



New Junior Cycle
Information Evening
Second Year Parents
Tuesday 7th January



Key Skills



Active &
Engaging

Collaborative

Promotes Critical
Thinking

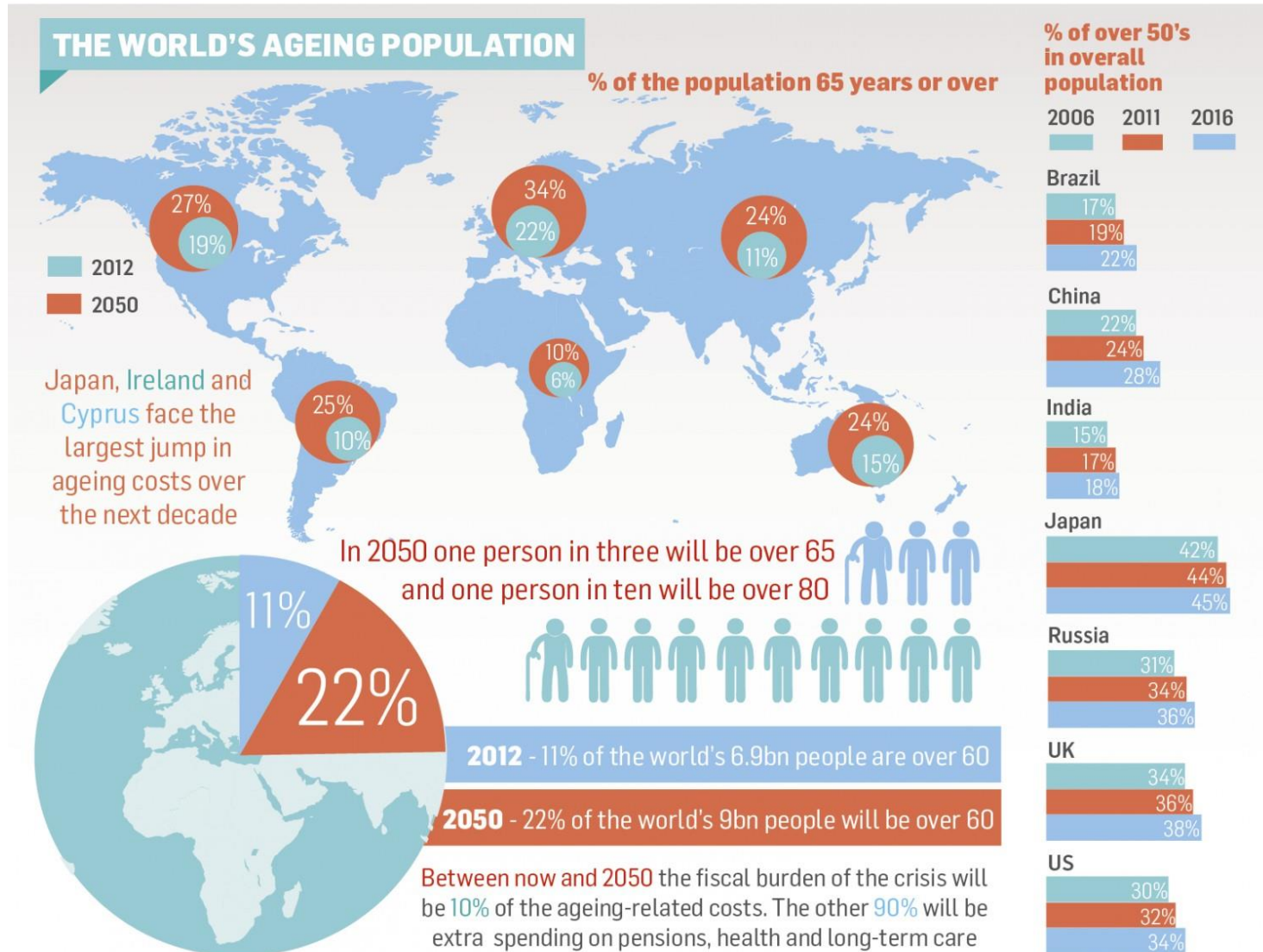
Respectful

Inclusive and
Accepting

Holistic

Why has 'learning and teaching changed?'

- The world is changing and employment is changing!



Global Employment is changing



www.siliconrepublic.com/careers

Entrepreneur (*1 in 5 US workers*)

Market Research Analysts

Scientific Researchers

Engineer

Designer

Counsellors and Therapists

Veterinarian

Data and ICT systems

Environmental Scientists

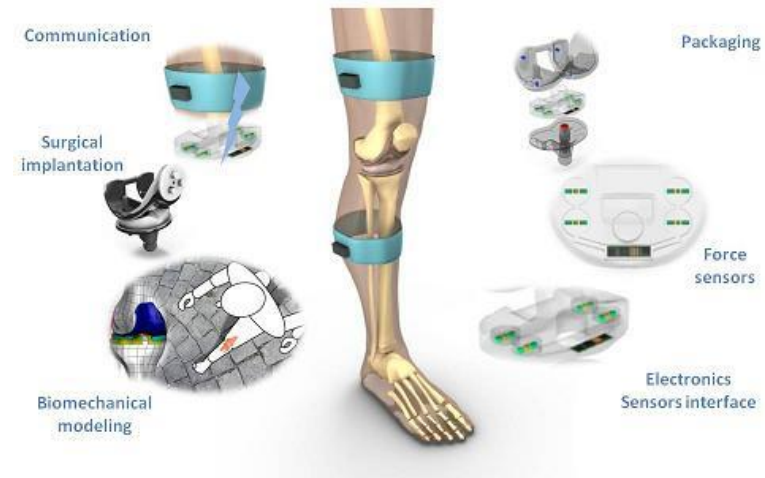
Nurses and carers

Irish Employment STEM Sector

– Medical Devices, Pharmaceutical, Food Production and Engineering

Medical devices and Pharma Industry:

- 9 out of the top 10 pharmaceutical companies have a presence in Ireland.
- Our med tech firms account for €7.9bn of Ireland's exports, providing a third of the world's contact lenses and half of the ventilators in acute hospitals worldwide.



