

CASTLEKNOCK COMMUNITY COLLEGE

Coláiste Pobail Caisleán Cnucha











CHOOSING THE RIGHT OPTIONS AT



JUNIOR CYCLE CORE SUBJECTS

- Gaeilge*
- English*
- Mathematics*
- History*
- Geography*
- Science*
- Modern Foreign Languages*
- French
- German
- Spanish
- SPHE (Social, Personal and Health Education)
- CSPE (Civic, Social and Political Education)
- Religious Studies*
- Physical Education

Subjects marked above with an * are examination subjects.

JUNIOR CYCLE OPTION SUBJECTS

- Business Studies
- Visual Art
- Engineering
- Wood Technology
- Graphics
- Applied Technology
- Music
- Home Economics

Students who are presenting for subjects under the New Junior Cycle Format may sit the core subjects of Gaeilge, English & Mathematics at Higher or Ordinary Level. All other subjects under the New Junior Cycle Format will be set at Common Level.



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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 booklet aims to inform parents 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, 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 and Wellbeing.



Your child will have access to a varied curriculum of knowledge, skills and values



10.1

HOW STUDENT ACHIEVEMENT AT JUNIOR CYCLE WILL BE ASSESSED

Junior Cycle students will receive a Junior Cycle Profile of Achievement (JCPA). The JCPA reflects a wider range of your daughter/son's achievements over the three years of Junior Cycle. The JCPA reports on a number of areas, including:

- 1. Subjects
- 2. Classroom Based Assessments
- 3. Short Courses
- 4. Other Learning Experiences

SUBJECTS

Students can study a maximum of 10 subjects for the JCPA, and may study short courses, for example, 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 %	Achieved	40 to 54 %
Higher Merit	75 to 89 %	Partially Achieved	20 to 39 %
Merit	55 to 74 %	(not graded)	0 to 19 %



STATEMENTS OF LEARNING DESCRIBES WHAT THE STUDENTS SHOULD KNOW, UNDERSTAND, VALUE AND BE ABLE TO DO AT THE END OF JUNIOR CYCLE.

- 1. Communicates effectively using a variety of means in a range of contexts in L1*
- 2. Listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3. Creates, appreciates and critically interprets a wide range of texts
- 4. Creates and presents artistic works and appreciates the process and skills involved
- 5. Has an awareness of personal values and an understanding of the process of moral decision making
- 6. Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7. Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8. Values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9. Understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10. Has the awareness, knowledge, skills, values and motivation to live sustainably
- 11. Takes action to safeguard and promote her/his Wellbeing and that of others
- 12. Is a confident and competent participant in physical activity and is motivated to be physically active
- 13. Understands the importance of food and diet in making healthy lifestyle choices
- 14. Makes informed financial decisions and develops good consumer skills
- 15. Recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16. Describes, illustrates, interprets, predicts and explains patterns and relationships
- 17. Devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18. Observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19. Values the role and contribution of Science and technology to society, and their personal, social and global importance
- 20. Uses appropriate technologies in meeting a design challenge
- 21. Applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22. Takes initiative, is innovative and develops entrepreneurial skills
- 23. Brings an idea from conception to realisation
- 24. Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner



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.

CBAs 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.

Once the second CBA is completed students in third year will complete a written Assessment Task. 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 be worth 10% of the overall mark in the case of most subjects. At the end of third year, students will sit the final SEC examination in June. CBAs will be reported on in the JCPA using the following descriptors:

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

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 (including Relationship and Sexuality Education). Schools may also develop their own short courses to meet their students' needs.

OTHER LEARNING EXPERIENCES

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.

Reporting will:

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

STUDENT WELLBEING

Your child's Wellbeing is of central importance to his/her educational success and overall happiness. As a result Wellbeing has become a core part of your child's Junior Cycle experience. This area of learning includes, amongst others, Physical Education, Civic, Social and Political Education, Social, Personal and Health Education (including Relationship and Sexuality Education) 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 successfully taking place 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.

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



PRINCIPLES FOR JUNIOR CYCLE EDUCATION

QUALITY

All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.

CREATIVITY & INNOVATION

Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.

ENGAGEMENT & PARTICIPATION

The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.

CONTINUITY & DEVELOPMENT

Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.

WELLBEING

The student experience contributes directly to their physical, mental, emotional and social Wellbeing and resilience. Learning takes place in a climate focused on collective Wellbeing of school, community and society.

CHOICE & FLEXIBILITY

The school's Junior Cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.

INCLUSIVE EDUCATION

The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.

LEARNING TO LEARN

High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school of further education, and of working life.

MIXED ABILITY AT CASTLEKNOCK COMMUNITY COLLEGE

Strict streaming of classes has been found to create very negative attitudes and to lower selfesteem. In order to avoid the potentially serious damage done to students under this system and to instead promote and encourage student self-confidence, classes are placed in mixed ability groups in first year.

The opportunity for students to prepare for examination subjects at various levels is achieved by setting. This involves timetabling two or more classes for a particular subject at the same time. Thus it is possible for a student to undertake the Junior Certificate course in different subjects at different levels. For example, a student might wish to take Junior Certificate English at Higher or Ordinary level. The same student might choose to take Maths at Ordinary level. This system allows for flexibility so that students' needs are met, and yet it avoids the stigmatisation, which can go hand in hand with a system of strict streaming. The above system of setting will operate from the end of first year and particularly with third year and senior cycle.

ASSESSMENT & REPORTING

FORMATIVE ASSESSMENT, COMPLEMENTED BY SUMMATIVE ASSESSMENT, IS A KEY FEATURE OF THE NEW JUNIOR CYCLE.

ASSESSMENT OF SUBJECTS PRESENTED FOR CERTIFICATION

There are a range of assessment approaches to complement learning within subjects.

- Ongoing assessment including routine teacher-designed tasks and tests
- Two Classroom-Based Assessments (CBAs), one conducted in second year and one conducted in third year
- CBAs 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.
- Once the second CBA is completed, students in third year will complete a written **Assessment Task**. 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 be worth 10% of the overall mark in the case of most subjects. At the end of third year, students will sit the final SEC examination in June. CBAs will be reported on in the JCPA using the following descriptions:
 - Exceptional In Line with Expectations
 - Above Expectations Yet to Meet Expectations
- A written Assessment Task that will be based on the second CBA and will be submitted to the SEC for marking along with the state-certified examination. The written Assessment Task, marked by the SEC, will be specified by the NCCA and will relate to the learning outcomes of the second CBA. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second CBA.
- An externally assessed, state-certified examination for all subjects at the end of third year.

