in Action

- Completed in term two of second year
- Completed by students either individually or in groups
- Students investigate the applications of the principles and processes of Engineering
- Develops knowledge, understanding, skills and values across any of the strands
- Can be presented through any appropriate media

CBA 2:

Research and Development

- Completed in term one of third year
- Completed by students individually
- Students carry out research based on a theme that will be reflective of an aspect of the final project

After completion of each CBA, teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using features of quality as set out in the Assessment Guidelines provided by the National Council for Curriculum & Assessment (NCCA).

Project

A project is completed after the second CBA component in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for 70% of the final SEC grade.

Final Examination

A final written examination takes place at the end of third year. It is set and marked by the State Examinations Commission (SEC). The final examination accounts for 30% of the final SEC grade. Engineering is offered at common level.

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Engineering fosters and nurtures STEM approaches to learning, skills and dispositions.

A Student's Learning Journey

1st Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

2nd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1 *Communicating through Sketching*

Teachers engage in a Subject Learning and Assessment Review Meeting

3rd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2 *Graphical presentation skills*

Teachers engage in a Subject Learning and Assessment Review Meeting

SEC Examination
Project – 30%
Final Examination – 70%

Junior Cycle Profile of Achievement (JCPA)

Where can I get more information?

www.curriculumonline.ie

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Graphics subject specification and the Graphics Assessment Guidelines.

www.jct.ie

This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Graphics please visit our subject site.



Use the QR Code to go directly to www.jct.ie



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Graphics



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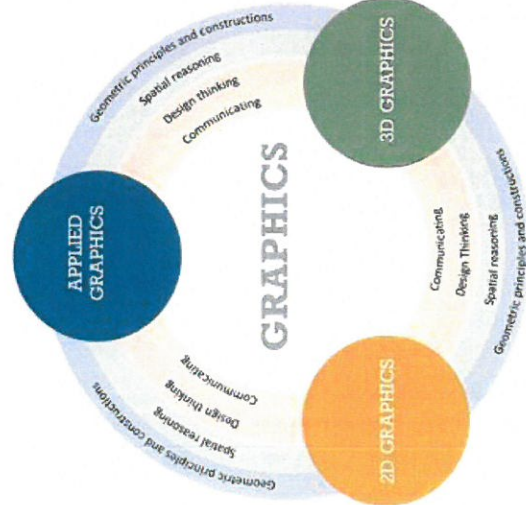
www.jct.ie

Junior Cycle Graphics

In junior cycle Graphics, students develop their creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities. Graphics encourages the development of the cognitive and practical dexterity skills associated with graphical communication

Students will build an appreciation of the role of graphics in the world around them and will make judgements on the best mode through which to represent their ideas and solutions

Structure of the Specification



Learning will be experienced across three strands – **2D Graphics, 3D Graphics and Applied Graphics**. Throughout each of the strands, the use of four elements: **Spatial reasoning, Design thinking, Communicating and Geometric principles and construction** creates a framework for student learning that ensures a coherent learning experience.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills and values** students should be able to demonstrate having studied Graphics in Junior Cycle. There are thirty-seven learning outcomes in Graphics as outlined in the structure of the specification. **The specification stresses that the learning outcomes are for three years.**

Learning Experiences

Students will develop their creativity as they investigate and solve design challenges. Students will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design. Abstraction, and spatial reasoning are fundamental to this process; graphics provides multiple and varied opportunities for students to develop these high level cognitive and creative skills in engaging context



Ongoing Assessment

Assessment in Graphics at junior cycle will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This can be achieved through the provision of opportunities for students to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and through the quality of the focused feedback they get in support of their learning

Classroom-Based Assessment 1:

Communication through sketching

- Completed within a three-week period in second year
- Students will develop their skills in using effective sketching methods and media to accurately communicate their vision, design and solution
- The student can communicate their findings through any appropriate media
- Recorded on the students' Junior Cycle Profile of Achievement (JCPA)

Classroom-Based Assessment 2:

Graphical presentation skills

- Completed within a three-week period in third year
- Students will focus on how to effectively present their research graphically. It will inform the project assessment element. Students will research and investigate the domain in which the project is situated and present their findings graphically through any appropriate graphical media.
- This Classroom-Based Assessment is an opportunity to instil in students a curious disposition, where they are free to experiment, encouraged to explore new and challenging opportunities and to reflect on the process
- Recorded on the students' JCPA

After completion of each Classroom-Based Assessment (CBA), teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using Features of Quality as set out in the Assessment Guidelines provided by the National Council for Curriculum & Assessment (NCCA).