STEM Trend *(Science, Technology, Engineering and Maths)*

- “The most significant increases in points for entry across all colleges, are in the **STEM programmes** commerce, law and construction disciplines..... These trends, and particularly the **growth of demand for Stem places**, underpins the argument by both Irish government trade missions and the IDA, to high technology **multinational corporations**, promoting Ireland as a location for investment. The Government will hope this growing interest in STEM at second level continues.”

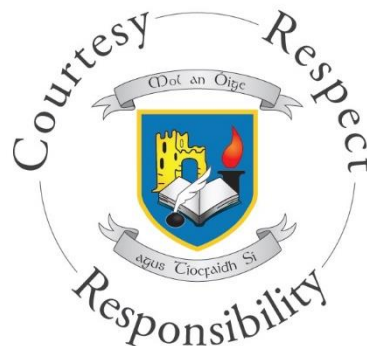
[Reference Irish Times 14th Sept 2015](#)

What skills do students need to be *21st C Learners* and *Active Citizens* in a 21st C society?

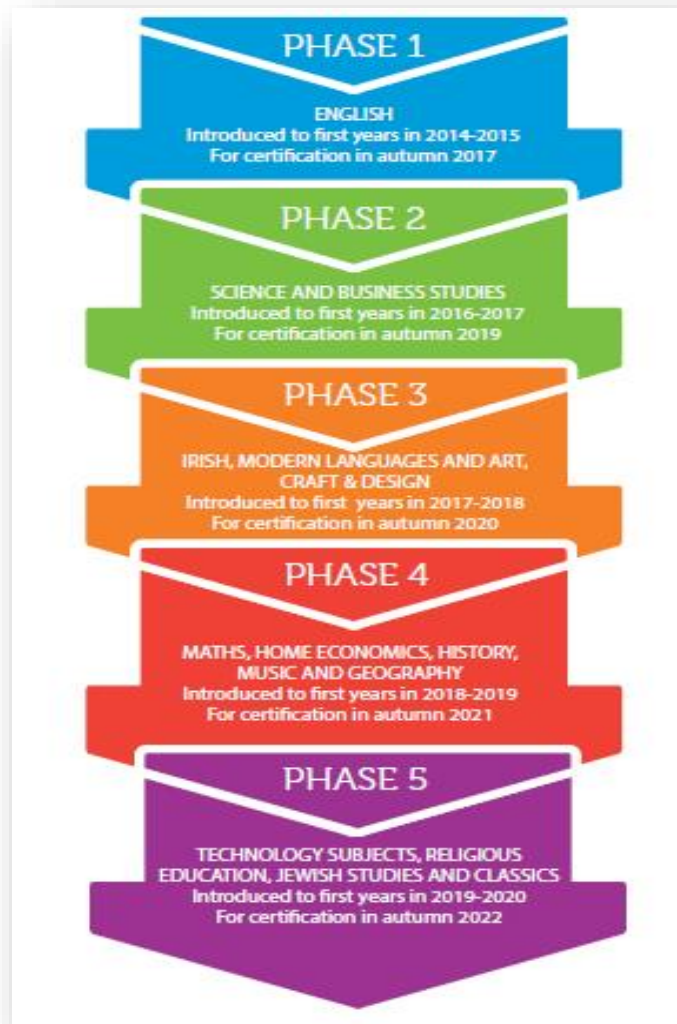


Ms Jamie-Lee Dunne

Coordinator of Junior Cycle
JCT Geography Teacher



Timeline Phasing of Subjects from 2014 - 2022



A Vision for Junior Cycle

“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.”



NCCA

What stays the same?

- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

Our Students |

Connecting
primary
and
secondary

Settling in
and making
progress in
first year

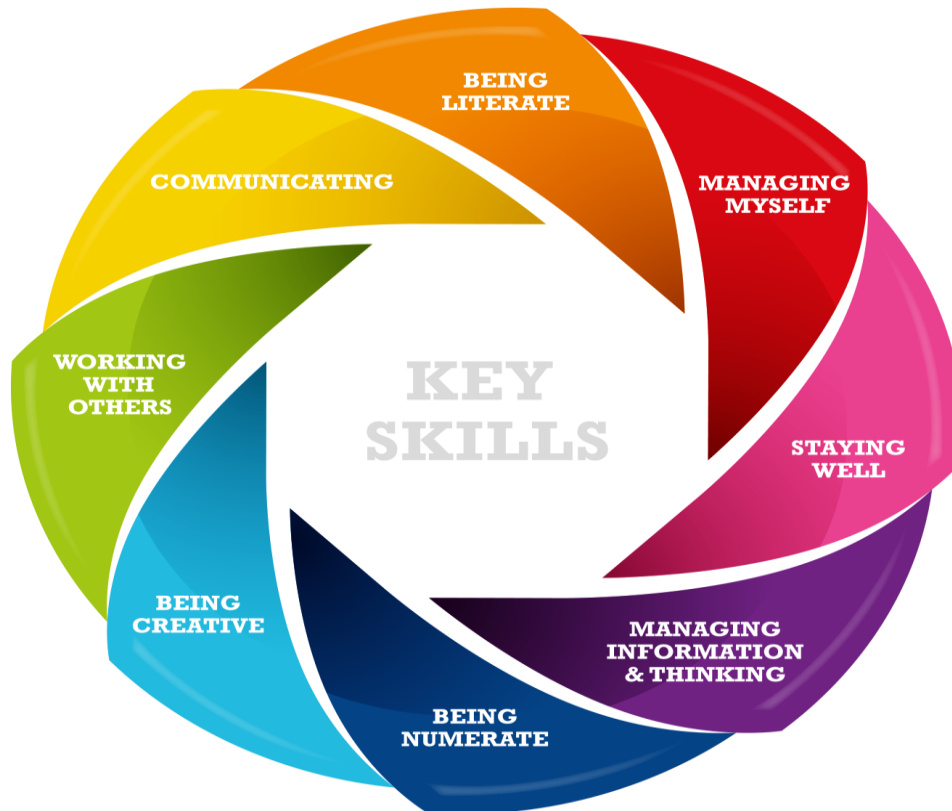
A
purposeful
second year

Ongoing
assessment
to support
learning

Literacy and
numeracy
for learning
and life



Key Skills





Assessment Terminology

State Examinations

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially Achieved
- Not Graded

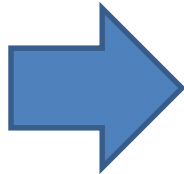
Classroom-Based Assessments


- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported



Junior Cycle Profile of Achievement

The results
of the JC
State Exams



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
MARY BRENNAN		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 459066		Classroom-Based-Assessments
English (O)	Distinction	Oral Communication: Above expectations Collection of texts: In line with expectations
Irish (O)	A	
Mathematics (H)	B	
History (H)	C	
Geography (H)	D	
French (O)	B	
Religion (H)	B	
Science (H)	C	
Business Studies (H)	C	
Technology (H)	A	
Other Areas of Learning <ul style="list-style-type: none"> Mary participated in SciFest. Her project examined the bacteria build up on different types of toothbrushes. She gathered, recorded, organised and evaluated the information. Mary was a member of the school basketball team where she committed to the team training and competitions and developed her tactical competencies and skills. Mary worked effectively with others in a group action project to raise awareness of the homeless crisis and to promote the work of PATH. Mary took part in the Christmas shoebox appeal. She promoted the cause by the creative use of digital technology and was responsible for collecting the shoeboxes from her class. 		
Principal	Yearhead	Roll No. 63451O
Ms. O'Donnell	Ms. Bennett	Scoil Chríost Rí, Borris Road, Portlaoise
		
This JCPA recognises and records achievements in Junior Cycle		

The
results/descriptors for
the completed
Classroom Based
Assessments



Other Areas of
Learning that
has taken place
over 1st, 2nd
and 3rd Year in
school.



Junior Cycle Geography

Castleknock Community
College



Assessment Layout

Classroom-Based Assessment (CBA)
1: Second Year: 3 week period in this
term Jan-Feb: result on JCPA.

Classroom-Based Assessment (CBA)
2: Third Year: 3 week period in the
1st term: result on JCPA.

Assessment Task: completed in Third
Year based on CBA2: 10% of final
grade.

Final Examination: common level
paper set by State examinations
Commission in June 2021.

Classroom-Based Assessments	Format	Student preparation	Completed
Geography in the news Structured inquiry through a response to a recent geographical event (s)	<i>Response to a media source</i> Response may be presented in a wide range of formats Individual or group	At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event	Second term of Year 2
My geography Structured inquiry into a geographical aspect (s) in a local area	<i>Geographical investigation</i> Response may be presented in a wide range of formats Individual or group	Students will, over a three-week period, investigate geographical aspects in a local area	First term of Year 3

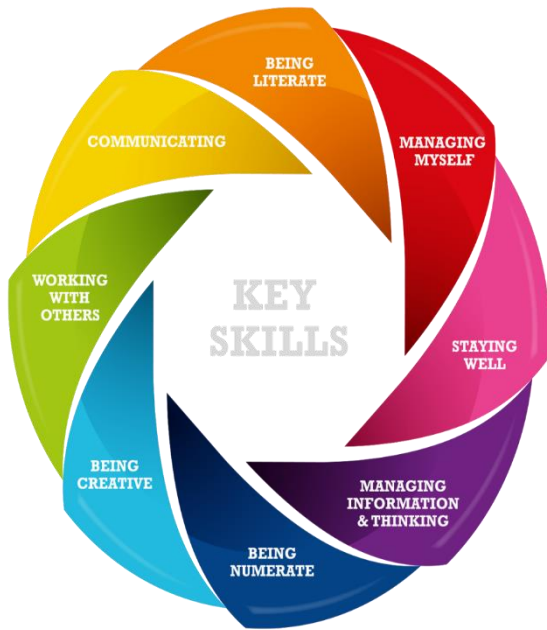
Table 1: Classroom-Based Assessments for Geography

Geography in the News

- Students curiosity should be fostered to explore topics and ideas that are of interest to them
- They should be encouraged to identify relevant links between classroom learning and everyday life.