ASSESSMENT OF L2LPS PRESENTED FOR CERTIFICATION

- The assessment generated through Priority Learning Units undertaken by a small number of students with significant special educational needs will be classroom-based.
- Over the three years in Junior Cycle, students will assemble evidence of their learning in a portfolio.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

The JCPA will reward achievement across all areas of learning as applicable; - Subjects, Short Courses, Wellbeing, Priority Learning Units and Other Areas of Learning.

The JCPA will have a nationally determined format. Students will received their JCPA in the autumn following third year when all assessment results from the SEC and the school are available and confirmed.

WELLBEING

As part of the new Junior Cycle, students are experiencing a new area of learning called Wellbeing. This will build on the curriculum and care structures already in place in support of students' Wellbeing and will make it more visible for students.

WHY WELLBEING MATTERS?

All the day-to-day interactions that take place in school can impact on students' Wellbeing. Therefore everyone plays a part in supporting Wellbeing.

Students have a right to feel cared for in school. Developing good relationships in the classroom and through the school are essential for students' Wellbeing and for effective teaching and learning. When students feel included, respected and listened to, they are more ready to learn and more successful in their learning. Wellbeing matters not only because it leads to students doing better at school but it can also influence young people's outcomes as adults.

WHAT IS WELLBEING?

We often associate Wellbeing with mental or physical health. Wellbeing is broader than this. Wellbeing includes social, emotional, physical, spiritual, intellectual and environmental aspects. Learning in Wellbeing focuses on the students' journey across all aspects of Wellbeing. While it is recognised that the journey towards Wellbeing continues throughout our lives, it is one where school plays an important part.

SIX INDICATORS OF WELLBEING

To help make sure everyone – students, parents and teachers – has a common understanding of what Wellbeing means, six indicators describe what is important for young people's Wellbeing.

These indicators are not seen as goals or targets to be reached. The journey towards Wellbeing is never complete and will always involve ups and downs. Often it is through dealing with obstacles and set-backs that people grow. The Wellbeing Indicators make it easier for everyone to have conversations about student Wellbeing and may help identify where a student is in need of support.



INDICATORS OF WELLBEING



ACTIVE

Am I a confident and skilled participant in physical activity? How physically active am I?



RESILIENT

Do I believe that I have the coping skills to deal with life's challenges? Do I know where I can go for help? Do I believe that with effort I can achieve?

RESPONSIBLE

Do I take action to protect and promote my Wellbeing and that of others? Do I make healthy eating choices? Do I know where my safety is at risk and do I make right choices?



RESPECTED

Do I feel that I am listened to and valued? Do I have positive relationships with my friends, my peers and my teachers? Do I show care and respect for others?



CONNECTED

Do I feel connected to my school, my friends, my community and the wider world? Do I appreciate that my actions and interactions impact on my own Wellbeing and that of others, in local and global contexts?



AWARE

Am I aware of my thoughts, feelings and behaviours and can I make sense of them? Am I aware of what my personal values are and do I think through my decisions? Do I understand what helps me to learn and how I can improve?

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WHAT WILL STUDENTS LEARN IN THEIR WELLBEING PROGRAMME?

Through the Wellbeing Programme, students will be learning the knowledge, attitudes and skills to enable them to protect their own Wellbeing and that of others.

The Junior Cycle Wellbeing Programme currently provides students with 400 hours of timetabled learning in Wellbeing over the three years of Junior Cycle.

The four main pillars of the Junior Cycle Wellbeing Programme are Civic, Social & Political Education (CSPE), Social, Personal & Health Education (SPHE), Physical Education (PE) and Guidance Education. Other subjects and units of learning also contribute to the school's Wellbeing Programme.

SPHE, WELLBEING & THE JUNIOR CYCLE

WELLBEING AT JUNIOR CYCLE

Wellbeing provides learning opportunities to enhance the physical, mental, emotional and social Wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

SPHE AND WELLBEING

Social Personal and Health Education provides opportunities for teaching and learning to take place that are directly related to health and Wellbeing. SPHE aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and Wellbeing. It also aims to build the capacity of young people to develop and maintain healthy relationships.



CSPE, WELLBEING & THE JUNIOR CYCLE

CSPE AND WELLBEING

Civic, Social and Political Education (CSPE) contributes to building the skills students need to contribute positively to a democratic society and to promote sustainable living. CSPE aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities.



PE, WELLBEING AND THE JUNIOR CYCLE

PE AND WELLBEING

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely. The PE course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely

ENGLISH



English in Junior Cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners.

More specifically it encourages all students to:

- 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 through the interconnected literacy skills of oral language, reading and writing
- engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- develop an informed appreciation of literature through personal encounters with a variety of literary 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

The specification for Junior Cycle English focuses on the development of language and literacy in and through the three strands: Oral Language, Reading, and Writing. The elements of each of these strands place a focus on communicating, on active engagement with and exploration of a range of texts , and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language. There is a strong focus on the oral dimension of language, including the vital importance of learning through oral language. This makes the English classroom an active space, a place of 'classroom talk' where learners explore language and ideas as much through thinking and talking as through listening and writing. While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The student's language learning is marked by a fully integrated experience of oral language, reading and writing. To give further emphasis to the integrated nature of language learning the outcomes for each strand are grouped by reference to three elements :

- Communicating as a listener, speaker, reader, writer
- Exploring and using language
- Understanding the content and structure of language

PROGRESSION FROM PRIMARY TO SENIOR CYCLE

In its strands, elements and outcomes, the specification for Junior Cycle English mirrors the specification for the primary language curriculum. This affords a significant continuity of experience for language learners when they make the transition from primary to post-primary school. This is supported by the development of a sub-set of learning outcomes for First Year to take account of and to provide for continuity with learning in primary education.

Significantly, too, there is strong continuity with English in senior cycle. This is especially evident in the learning outcomes which emphasise the students' growing sense of the writing process, their awareness of audience and purpose, their development of genre awareness, and their growing ability to make links, however informal, between texts they study.



Figure 1: The elements of English showing the components as interactive and interdependent. The elements describe a three-fold focus for language learning as a systematic development of communication skills, learning language by exploring and doing, and building up an understanding and awareness of how language works across a wide range of contexts.



The following guidelines should be used to inform choice of texts .