Project and Examination

On completion of the Classroom-Based Assessments, students undertake a project. The project is completed after the second CBA in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for **30%** of the final SEC grade with the final exam accounting for the other **70%**.

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Graphics fosters and nurtures STEM approaches to learning, skills and dispositions. The 'STEM Education - Implementation Plan 2017-2019' can be found at www.education.ie/en/The-Education-System/STEM-Education-Policy/stem-education-implementation-plan-2017-2019-.pdf

An Irish Shikharah in Education
JuniorCYCLE
for teachers



Where can I find examples of short courses?

The NCCA has developed ten short courses for schools to use on an optional basis to support students' learning in relation to various statements of learning.

There are eight short courses which are broadly aligned with Level 3 of the National Framework of Qualifications (NFQ).

- Civic, Social and Personal Education (CSPE)
- Social, Personal and Health Education (SPHE)
- Physical Education (PE)
- Coding
- Digital Media Literacy
- Artistic Performance
- Chinese Language and Culture
- Philosophy

There are two short courses which may form part of Level 2 Learning Programmes (L2LPs)

- A Personal Project: Caring for Animals
- Exploring Forensic Science

An additional short course at Level 2 in 'Enterprise and Animation' will be made available by the NCCA

The above short courses are available at: www.curriculumonline.ie



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Where can I get more information?

www.curriculumonline.ie - This is the website of the National Council for Curriculum and Assessment (NCCA) who have developed Short Courses.

www.juniorcycle.ie - Here you can find Guidelines for schools who are considering the development of their own short course.

www.jct.ie - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Register for the short courses newsletter 'Short Courses in the Spotlight' at www.jct.ie

The JCT Short Courses team can be contacted by email at info@jct.ie



Follow us on Twitter @JCFforTeachers



Junior Cycle Information on Short Courses

Introduction

During junior cycle, a student will learn through a number of subjects or a combination of subjects and short courses. Through the curriculum, schools will ensure that all twenty-four statements of learning and the eight key skills of junior cycle feature in the programmes offered to students.



What are short courses?

Short courses are a new and optional curriculum component in the junior cycle which:

- offer greater flexibility to schools
- require 100 hours of student engagement
- should emphasise students' active learning
- are assessed through Classroom-Based Assessment
- will be reported upon by the school

A school may offer a maximum of four short courses for certification purposes.

It is not intended that short courses would replace existing subjects, but their inclusion will allow a school to broaden the range of learning experiences for students, address their interests and encompass areas of learning not covered by the combination of curricular subjects available in the school.

Short courses may be considered for inclusion as part of a school's Wellbeing programme. Associated short courses include Physical Education (PE), Social, Personal and Health Education (SPHE) and Civic, Social and Political Education (CSPE).

Short courses are also a key feature of the Level Two Learning Programmes (L2LPs) and form part of the Junior Cycle pathway for students at that level.



What type of short courses can be included on a school's junior cycle programme?

Schools may opt to include short courses developed by the NCCA, or alternatively, short courses that have been developed either by the school or another organisation in accordance with a template and guidelines set out by the NCCA.



Why have short courses been introduced?

Short courses have been introduced because schools have been seeking opportunities to connect with their communities, and also to consolidate and strengthen aspects of students' learning. Short courses also allow schools flexibility to introduce new and different learning experiences into their junior cycle programmes, and allows students to profile their achievements in these experiences.

IRELAND'S LEADING PARENTAL PAYMENT SYSTEM

Dear Parents,

Our aim is to become a cashless school over time and to this end we are introducing Way2Pay, Ireland's fastest growing Parental Payment System. While Way2Pay is designed to help schools manage, receipt, track and audit school money, it also provides a comprehensive and wonderful flexible system for parents. Parents can enjoy the ease of paying by text, and/or an online dashboard with lots of information, receipt, history etc. There are two ways of accessing Way2Pay.