GRAPHY
NEWS



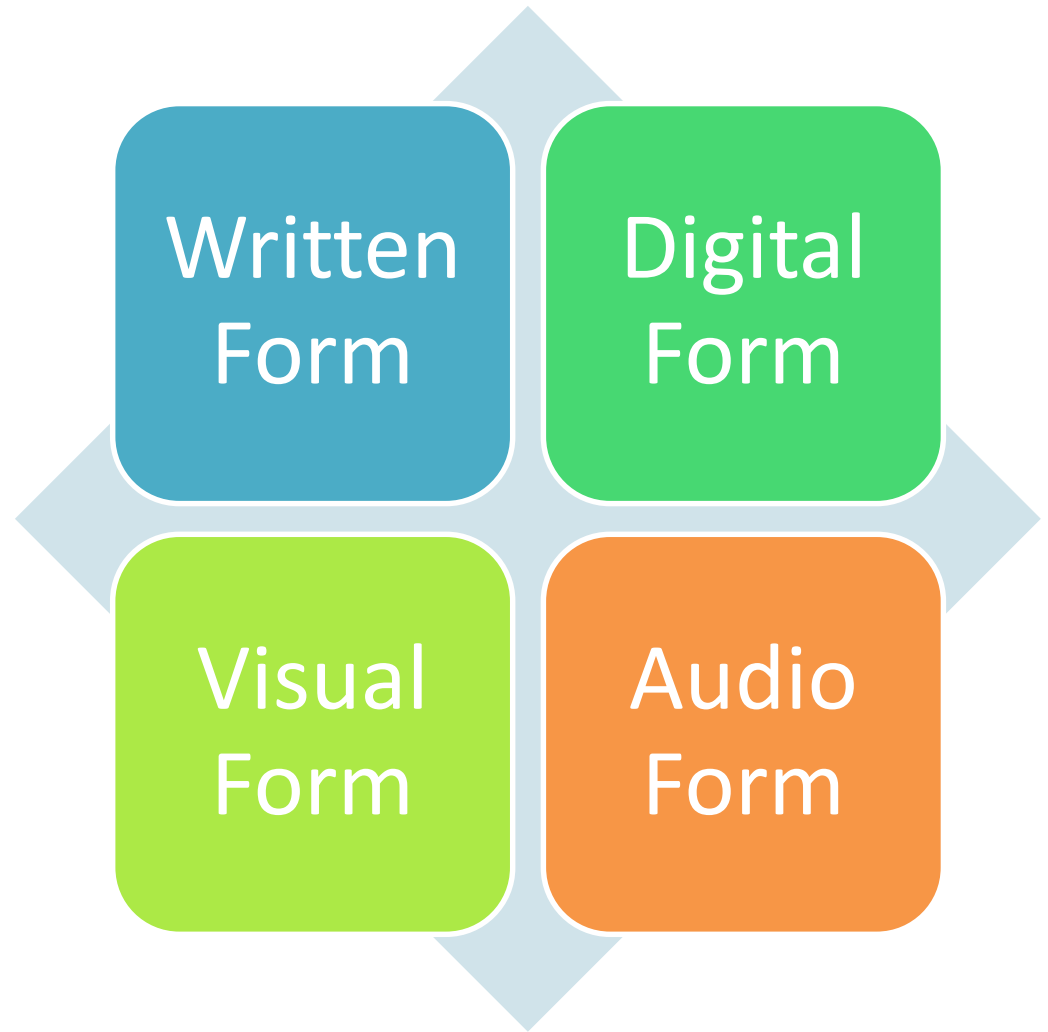


Structured Inquiry process

- A process which involves students asking questions, gathering data, evaluating and interpreting their findings and presenting information.



Student
Choice on
Presentation



CBA 2: My Geography

Student undertake an active investigation into a geographical aspect(s) of their local area.







Encourages student to relate the subject and the skills they have learnt to their local area



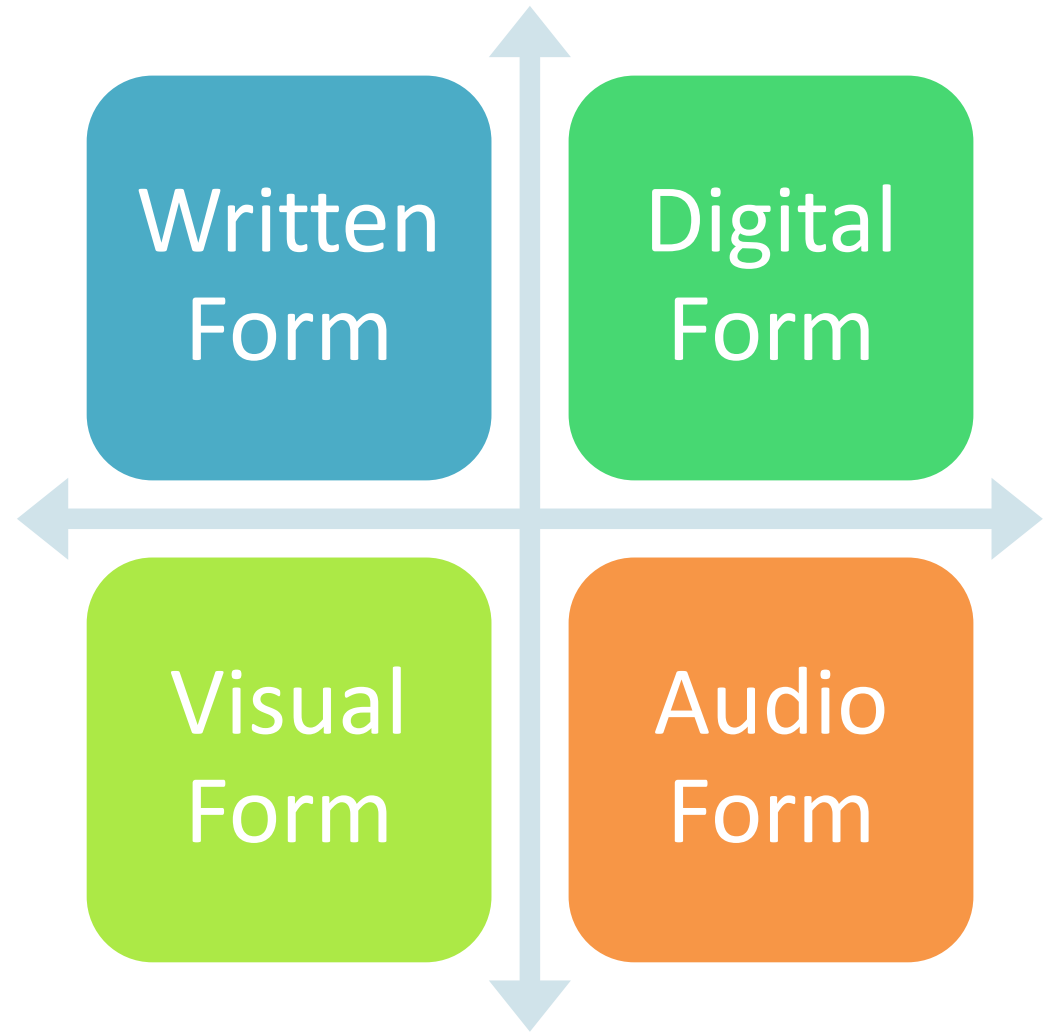
Name: _____

Traffic Survey

Use tally marks to record the traffic you see driving on the road.

cars 	
buses & coaches 	
lorries 	
vans 	
bicycles 	
motorbikes 	

Student
Choice on
Presentation



Levels of achievement in CBAs

- Exceptional= Very high standard, strengths of the work far outstrip its flaws, which are minor
- Above expectations= Of a high standard, some aspect of the work in need of further attention..
- In line with expectations= A good understanding of the issue, some areas needing further attention
- Yet to meet expectations= Falls someway short, fundamental shortcomings that need to be addressed



Assessment Task & Final Exam

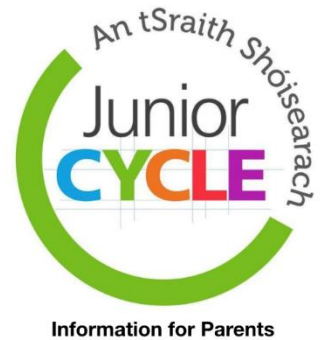
Assessment Task:
completed in Third Year
based on CBA2: 10% of
final grade.