	A studied novel, with on-going, sustained reading of novels throughout the year
FIRST YEAR	A variety of drama extracts to suit appropriate learning outcomes
	A variety of non-literary texts including texts in oral format
	A number of short stories
	At least 10 poems
SECOND AND THIRD YEAR	From the list of prescribed texts students must study: Two novels Two drama* texts *Note 1: 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 of the list of prescribed texts . The extract or extracts selected by schools should provide students with a broad experience of the dramatic form. *Note 2: Students intending to take the Final Assessment at Higher Level should study the full text of the prescribed Shakespearean drama during second and/or third year.
	A film from the prescribed list of films
	A variety of non-literary texts including texts in oral format
	A selection of poetry (a minimum of 16 poems over the two years)
	A number of short stories

The list for second and third year refers to specific texts in the case of novel, drama* and film. Other texts (poetry, short stories, non-literary texts) are referred to by genre or type only and teachers have freedom to choose specific examples.

ASSESSMENT OVERVIEW

The assessment of English for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments and a Final Assessment. In addition, the second classroom-based assessment will have a written Assessment Task that will be marked, along with the final assessment, by the State Examinations Commission. Details of the classroom-based assessments are outlined below.

CLASSROOM-BASED ASSESSMENT	FORMAT
Oral communication linked to an issue or topic identified by the student	Individual or group communication
A Collection of the Student's Texts emerging through engagement with a broad range of texts , literary and non-literary. It is recognised that in this context the student's created texts may be presented in a wide range of formats – hand-written, digital, multi-modal, and so on.	Two texts chosen by the student from his/her collection of texts
The Assessment Task (AT)	Students complete a specified written task which is sent to the SEC for marking

Chis makes the English classroom an active space, a place of 'classroom talk'



GAEILGE



Studying Irish helps students to build on their learning to date and to enhance their skills so they can enjoy using the Irish language. Through learning languages, students are provided with the opportunity to gain the understanding, knowledge and skills to develop their personal, cognitive and social development, as well as their effective participation in the global society. Students' knowledge of transferable skills and mastery of a language such as Irish will be critical both for learning and in their life in general. This fosters students' ability and confidence to develop as considerate citizens in the language community. By learning, acquiring and using Irish, students discover information, develop thinking skills, and express opinions and emotions. Therefore, students are able to manage various demands associated with school, the community, employment, further education and life as a whole.

The language learning journey, from learner to a bilingual user, is a continuum. The many benefits of bilingualism are widely recognised in international research. Bilingualism and plurilingualism contribute to a person's imaginative and creative ability and they create a multifaceted approach to life.

A particular level of competence in the Irish language is required in different employment areas in Ireland and overseas. Government departments and agencies have a statutory obligation to provide services through the medium of Irish. The official and working status of the Irish language in the European Union creates further opportunities for employment. Irish is an advantage for students who wish to work in these various fields or who want to conduct their business through the medium of Irish.

The language is a window whereby students can look both at their historical and contemporary culture and identity, and therefore gain an appreciation of the importance of assuming personal ownership of the language. By studying Irish, students are given the opportunity to identify with the language community* and participate in it to best take advantage of communication opportunities. By thinking about and studying Irish and elements of the Irish culture, students' awareness of the culture of the language grows. Often this appreciation encourages students to consider their own place in the world and to think about cultural identity on a wider basis. The deeper connection and appreciation of the rich cultural heritage of their community can be empowering for students. Where students gain a better understanding of the language culture, they are given the opportunity to appreciate other cultures and languages.



Students learn about the structure of the language and how it works. Students enhance their appreciation of the language itself (language awareness) by exploring texts, including multi-modal texts. Through appropriate language tasks based on such texts, students gain an understanding of the differences between spoken and written language. They observe different aspects of the language from the way it is used on a daily basis to how it is expressed in writing. Students are encouraged to observe the aspects of the language which are not comparable to English (vocabulary, grammar, syntax and pronunciation). Students are able to address difficulties in understanding and learning and they are able to understand the reasons for their own mistakes through a systematic comparison between Irish and English or between Irish and another language. Students become involved and engaged in all of the language skills: listening, reading, spoken production, spoken interaction and writing. They discuss, compare and investigate a variety of texts, including literary texts, developing their communication, thinking and critical skills. Students read literature with an insight and imagination not only in the classroom but for their own benefit as well. As they read relevant texts, the students' critical ability is developed.

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, students' appreciation of themselves as language learners grows. They gradually become familiar with their own learning strategies and personal style of learning. By completing various language tasks, students understand the areas where they have seen an improvement in language use, the aspects which require further improvement and how to undertake those improvements. As a result, students' confidence and their ability to self-manage both their learning and the language are enhanced. Students build on their language and digital skills while creating texts, communicating online or seeking information, considerably expanding their general digital literacy. As students' respect for and mastery of Irish is developed, they will have more opportunities to enjoy life and to do their best for society, both now and in the future.

*Language community: a community where the target language is spoken as the language of communication in the home and in domains outside of it.

In addition to their specific content and knowledge, the subjects and short courses of the Junior Cycle provide students with opportunities to develop a range of key skills. This course offers opportunities to support all key skills, but some are particularly significant.

KEY SKILL	KEY SKILL ELEMENT	STUDENT LEARNING ACTIVITY	
Being creative	Learning creatively	As language users, students will have opportunities to explore a range of aspects relating to language and culture. They will use various means, including digital technology, to explore opinions and to express ideas creatively.	
Being literate	Expressing ideas clearly and accurately Exploring and creating a variety of texts, including multi- modal texts	As students engage with a wide range of texts (including multi-modal texts) they will develop a more critical awareness of how language works. This will enable them to make informed language choices to express themselves, and to find, use and share ideas. By participating in interactive communication tasks, students will develop the foundations of spoken interaction: listening and speaking skills. Students will plan, draft and write in a range of genres demonstrating an increased understanding of a target group and style.	

The examples below identify some of the areas that are related to learning activities in Irish.