PAY ONLINE AT WAY2PAY.ORG

To login:

1. Go to www.way2pay.org and click Login.
2. Enter your Username and Password. These are your mobile phone number in international format e.g. 353851234567.
3. You will be prompted to change your password at this point. Your new password must be at least 7 characters and contain a CAPITAL LETTER and a NUMBER.
4. Confirm your new password and click Change Password.



To pay a bill:

1. Select Pay Bills to view all outstanding bills.
2. Enter the amount you wish to pay in the Balance box, alternatively do not enter anything if you wish to pay the full outstanding amount.
3. Click the + icon under Pay Now? to select the bill for payment.
4. Accept the T&C's and click Pay By Card Online.
5. Enter your credit card details and click Pay Now.

PAY BY TEXT MESSAGE

Your school will send you an SMS containing a payment request link. Simply click on the link to pay in three easy clicks.

You will be prompted for the last 3 letters of your surname before seeing your bills. Please note that this refers to your child's surname (if different from your own).



WAY2PAY APP (coming soon)



Way2Pay offers support directly to parents so if you are having any difficulty using any of the options above please get in touch directly with their help desk on **01-8041269** during office hours or email support@way2pay.ie. We thank you for using Way2Pay and help our school in our aim to go cashless.

Thank you,
Principal



GET IN TOUCH WITH US!

Way2Pay, T: 01-8041269

E: support@way2pay.ie

W: way2pay.ie



**Big Brothers Big Sisters
of Ireland**



BIG BROTHERS BIG SISTERS OF IRELAND
Westside Community Resource Centre,
Seamus Quirke Road, Galway.

Tel: 091-554420 **Email:** info@bbbsireland.ie
Website: www.bbbsireland.ie
www.foroige.ie

Foróige, National Youth Development Organisation provides a comprehensive range of youth work services through the operation of **Foróige Clubs, Local Youth Services, Local Youth Development Projects, Youth Information Centres** and the **Big Brother Big Sister Programme**.



**PLEASE SUPPORT OUR FUNDRAISING CAMPAIGN.
CALL STEPHEN AT 0863862094 OR LOG ONTO
<http://www.bbbsireland.ie/support.php>**



"We got on really well and even now four years later whenever I meet her we'll stop and have a chat. She still calls me her Big Sister".
Big Sister, 2009, Roscommon



**Big Brothers Big Sisters
of Ireland**

Little time... Big difference



SCHOOL MENTORING PROGRAMME



It is about
sharing, fun,
laughing,
learning,
friendship...

How does the programme work?

Volunteer students from the senior cycle are carefully selected and trained. They are then matched to a first year student who wishes to participate based on common interests, hobbies and personality. Meetings take place on a weekly basis.

How is the programme supported?

These meetings are supervised and supported by a designated adult (School, BBBS Staff, Youth Service Staff or in some cases a trained adult volunteer). Each match will be supported for the length of their friendship during the school academic year.

What do matches do together when they meet?

This is a fun "time out" programme. The matches meet once a week at a specific time and place within the school. Together students decide what they would like to do...play board games, chat, eat lunch, play sport... and take part in other activities available to them in their school.

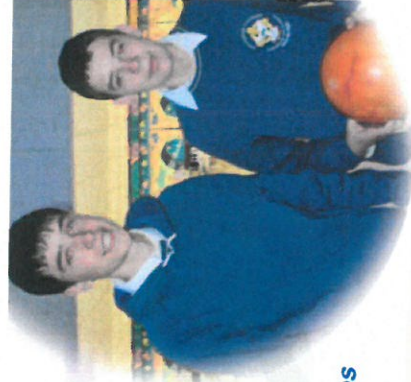
Volunteers are asked to share an agreed time weekly with their little brother/sister. This may be either a lunch or class time, during school hours.

Involvement of Participants

This is a voluntary programme. The involvement of all participants (parents, senior students, first year students and school staff) is crucial to the success of the programme.

Who are the Little Brothers/Little Sisters?

They are junior cycle students, generally in first year who would enjoy and benefit from a friendship with an older student.



POINTS TO NOTE
Matches are of the same gender and are one to one with shared interests and activities between mentor and mentee.



The programme operates from September/October to April/May of the academic year



There is a designated person within the school that operates the programme with support from the BBBS Programme.