Final Examination:
common level paper set
by State examinations
Commission in June
2021.

Ms Rachel Curran

JCT English Teacher





Junior Cycle English

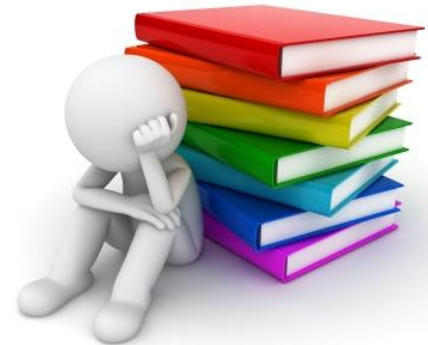
Castleknock Community College



**Why did English at
Junior Cycle change?**

In the past...

- Students were assessed by means of **two** 2 hours 30 minutes **written exams in June**.
- The English Junior Cert exams resembled a 'mini-Leaving Cert' and focus was on **rote learning** of essays, quotes and notes.
- The exam was **predictable** with teachers 'teaching to the test'.



**Oral
Communication
CBA 1**

.....
Year 2 Final Term
.....

School based
assessment,
followed by SLAR.
Reported in JCPA
using Descriptors

**Collection of the
student's texts
CBA 2**

.....
December of Year 3
.....

School based
assessment,
followed by SLAR.
Reported in JCPA
using Descriptors

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

Final Assessment

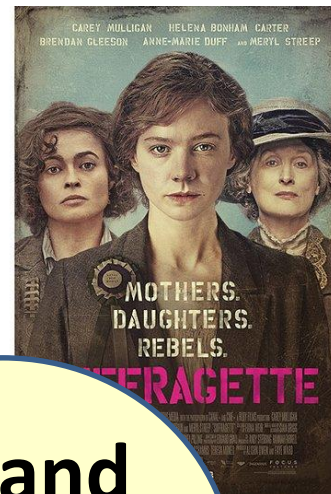
.....
End of Year 3
.....

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

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.



***NOTE:** An extract from a play or extracts from one or more plays may be used as one of the drama texts. The extracts may be chosen from **outside** the list of prescribed texts. Students intending to take the Final Assessment at Higher Level should study the **full text** of a prescribed Shakespearean drama during second and/or third year.



2nd and
3rd Year
texts



ASSESSMENT

Assessment is the focus
but learning is the goal



Changes in Assessment

- ✓ Greater variety of assessment
- ✓ **Students take responsibility** for their own learning – redrafting and correcting their own work with guidance from the teacher.
- ✓ Teachers talk to other teachers about assessment (**SLAR meetings**)
- ✓ **10%** of the final grade will be **completed prior to the final exam**.
- ✓ The English exam has been condensed to just **one 2 hour exam paper** worth 90%.



Breakdown of new Junior Cycle curriculum

- Students must complete two **Classroom Based Assessments**:
 - CBA1 - Oral communication (2nd Year)
 - CBA2 - Collection of texts (3rd Year)
- **Assessment Task** - worth 10% of final Junior Cert English grade (3rd Year).
- One two hour **final examination** in June worth 90%

CBA 1: Oral Communication Task

- Performance
- Presentation
- Interview
- Response to stimulus material

Monday 6th January
2020 to Friday 15th
May 2020 (2nd Year)

Oral Communication can be completed by the student as an individual or as a member of a group

CBA 2: Collection of Texts

- Students will create a portfolio of their best written work from 2nd and 3rd Year.
- Opinion pieces, functional writing, descriptive writing, autobiography, humorous piece, critical piece, expressive piece, drama, poem, film script etc.
- Students will choose **two texts** from their portfolio and will submit them for assessment.

December 2020
(3rd Year)

Descriptors

- The way in which students are graded has also changed.
- Instead of A, B, C, D, E, F and NG, the descriptors listed below will now be used

State Examination

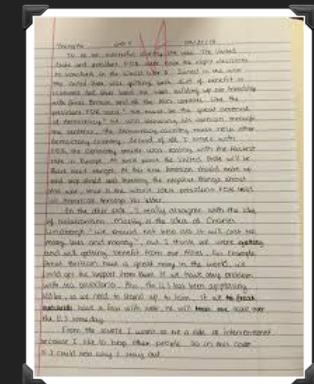
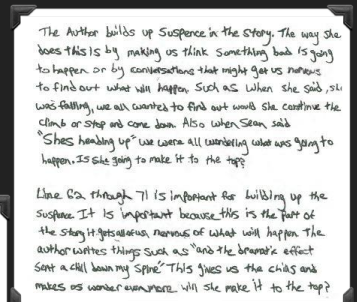
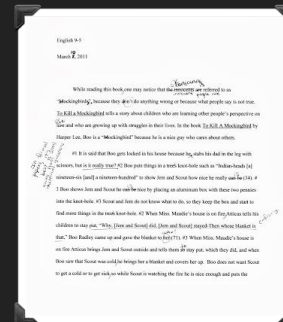
Distinction	90+
Higher Merit	75-89%
Merit	55-74%
Achieved	40-54%
Yet to be achieved	20-39%
Not Graded	<19%

Classroom-Based Assessments

Exceptional
Above expectations
In line with expectations
Yet to meet expectations

SLAR - SUBJECT LEARNING & ASSESSMENT REVIEW MEETINGS

- ▶ Teachers attend two SLAR meetings. One after CBA1 in 2nd Year and one after CBA2 in 3rd Year.
- ▶ Meetings: Two hours in length
- ▶ Purpose: to develop a shared understanding of national standards by using the four grade descriptors



The Assessment Task

- Students complete a specified written task which is sent to the State Examinations Commission (SEC) for marking.
- The Assessment Task is linked to **CBA2**. It will be based on the collection of students texts.
- **Worth 10%** of final assessment grade.

January 2021
(3rd Year)

The Assessment Task

- Engagement with a short stimulus in written, audio or audio-visual format to prepare for the written task.
- A written task that tests the students on one or more of:
 - Their ability to outline and discuss their experience of compiling the Collection of Texts.
 - Their understanding and evaluation of that experience.
 - Their capacity to demonstrate and reflect on the skills they have developed.