KEY SKILL	KEY SKILL ELEMENT	STUDENT LEARNING ACTIVITY	
Being numerate	Seeing patterns, trends and relationships	Students will undertake language learning activities such as gathering information from surveys and questionnaires in class. Students will use innovative digital technology to find, gather and interpret information, and communicate that information through description or presentation. They will engage with quantifying concepts and elements of numeracy or functional measuring. They will recognise language patterns in texts, including literary texts.	
Communicating	Using language	Students will improve their communication skills by using language that relates to their own lives and to life in general. They will gain experience in presenting information and opinions for themselves or on behalf of a group through Irish.	
Managing information and thinking	Reflecting on and evaluating my learning	Students will consider and evaluate feedback received through self-assessment or through peer assessment (from other students) and feedback from teachers to find ways of being more accurate in their own language production (written and spoken) and being more aware of themselves as language learners.	
Managing myself	Setting and achieving personal goals	Students will understand the importance of reflection, organisation and clarity to achieve goals effectively and on time when dealing with and creating Irish texts.	
Staying well	Being positive about learning	Students will develop a positive attitude towards language learning when engaging with various language tasks and activities and when reflecting on themselves as language learners.	
Working with others	Learning with others	Students will consult and co-operate with their peers and with others for the benefit of both their own and others' learning. Students will understand how important and beneficial it is to listen and respect others while completing a wide range of activities and tasks.	

ASSESSMENT OVERVIEW

The assessment of Irish for the Junior Cycle Profile of Achievement (JCPA) will comprise of two Classroom-Based Assessments; Language portfolio and Communication Task; an Assessment Task and a final examination. The Classroom-Based Assessments will allow students to demonstrate their language, communicative, and interactive abilities in ways not possible in a formal examination. The assessments will be closely related to the day-to-day work in the classroom. There will be an Assessment Task to complete after the second Classroom-Based Assessment. The Assessment Task will be related to the learning outcomes on which the second Classroom-Based Assessment is based. This Assessment Task will be sent to the State Examinations Commission (SEC) for marking along with the final examination.

CStudying Irish helps students to build on their learning to date & to enhance their skills so they can enjoy using the Irish language

MATHS



This Mathematics Specification provides students with access to important mathematical ideas to develop the mathematical knowledge and skills that they will draw on in their personal and work lives. This specification also provides students, as lifelong learners, with the basis on which further study and research in Mathematics and many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of Mathematics for problem solving is well known, Mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

The specification is underpinned by the conception of Mathematics as an interconnected body of ideas and reasoning processes that students negotiate collaboratively with teachers and their peers and as independent learners. Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experiences in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and social worlds, and the interaction between them.

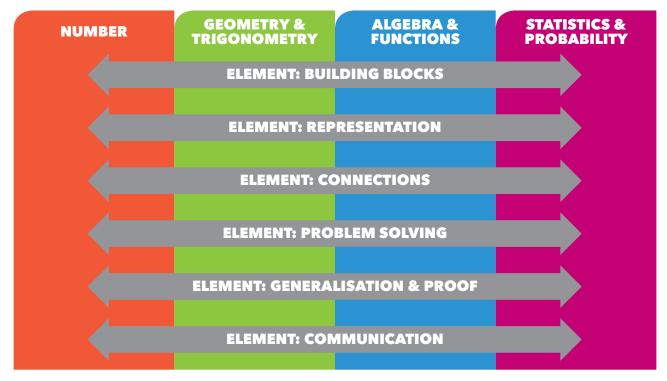
The Mathematics specification builds on students' prior learning and focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, computational thinking and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

The specification supports student learning across the whole educational system by ensuring that the links between the various components of Mathematics, as well as the relationship between Mathematics and other subjects, are emphasised. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students can apply beyond the Mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts. Thus the understanding of Mathematics developed through study at Junior Cycle can inform and support students' learning across the whole educational system.

The aim of Junior Cycle Mathematics is to provide relevant and challenging opportunities for all students to become mathematically proficient so that they can cope with the mathematical challenges of daily life and enable them to continue their study of Mathematics in senior cycle and beyond. In this specification, mathematical proficiency is conceptualised not as a one-dimensional trait but as having five interconnected and interwoven components:

- 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

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 Structure of the Specification for Junior Cycle Mathematics

ASSESSMENT OVERVIEW

The assessment of Mathematics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: CBA 1; and CBA 2. In addition, the second Classroom-Based Assessment will have a written Assessment Task that will be marked, along with a final examination, by the State Examinations Commission.

MODERN FOREIGN LANGUAGES FRENCH, GERMAN & SPANISH



The study of Modern Foreign Languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society. Being able to communicate in the mother tongue and in foreign languages are also among the eight key competences for lifelong learning identified by the European Union and European Council in 2006[1].

Language learning develops students' general language awareness. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages. This has a positive effect on their first language skills and on future language learning.

In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity. As learning is a social activity as well as a personal one and as communication is central to language, learning languages offers students ample opportunities to work with others to develop their language skills and achieve appropriate goals.

A fundamental feature of languages is that they give students access to new worlds and different ways of thinking. The resulting development of socio-cultural knowledge and intercultural awareness also enhances students' cognitive development. By reflecting on other cultures and making comparisons they develop a deeper understanding of their own while appreciating diversity.

Language learning also broadens students' horizons and enables them to develop a lifelong learning skill for education, leisure and work, and to develop a positive attitude towards other languages and cultures. Modern technologies play a key role in making language learning and language use increasingly more accessible and enjoyable for learners, by facilitating access to information and communication with people at a global level.

^[1] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

The society we live in has become multilingual. Ireland needs to increase its language capacity and to foster plurilingualism (a person's ability to communicate in more than one language). While English is an international language, knowledge of other languages gives us cultural and competitive advantages.

Many studies attest to the benefits of bilingualism and plurilingualism. Students who have been exposed to language learning from an early age perform better than those who have not; not only in verbal skills, but also in Mathematics. They display enhanced abilities in areas such as problem-solving, multi-tasking, creativity and pattern recognition[2].

Please note that this specification has been developed as a framework to be used for teaching Junior Cycle French, German, Italian and Spanish as Modern Foreign Languages.

The language exponents provide a detailed example of how a teacher will use the specification to plan for teaching and learning.

The Specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)[3] and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.

More specifically it encourages 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

In addition to their specific content and knowledge, the subjects and short courses of Junior Cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course, but some are particularly significant.

^[2] See García, Ofelia (2009). Bilingual Education in the 21st Century: A Global Perspective. Malden, MA and Oxford, United Kingdom: Wiley-Blackwell. pp. 93-108.

^[3] Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press. The full text is available on the Council of Europe website: https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.