Weekly supervised meetings for matches take place within the school and last for 30-40 minutes approximately.



Written parental permission is required from all participants.

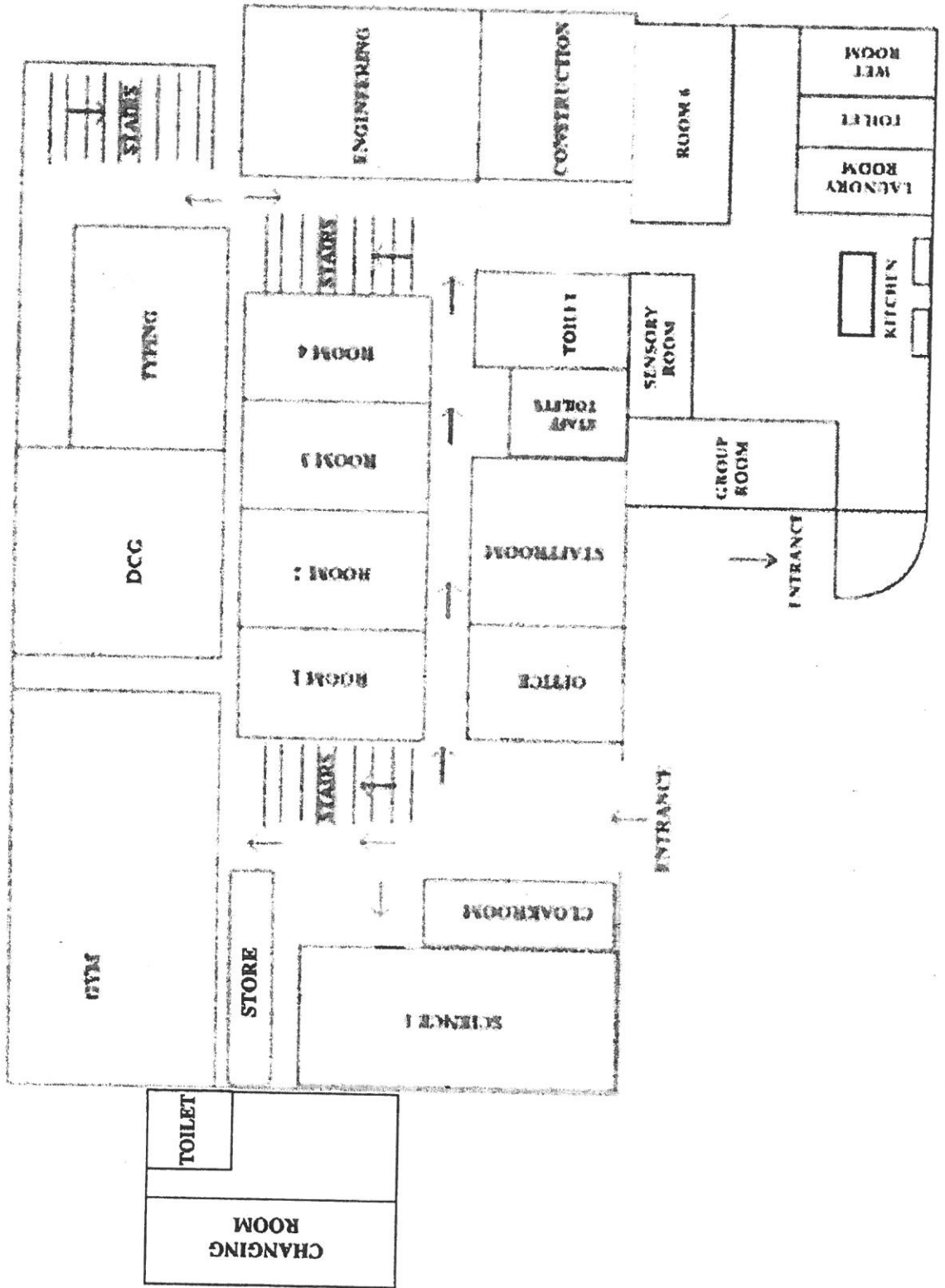


All participant must sign a contract that they will follow all the BBBS rules outlined



School Floor Plan

Ground Floor



School Floor Plan

Upper Floor