Final Assessment (90%)

- 2 hour written examination paper, June 2021.
- Higher and Ordinary level available
- Content and format may vary from year to year



Learning Outcomes for Final Assessment

Oral Language

8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way.
12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts.

Reading

1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words.
2. Read for a variety of purposes: learning, pleasure, research, comparison.
3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.
4. Use an appropriate critical vocabulary while responding to literary texts.
6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure.
7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media- or web-based event.
8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text.
9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them.
11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect.
12. Understand how word choice, syntax, grammar and text structure vary with context and purpose.
13. Appreciate a variety of registers and understand their use in the written context.

Writing

1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft and edit their own writing as appropriate.
3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read.
4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences.
6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content.
7. Respond imaginatively in writing to their texts, showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images.
8. Write about the effectiveness of key moments from their texts, commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media- or web-based event.
9. Engage in the writing process as a private, pleasurable and purposeful activity, using a personal voice as their individual style is thoughtfully developed over the years.
10. Use and apply their knowledge of language structures, for example, sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader.
11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience.
12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose.

Mr Darran Breathnach

JCT Irish Teacher





Ar mhaith leat do theanga
a chleachtadh?!



Deis do theanga a úsáid agus cupán tae nó
caife a bheith agat!

Áit: Seomra 53

Lá: Dé Máirt ag am lóin ó 12:30-13:00.

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Seachtain na Gaeilge i gColáiste Pobail Caisleán Cnucha

Imeachtaí (events) ar siúl:



TÓG É
GO BÓG É
agus
FOGHLAIM
GAEILGE

Here are sample teaching materials, based on the topics listed in the syllabi.

Topaic	Bonnleibhéal 1 (A1)	Bonnleibhéal 2 (A2)	Meánleibhéal 1 (B1)	Meánleibhéal 2 (B2)
01	Ábhar Teagaisc	Bileoga oibre	Bileoga oibre	Bileoga oibre
		Treoracha	Treoracha	Treoracha
		Script	Script	Script
				
02	Ábhar Teagaisc	Bileoga oibre	Bileoga oibre	Bileoga oibre
		Treoracha	Treoracha	Treoracha

- Helps students to **build on their learning to date** and to enhance their skills so they can **enjoy using the Irish language**.
- Irish as an E.U language. The **Common European Framework** of Reference for **Languages**:The **Common European Framework** of Reference for **Languages** (CEFR).
- Students **learn about the structure of the language and how it works**.
- Investigate a variety of texts, including literary texts, developing their communication, thinking and critical skills.
- Students are encouraged to observe the **aspects of the language**.
- Finally, as learning is a **social activity as well as a personal activity**, students engage with the skills and opportunities associated with both personal and **collaborative learning** to achieve appropriate language goals by interacting with the teacher and with classmates and through reflection.

Aims:

Beatha teanga
í a labhairt

- **Students are enabled to communicate in an effective, interactive, confident manner in formal and informal settings in the language community.**

Students are encouraged to:

- **use language effectively and confidently**, both personally and in communicating with other users in the language community.
- Enjoy **creative and innovative communication** in Irish.
- Appreciate and desire to use Irish.
- Have an appreciation and respect for **literature** in Irish.
- Gain a better understanding of **Irish culture** and have respect and understanding for other cultures and languages.

**Junior Cycle Irish is linked to some of the statements of learning
and teaching in the Framework for Junior Cycle.**

- Statement of learning 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability.
- Examples of learning: Students will participate in a **wide range of language activities** to develop their spoken and written communication in a wide variety of contexts according to their own ability.



Assessment and Reporting:

- Assessment in Junior Cycle Irish will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this.
- **Classroom-Based Assessment (CBA) 1:** Language portfolio. As evidence of their learning, students choose three portfolio items to submit for assessment. One sound/video piece must be included.

2. Classroom-Based Assessment (CBA) 2: Communicative task

3. Assessment Task

On completion of the **Classroom-Based Assessments**, students will undertake an Assessment Task. This Assessment Task will be completed after the second Classroom-Based Assessment and is marked by the State Examinations Commission.

4. The final examination

- The final examination will be set by the State Examinations Commission at two levels: **Ordinary and Higher.**
- This **two hour** examination will be held at the end of third year in June.
- Students will be asked to demonstrate their linguistic abilities in various language and literary tasks demanding personal interactive communication.



Assessment Terminology

State Examinations

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially Achieved
- Not Graded

Classroom-Based Assessments

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported



State Certified Examination

Higher / Ordinary and Common Levels,
exam based on Learning Outcomes



Junior Cycle Science




Curriculum Specification



Junior Cycle Profile of Achievement

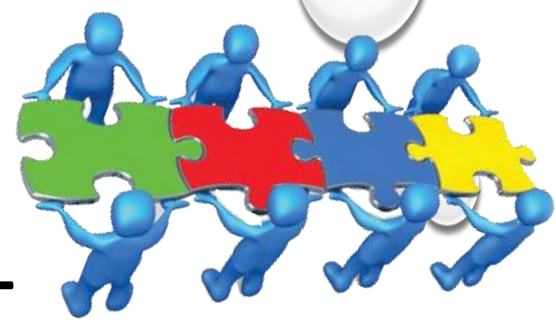
It will include ...

- Descriptors for Classroom Based Assessments from Subject
- Grades from the SEC
- Other Area of Learning

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2017
John Kelly		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 4569e5		Classroom-Based Assessments - English
English (O)	Distinction	Oral Communication: Above expectations Collection of Texts: In line with expectations
Irish (O) ¹² : A Mathematics (H): B History (H): C Geography (H): D French (O) ¹² : C Business Studies (H): B Science (H): B C.S.P.E. (C): A		Classroom-Based Assessments - Short Courses
		Coding: In line with expectations Physical Education: Above expectations Artistic Performance: Exceptional Philosophy: In line with expectations
Other Areas of Learning		
The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as: <ul style="list-style-type: none"> Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating. Specific learning opportunities that do not form part of subjects or short courses, i.e. leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council. Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCFA i.e. engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE. 		
Principal	Year Head	Roll Number: 600902
Ms Mary Ryan	MR Jack Quigley	Anytown Secondary School Anytown, Co. Anytown V94 H0XV5
		
Anytown Secondary School		
This JCFA recognises and records achievements in Junior Cycle.		