KEY SKILL	KEY SKILL ELEMENT	STUDENT LEARNING ACTIVITY	
Being literate	Developing my spoken language	Students will engage in meaningful communicative activities and tasks across all strands. They will learn to communicate effectively and confidently in the target language in familiar contexts.	
Managing myself	Being able to reflect on my own learning	In all strands, students will monitor, reflect on and evaluate their progress by considering feedback from others and from self- assessment.	
Staying well	Being positive about learning	In all strands, students will develop a positive attitude towards language learning as they engage with diversity and reflect on their successes.	
Managing information and thinking	Using digital technology to access, manage and share content	In all strands, students will use a range of digital technologies to research and manage content as well as to communicate.	
Being numerate	Seeing patterns, trends and relationships	In all strands, participation in language activities will offer students many opportunities to reinforce concepts such as number recognition, sequencing, date, time, value, measurement, and percentage. They will also notice linguistic and cultural patterns and trends as they develop their language and intercultural awareness.	
Being creative	Exploring options and alternatives	In all strands, students will have opportunities to explore options and make choices as they engage in communicative activities and become increasingly more autonomous learners.	
Working with others	Learning with others	In all strands, students will engage in pair and group work, as well as in peer- assessment.	
Communicating	Using language	In all strands, students will become familiar with the language of routine classroom interactions. The target language will be the principal medium of teaching and learning.	

ASSESSMENT OVERVIEW



The assessment of Junior Cycle Modern Foreign Languages for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments (Oral communication and the student language portfolio), an Assessment Task linked to the Student Language Portfolio and a final examination. The Assessment Task and the final examination will be assessed by the State Examinations Commission.

C Language learning develops students' general language awareness >>



SCIENCE



Science is a collaborative and creative human endeavour arising from our desire to understand the world around us and the wider universe. Essentially, it is curiosity in thoughtful and deliberate action. Learning Science through inquiry enables students to ask more questions, and to develop and evaluate explanations of events and phenomena they encounter.

The study of Science enables students to build on their learning in primary school and to further develop their knowledge of and about Science. Students enhance their scientific literacy by developing their ability to explain phenomena scientifically; their understanding of scientific inquiry; and their ability to interpret and analyse scientific evidence and data to draw appropriate conclusions.

Developing scientific literacy is important to social development. As part of this process students develop the competence and confidence needed to meet the opportunities and challenges of senior cycle Sciences, employment, further education and life. The wider benefits of scientific literacy are well established, including giving students the capacity to make contributions to political, social and cultural life as thoughtful and active citizens who appreciate the cultural and ethical values of Science. This supports students to make informed decisions about many of the local, national and global challenges and opportunities they will be presented with as they live and work in a world increasingly shaped by scientists and their work.

Science is not just a tidy package of knowledge, nor is it a step-by-step approach to discovery. Nonetheless, Science is able to promote the development of analytical thinking skills such as problem-solving, reasoning, and decision-making. Learning Science in Junior Cycle can afford students opportunities to build on their learning of primary Science and to activate intuitive knowledge to generate, explore and refine solutions for solving problems. This may not always yield the expected result, but this, in turn, can be the focus for deeper learning and help the student to develop an understanding of risk and a realisation that different approaches can be adopted. As students develop their investigative skills, they will be encouraged to examine scientific evidence from their own experiments and draw justifiable conclusions based on the actual evidence. In reviewing and evaluating their own and others' scientific evidence and data, they will learn to identify limitations and improvements in their investigations. This collaborative approach will increase students' motivation, and provide opportunities for working in groups and to develop the key skills of Junior Cycle.

In addition to its practical applications, learning Science is a rewarding enterprise in its own right. Students' natural curiosity and wonder about the world around them can be nurtured and developed through experiencing the joy of scientific discovery.

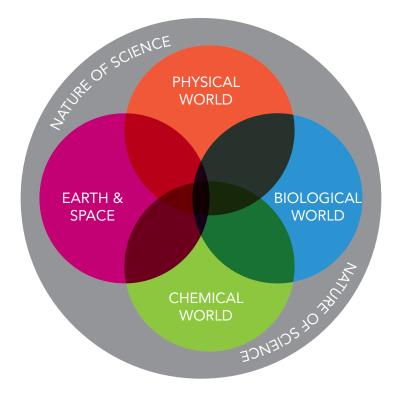
The development of this specification has been informed by the eight principles for Junior Cycle education that underpin the Framework for Junior Cycle, all of which have significance for the learning of Science as promoted by this specification.

Science in Junior Cycle aims to develop students' evidence-based understanding of the natural world and their ability to gather and evaluate evidence: to consolidate and deepen their skills of working scientifically; to make them more self-aware as learners and become competent and confident in their ability to use and apply Science in their everyday lives.

More specifically it encourages all students

- to develop a sense of enjoyment in the learning of Science, leading to a lifelong interest in Science
- to develop scientific literacy and apply this in cognitive, affective and psychomotor dimensions to the analysis of Science issues relevant to society, the environment and sustainability
- to develop a scientific habit of mind and inquiry orientation through class, laboratory and/or offsite activities that foster investigation, imagination, curiosity and creativity in solving engaging, relevant problems, and to improve their reasoning and decision-making abilities
- to develop the key skills of Junior Cycle to find, use, manage, synthesise, and evaluate data; to communicate scientific understanding and findings using a variety of media; and to justify ideas on the basis of evidence
- to acquire a body of scientific knowledge; to develop an understanding of Earth and space and their place in the physical, biological, and chemical world and to help establish a foundation for more advanced learning
- The specification for Junior Cycle Science focuses on the development of students' knowledge of and about Science through the unifying strand, Nature of Science, and the four contextual strands: Physical world, Chemical world, Biological world, and Earth and Space. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of Junior Cycle

Figure 1: The strands of the specification for Junior Cycle Science

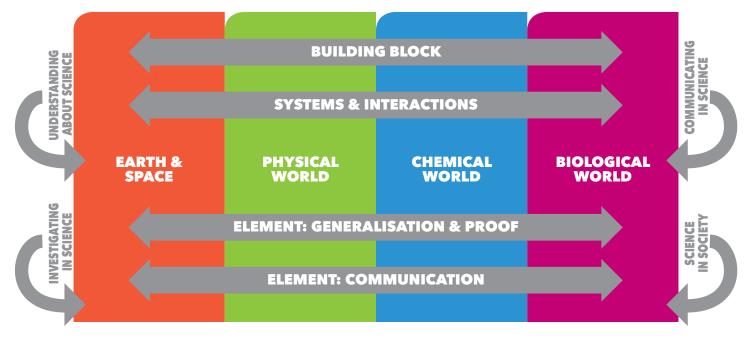




JUNIOR CYCLE

While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. To give further emphasis to the integrated nature of learning Science, the outcomes for each of the contextual strands are grouped by reference to four elements : Building blocks, Systems and interactions, Energy, and Sustainability (Figure 2).

Figure 2: The elements of the contextual strands and the unifying strand, showing the integrated nature of the specification

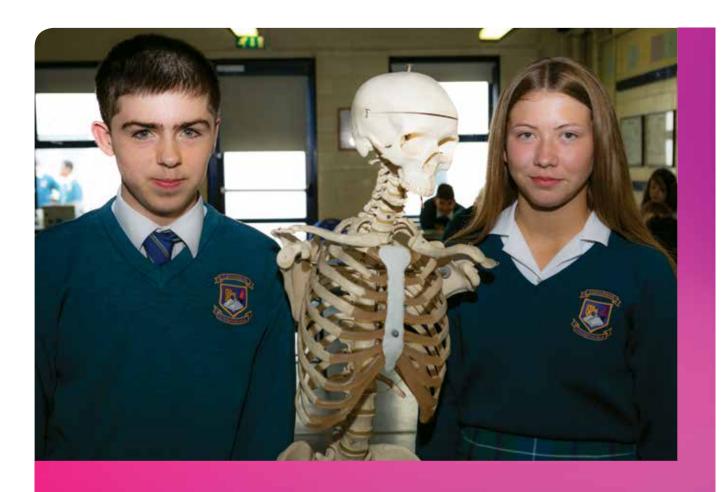


ASSESSMENT OVERVIEW

Over the three years of Junior Cycle, students will have many opportunities to enjoy and learn Science. They will work as a scientist as they formulate scientific questions and hypotheses, initiate research, plan and conduct investigations, process and analyse data and information, evaluate evidence to draw valid conclusions, and report and reflect on the process. Students will collaborate as they prepare scientific communications for a variety of purposes and audiences. They will learn about, and make informed decisions about, their own health and Wellbeing, and about Sciencerelated issues of social and global importance. Through these activities they will develop their Science knowledge, understanding, skills, and values, thereby achieving the learning outcomes across the strands.

The Classroom-Based Assessments outlined on the opposite page link to important aspects of that development and relate to priorities for learning and teaching such as investigating, and communicating in Science, while at the same time developing their knowledge and understanding of Science, which are vital to working like a scientist. Students need to develop a sense of what is appropriate for scientific investigation and research, plan and conduct investigations and research topics, process and analyse data and information, draw evidence-based conclusions, evaluate the process, and prepare scientific communications. The Classroom-Based Assessments offer students the chance to demonstrate their achievements as creators of scientific research reports by selecting a topic or problem to investigate.

СВА	FORMAT	STUDENT PREPARATION	COMPLETION OF THE ASSESSMENT	SLAR ¹ MEETING
Extended experimental investigation (EEI)	Reports which may be presented in a wide range of formats.	Students will, over a three- week period; formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypotheses, generate and analyse primary data, and reflect on the process, with support/guidance by the teacher.	End of second year.	One review meeting.
Science in society investigation (SSI)	Reports which may be presented in a wide range of formats.	Student will, over a three- week period: research a socio-scientific issue, analyse the information/ secondary data collected, and evaluate the claims and opinions studied and draw evidence-based conclusions about the issues involved, with support/guidance by the teacher.		



HISTORY



The study of History is about exploring human experience over time and how that experience has shaped the world we live in today. By asking questions of available evidence, students of History can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions. Studying History develops our historical consciousness, enabling us to orient ourselves in time and place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it, and informs how we see the future development of the world.

Having a 'big picture' of the past helps to develop our historical consciousness. It allows us to see major patterns of change and gives us a framework to understand and put into context the knowledge that we gain about the actions of people that came before us. Investigating evidence to identify moments or patterns of change in the human experience, and to make judgements on the significance of such change, is the key practice of the historian. This study of change relates to the fullness of human experience over time, from the initial emergence of humans to the more recent past. The study of the past allows us to examine the impact of human actions in a wide variety of dimensions, including politics, government, law, society, economics, culture, beliefs and ideas.

When we learn about the past, it is important also that we understand the nature of History as a discipline that allows us to make sense of what has happened in our world over time. This involves understanding such concepts as: continuity and change; time and space; how evidence allows us to make judgements about the past and how such judgements may need to be changed if new evidence emerges; awareness of the usefulness and limitations of different forms of evidence and the importance of being objective and fair when investigating the actions of people in the past, and taking care not to let opinions or prejudices affect our judgements; how human actions in the past have different levels of significance; that we see people in the past and their actions in the context of the time in which they lived.

Understanding the actions of people in the past and understanding how we come to know about these actions helps us to develop positive values about History. These include a respect for truth and evidence, a commitment to being open to seeing the past from different perspectives and a regard for the integrity of the past. This way of seeing the world deepens our understanding of the relationship between past and current events and the forces that drive change; helps us to appreciate how diverse values, beliefs and traditions have contributed to the culture in which we live; and enables us to value our local, national and international heritage. The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as thinking critically, working collaboratively and utilising digital media effectively, is also enhanced by the study of History.

Studying History helps us also to develop a historical sensibility that leads to an appreciation of the cultural achievements and accomplishments of previous generations, and to derive pleasure and enjoyment from learning about the richness and diversity of human experience in the past, and how this has impacted on and shaped our own identity and experience of the world.

The study of History at Junior Cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from an historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from an historical perspective, students also develop an interest and enthusiasm for History and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of History instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today; and can help students to learn from the past in thinking about how to address the problems of today.

The specification for Junior Cycle History provides a framework for students to acquire the historical skills, conceptual understanding and substantive knowledge that lead to a sense of historical consciousness, whereby students can see the world and their place in it from an historical perspective. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of Junior Cycle.

The specification has three interconnected strands, each with a set of related elements:

Strand One: The nature of History;

Strand Two: The History of Ireland;

Strand Three: The History of Europe and the wider world.

ASSESSMENT OVERVIEW

The assessment of History for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: The past in my place and A life in time. Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for History. It is allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is specified by the NCCA and related to the learning outcomes on which the second Classroom-Based Assessment is based.

GEOGRAPHY



Geography is the study of the Earth's landscapes, peoples, places, and environments. It adheres to the scientific method and pursues scientific principles and logic. The study of Geography empowers the person to explore and understand the world around them. Engagement with the subject promotes a deep understanding of people and place. Students develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events with an informed eye and discuss world events in a knowledgeable manner. Learning in Geography supports students in making informed decisions, giving the ability to make valuable contributions to the economic, social, and cultural life of their communities, localities and countries.