MFL Department



MFL Specification - 3 strand approach

Communicative competence

enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing

Language awareness

enhances the students' general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and/or their mother tongue) and they reflect on their own language learning strategies

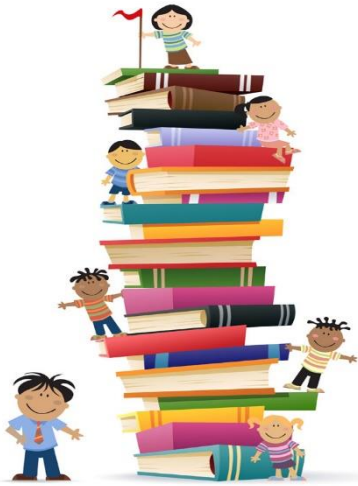
Socio-cultural knowledge and intercultural awareness

gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/ countries and are encouraged to compare other cultures to their own.

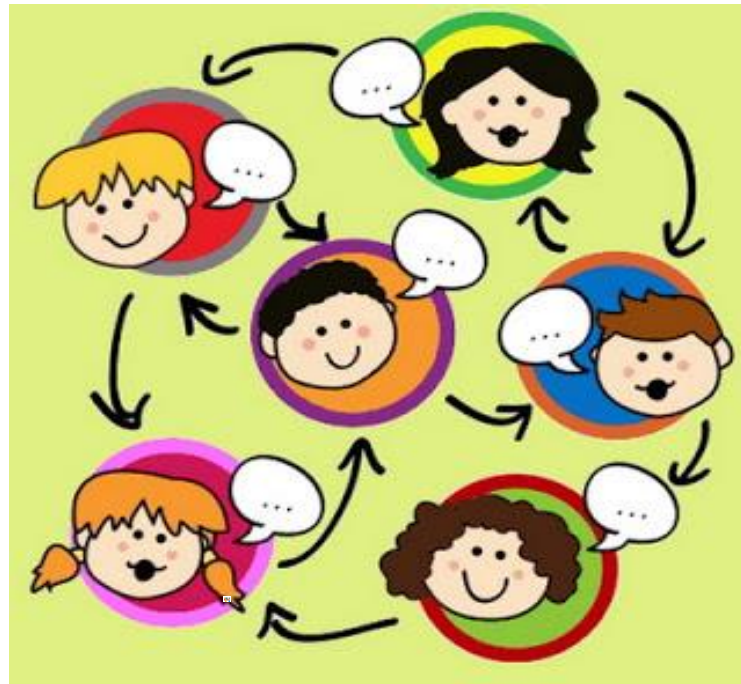
Spoken production



5 Elements :



Spoken interaction



Recording achievement



The assessment element will involve standard teacher evaluation, peer assessment and self-assessment along with two Classroom Based Assessments (CBA).

- CBA1 is an oral communication task which takes place in Second Year
- CBA2 happens in Third Year and is based on the student's own language portfolio. An assessment task linked to CBA2 takes place in Third Year and this is followed by a final examination in June.

The Assessment task and the final examination will be assessed by the State Examinations Commission.

Features of Quality: Oral Communication in the target language

Exceptional

A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.

Spoken production: the student's communication is very clear, with good fluency, accuracy and range of vocabulary

Spoken interaction: the student understands and responds coherently and without undue effort to questions/prompts

Language awareness: the student shows very good awareness of language patterns and conventions and self-corrects as appropriate

Above expectations

A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspects of the work in need of further attention but, on the whole the work is of a high standard.

Spoken production: the student's communication is clear, with reasonable fluency, accuracy and range of vocabulary

Spoken interaction: the student shows good understanding and responds coherently to questions/prompts which are slowly and clearly articulated

Language awareness: the student shows some awareness of language patterns and conventions and self-corrects occasionally

In line with expectations

A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.

Spoken production: the student's communication is clear enough to be understood, with limited fluency, accuracy and range of vocabulary

Spoken interaction: the student shows some understanding and responds coherently, for the most part, to questions/prompts provided they are slowly and clearly articulated

Language awareness: the student shows limited awareness of language patterns and conventions

Yet to meet expectations

A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

Spoken production: the student's communication is limited to very basic words and phrases

Spoken interaction: the student shows little understanding of or response to questions/prompts which are slowly and clearly articulated

Language awareness: the student shows little or no awareness of language patterns and conventions

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 also facilitating creative thinking, engaged learning and better outcomes for students.

Oral
Communication
Task

CBA 1

Year 2

Final Term

School based
assessment,
followed by SLAR.
Reported in JCPA
using Descriptors

Student Language
Portfolio

CBA 2

Year 3

End of Term 1

School based
assessment,
followed by SLAR.
Reported in JCPA
using Descriptors

Assessment Task

Year 3

End of Term 1

Based on the
Learning
Outcomes of CBA2.
Set by NCCA &
graded by SEC.
Accounts for 10%
of Final
Assessment

Final Examination

End of Year 3

Based on a sample
of the Learning
Outcomes.

Set and graded by
the SEC. Accounts
for 90% of Final
Assessment (35%
of which is
allocated to the
aural component)

¿Alguna pregunta?

¡Gracias!

Gràcies!

Thank you!

DANKE!

Merci!

你很

New Junior Cycle Business Studies



Junior Cycle Business Studies

Old Course Pre 2016

- Higher Level/
Ordinary level
- 4 ½ hours of
Examinations

New course

- Classroom-Based
Assessments x2
- Assessment Task
- Final Assessment
- Common Level
- 2 hours Examinations

Classroom-based Assessments

CBA # 1

- Business in Action – Group Project - Last term of Year 2

Based on one of three options:

- ☐ Enterprise in Action
 - ☐ Economics in Action
 - ☐ Finance in Action
- Students prepare for a maximum of 4 weeks with the support of teacher.