Through the study of Geography, people are encouraged to appreciate the processes that shape their world and view global issues as ethical citizens. Geography provides a platform to analyse world events, empowering young people as informed, active citizens. Studying Geography enhances students' ability to engage with issues such as sustainable development, economic systems, hazard management and climate change. The topics experienced help develop students' awareness and understanding of cultural variations fostering a respect of difference.

Students are growing up in a globalised, dynamic world. Geography provides a medium to explore current events in our world. Students viewing events through a geographical lens are well placed to be part of a generation which can deal effectively with, and mitigate global challenges and rise to related opportunities.

The skills developed through the subject are transferrable and will benefit students in study and life. Geography encourages structured inquiry: this critical thinking involves students asking questions, gathering data, evaluating and interpreting, and presenting information. It encourages collaboration and communication with their peers and experts in other fields.

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

The specification for Junior Cycle Geography focuses on developing students' knowledge and skills to explore and understand the world around us, our role within it and recognise the interconnections amongst systems. This is achieved through the three interconnected strands: Exploring the physical



world; Exploring how we interact with the physical world; and Exploring people, place, and change, with one overarching concept entitled Geoliteracy. It has been designed for a minimum of 200 hours timetabled student engagement across the three years of Junior Cycle.

Geoliteracy

The specification is informed by the concept of Geoliteracy. This refers to students' ability to develop far-reaching decisions through geographical thinking and reasoning. Geoliteracy provides the framework for understanding in Geography and is threaded throughout learning and teaching of Geography.

The core components of Geoliteracy are the three I's:

- interactions
- interconnections
- implications

Interactions refers to how systems, both human and natural, interact. Interconnections refers to the linkage between people, places, environments, and spatial patterns, either by tangible links such as roads or intangible links such as politics. Implications refers to the individual's ability to reason the consequences of their decision making and that of others. The concept facilitates students' understanding of geographical topics in an integrated manner demonstrating the interrelationship between topics and the impact they have on the student. Geoliteracy aims to develop cognitive, interpersonal, and intrapersonal competencies through the curriculum that are sustainable throughout students' lives.

Three Interconnected Strands

The specification sets out three interconnected strands. The learning outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. The specification emphasises a non-linear, integrated approach across strands. Combining learning outcomes across strands to develop learning experiences is encouraged.

The Elements

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





ELEMENTS	
Processes, Patterns, Systems and Scale	Students learn about how geographical processes form and shape our physical, environmental, and social world. Students identify patterns and distribution of geographical phenomena and draw conclusions based on their findings. This includes recognising, analysing and explaining similarities or differences in phenomena. Students adopt a systems-thinking approach to understand complex components. Students study topics at a variety of scales and levels including Ireland, Europe (EU) and global level.
Geographical skills Field investigations are encouraged where appropriate.	 Reading and interpretation skills: Students will develop their graphicacy through: Mapping: Cartographic skills relating to a variety of scales Visuals: Reading and interpreting a variety of relevant visual stimuli Data analysis: Reading and interpreting a variety of data sets. Applied skills: Asking geographical questions: Engaging with the key geographical questions of who, what, where, when, how and why Investigating geographical data: Gathering data from diverse sources in various ways to develop information that will inform responses Organising and interpreting geographical data: Different types of data may be separated and classified in visual, graphic forms: paper and computer-generated maps, or various geospatial images Analysing geographical information: Geographic information involves seeking patterns, relationships, and connections Presenting geographical information: Managing and assembling data so that it is clear and concise.
Sustainability	 Students consider the balance between economic, environmental and social systems necessary for meeting the needs of the present without compromising the needs of the future. Students recognise how their decisions and actions impact on local and global sustainability. Students critically reflect on current concepts and practices in relation to sustainability. Students develop knowledge, skills, behaviours, and values to live sustainably.

ASSESSMENT OVERVIEW

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



^{CC}Through the study of Geography, people are encouraged to appreciate the processes that shape their world and view global issues as ethical citizens **>>**



RELIGIOUS EDUCATION



Religious Education promotes the holistic development of the person. It facilitates the intellectual, social, emotional, spiritual and moral development of students. Religious Education provides a particular space for students to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages students to reflect, question, critique, interpret, imagine and find insight for their lives. The students' own experience and continuing search for meaning is encouraged and supported.

Religious Education supports the development of students by helping them-to explore how religious and other beliefs are expressed; engage with life's big questions; and reflect on moral values for life.

As students learn to live in an increasingly pluralistic world, Religious Education has a critical role to play in the curriculum in providing opportunities for students to consider the variety of religious beliefs found in Ireland and elsewhere, become aware of different understandings of the Divine, and examine other interpretations of life. It encourages respect and understanding of different beliefs, perspectives and ways of living, including both the religious and non-religious response to human experience.

Religion has shaped and been shaped by historical events, something which continues today. Religious Education gives students an important framework for understanding past and present events, actions and beliefs and their impact within the context of people's lives. It also promotes an understanding of religions as dynamic, internally diverse and evolving over time. Religious Education within an Irish context offers students an opportunity to develop an understanding of how different religions, and Christianity in particular, have contributed to the society in which we live.



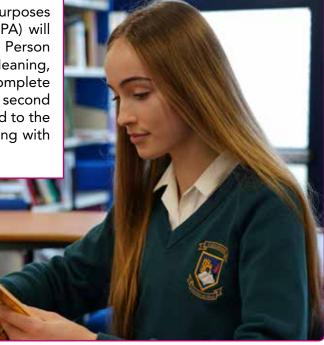
People today are faced with many concerns, many of which require an ethical response. Religious Education has an important contribution to make in encouraging students to engage critically with belief systems and principles of moral behaviour which can serve as a foundation for decisions.

Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society.

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.

ASSESSMENT OVERVIEW

The assessment of Religious Education for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments, A Person of Commitment and The Human Search for Meaning, and a final examination. In addition, students complete a written Assessment Task related to the second Classroom-Based Assessment, which is submitted to the State Examinations Commission for marking along with the final examination.





OPTION SUBJECTS

TECHNOLOGY SUBJECTS & KEY SKILLS engineering, wood technology, graphics & applied technology



Each subject of the Technology Suite offers the student different experiences which contribute towards their education in Technology Education. As a result, preparing students for learning in the Technology Subjects is not just about teaching towards the technology but towards the skills that are fundamental to the Technology Subjects and are transferable into other areas of their learning. Skills that encourage the student to solve problems through creativity, innovation, communication, collaboration and exploration, all of which are developed in an active learning environment where students can advance their ideas from conception to realisation.