Classroom-based assessments

CBA #2

- Presentation – Individual Presentation & Investigation on a business-related topic
- End of Term 1 in Year 3
- Examples:
 - Field visit to local enterprise
 - Investigation of a business-related story in the media
 - Careers in business
 - Leaders in the field of Irish business
- Students prepare for a maximum of 3 weeks with the support of teacher

Levels of achievement in CBAs

- **Exceptional**= Very high standard, strengths of the work far outstrip its flaws, which are minor
- **Above expectations**= Of a high standard, some aspect of the work in need of further attention..
- **In line with expectations**= A good understanding of the issue, some areas needing further attention
- **Yet to meet expectations**= Falls someway short, fundamental shortcomings that need to be addressed

Assessment task

- A Reflective Task based on CBA 2
- Written task completed during class time
- Sent to the State Examinations Commission for marking
- 10% of overall mark

Junior cycle profile of achievement (JCPA)

CBA 1

Group
activity
April – May
of year 2

CBA 2

Individual
presentation
December of
year 3

Assessment task

Year 3
10% of grade

Final assessment

- End of Year 3
- Common level
- 2 Hour exam
- 3 Distinct Strands = Personal Finance
 Enterprise
 Our Economy

*90% of overall mark

New Junior Cycle Science



JUNIOR CYCLE PROFILE OF ACHIEVEMENT IN SCIENCE

THE ASSESSMENT CRITERIA FOR JUNIOR
CYCLE SCIENCE IS INTEGRALLY ASSOCIATED
WITH THE **THREE PRIMARY ASPECTS** OF THE
46 LEARNING OUTCOMES

- UNDERSTANDING, SKILLS AND VALUES
IN TURN THESE LINK WITH EIGHT KEY
PRINCIPLES AND TWENTY FOUR
STATEMENTS OF LEARNING FROM THE
SPECIFICATION

ASSESSMENT TOWARDS JCPA IN SCIENCE

- JUNIOR CYCLE SCIENCE YEAR 2
- CLASSROOM BASED ASSESSMENT 1 (3 WEEKS)
- EXTENDED EXPERIMENTAL INVESTIGATION (EEI)
- OPPORTUNITY FOR STUDENTS TO RESEARCH AND CONDUCT AN EXPERIMENT IN THE FOLLOWING AREAS:

WATER	EARTH/MOON SUN SYSTEM	FOOD	PLANT GROWTH & BEHAVIOUR
CHEMICAL REACTIONS	PLASTICS	FORCES	ENERGY CONVERSION

- STUDENTS WILL ENGAGE IN THE FOLLOWING:
- QUESTIONING AND PREDICTING; PLANNING AND CONDUCTING;
PROCESSING AND ANALYSING; REFLECTING AND REPORTING

ASSESSMENT TOWARDS JCPA IN SCIENCE

- JUNIOR CYCLE SCIENCE - YEAR 3
- CLASSROOM BASED ASSESSMENT 2 (3 WEEKS)
- SCIENCE IN SOCIETY INVESTIGATION (SSI)
- OPPORTUNITY FOR STUDENTS TO INVESTIGATE A SCIENTIFIC TOPIC OR ISSUE AND ITS IMPACT ON SOCIETY
- STUDENTS CHOSEN TOPIC SHOULD RELATE TO THE FOLLOWING AREAS:

A TECHNOLOGICAL APPLICATION OF SCIENCE	AN APPLICATION OF SCIENCE THAT HAS AN EFFECT ON HUMAN HEALTH
AN APPLICATION OF SCIENCE THAT HAS AN EFFECT ON THE ENVIRONMENT	AN APPLICATION OF SCIENCE THAT HAS AN EFFECT ON SOCIETY

- STUDENTS WILL ENGAGE IN THE FOLLOWING:
- INITIATING RESEARCH; COMMUNICATING FINDINGS; EVALUATING THE INFORMATION TO RESPOND TO THE CHOSEN RESEARCH QUESTION

JCPA SCIENCE ASSESSMENT

THE FINAL COMPONENTS OF JUNIOR CYLCE SCIENCE ASSESSMENT FOR JCPA AWARD ARE:

- THE TWO INITIAL CLASSROOM BASED ASSESSMENTS: EEI AND SSI, WILL BE INCLUDED ON THE JCPA CERTIFICATE WITH ACHIEVEMENT LEVEL STATED.
- THE ASSESSMENT TASK: THE WRITTEN ASSESSMENT TASK (AT) IS BASED ON SSI CLASSROOM BASED ASSESSMENT 2 AND IS SUBMITTED IN FEBRUARY OF THE THIRD YEAR. IT IS WORTH 10% AND ASSESSED BY THE SEC.
- THE STATE EXAMINATION WILL BE A 2 HOUR COMMON LEVEL EXAMINATION. IT IS WORTH 90% AND ASSESSED BY THE SEC.

New Junior Cycle Art



Visual Art

- Three Strands
 - Art Strand
 - Craft Strand
 - Design Strand

Visual Art Elements

- Critical & Visual Language
- Drawing
- Visual
- Culture & Appreciation
- Art Elements & Design Principles
- Media

1. Critical and visual language

- analyse their work, or that of another, using appropriate vocabulary and knowledge
- respond to an artwork using critical and visual language
- critique an artwork using critical and visual language

2. Drawing

- demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
- interpret the world and communicate ideas through visual means
- use drawings to communicate their personal outlook or understanding

3. Visual Culture and Appreciation

- examine the method of a number of artists and the artwork they created
- discuss examples of historical and contemporary visual art
- debate the value that they and society place on an artwork

4. The Art elements and Design principles

- identify the use of art elements and design principles within an artwork
- consider the use of the art elements and design principles in their own artwork
- apply their understanding of the art elements and design principles to make an artwork

5. Media

- identify media which are used to create artwork
- use media to create their own artwork
- critique the choice of media in their own or others' artwork

Assessment Art

- Visual Art comprises of a practical assessment process for the purpose set out by the Junior Cycle Profile of Achievement (JCPA). This involves two Classroom-Based Assessments:
 1. Process to realisation
 2. Communication and reflection

Visual Art Second Year

- In second year the student will work either individually or as part of a group to choose one scenario from a list prepared by the NCCA. They then generate ideas, experiment and develop these ideas in their Visual Art sketchpad, and realise an artwork through one of the three strands due at the end of April.

Visual Art Third Year

- In third year the student will individually present one scenario from a list prepared by the SEC and NCCA to generate ideas, experiments and other preparatory work in their Visual Art sketchpad. This presentation of ideas and preparatory work