In addition to their specific content and knowledge, the subjects provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course, but some are particularly significant. The examples below identify some of the elements that are related to learning activities in the Technology Subjects .



KEY SKILL	KEY SKILL ELEMENT	EXAMPLES OF STUDENT LEARNING ACTIVITIES		
Being creative	Exploring options and alternatives	Students will create design solutions to a problem/brief.		
Being literate	Expressing ideas clearly and accurately	Students will select the most appropriate media to communicate their ideas/solutions.		
Being numerate	Expressing ideas mathematically	Students will use correct mathematical notation and units when calculating forces.		
Communicating	Using language	Students will demonstrate correct technical language when explaining a process.		
Managing information and thinking	Thinking creatively and critically	Students will engage in innovative thinking to design a solution and critique their solution based on the needs of th problem.		
Managing myself	Setting and achieving personal goals	Students will establish a plan of work and apply it to the creation of a project.		
Staying well	Being responsible, safe and ethical in using digital technology	Students will work ethically and safely online and take Il responsibility for ensuring the security and privacy of themselves and others.		
Working with others	Co-operating	Students will collaborate to research and develop solutions to a given problem.		

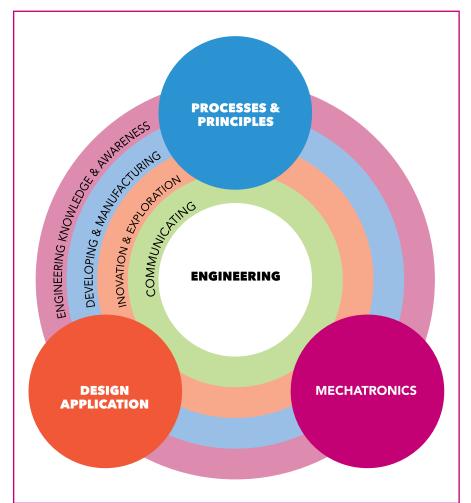
Engineering

Engineering addresses the process of cyclical design to produce products and systems that adhere to defined conventions and standards. 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, and to demonstrate a capacity to select appropriate materials and processes for given applications.

Engineering offers students a lens through which to view the role and impact of Engineering within their classroom, community and the world. Through the study of Engineering, students will have the opportunity to behave as engineers, and develop an Engineering mindset. The Engineering process is both reflective and systematic. It is reflective in that students continually test their design and modify it based on what they have learned. It is systematic in that students undertake several characteristic steps in reaching a solution. Students identify problems, integrate ideas for how to solve identified problems, and try to improve the design or devise a better one.

Skills that encourage the student to solve problems through creativity, innovation, communication, collaboration and exploration The study of Junior Cycle Engineering aims to:

- enable students to develop the disciplinary skills and knowledge to engineer an end product
- enable students to engage in goal-oriented problem solving, creating an awareness of Engineering processes
- develop the necessary skills and apply
 Engineering processes to manipulate material to manufacture a product with efficiency, accuracy, precision and a highquality finish develop an Engineering mindset through the exploration of contemporary
 Engineering developments



CBA 1: Engineering in action	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.
CBA 2: Research and development	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. This CBA will inform the student's work under the Project assessment. The CBA will be completed within a three-week period during term one of third year.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by State Exam.

ASSESSMENT OVERVIEW

The assessment of Engineering for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of:

- two Classroom-Based Assessments: Engineering in action, and Research and development
- a project
- a written examination



Wood Technology

Wood Technology is a subject that will allow students to explore and learn about a key natural resource that nature has provided. Trees and wooden material have a unique relationship with nature and humankind. The sustainable use and management of this natural resource is important as the world faces the challenges of the 21st century. From habitats to construction or recreation to oxygen creation, this resource can play a significant role in Wellbeing of our planet. To this end it is important that citizens be given the opportunity to become knowledgeable about this resource, exploring its heritage and potential as a material for the future.

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. Wood as a material resource has seen much innovation and change. Technological advances have created significant opportunities to expand the use of wood as a resource for a broad range of applications. However, the uniqueness of this material and craft is that many of the traditional applications and processes are still of value, transcending the test of time.

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 technology classroom environment. Through the challenges posed by the design-based philosophy of the subject, students will develop the relevant knowledge, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.

The study of Wood Technology at Junior Cycle aims to:

- enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to design and create artefacts of value
- empower students through designing and making, whilst developing an awareness of sustainability and the use of natural resources

DESIGN

THINKING

- develop a range of core design skills and relevant manipulation skills through modelling and processing wood and other materials
- develop the confidence and resilience of students through engagement with the uncertainty of design challenges
- encourage students' innovation and creativity through recognition and appreciation of their capacity to design and create

PRINCIPLES & PRACTICES

WOOD TECHNOLOGY

> **WOOD SCIENCE &** MATERIALS

ASSESSMENT OVERVIEW

The assessment of Wood Technology for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- two Classroom-Based Assessments: Wood Science in our Environment, and Self-analysis and Evaluation
- a project
- a written examination

CBA 1: Wood Science in our environment	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of second year.
CBA 2: Self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year and will inform the student's work on the project.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by the State Examinations Commission.





Graphics

Graphics is recognised as the underpinning language of the technology disciplines and is transferable across a wide range of subjects such as Mathematics, Science and art. Students will use a variety of media to communicate their ideas and designs through this unique language. Throughout the course, students will explore the geometric world to gain an appreciation of the importance of Graphics in the world around them. They will develop cognitive and practical skills such as graphical communication, spatial visualisation, creative problem-solving, design capabilities and modelling, both physically and through the use of computer-aided design.

Students will develop their creativity as they investigate and solve design challenges. During the problem-solving process, they 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 contexts.

Accurate technical drawings are essential in the design and manufacture of components and artefacts. The need for precise communication in the preparation of a functional document distinguishes technical drawing from the expressive drawing of the Visual Arts. Producing accurate drawings requires significant attention to detail and a patient and resilient mind-set. Students will continually review and reflect on their working drawings developing strategies for improvement as they progress.

The study of Graphics at Junior Cycle aims to:

- develop the student's creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities
- encourage the development of the cognitive and practical dexterity skills associated with graphical communication
- instil an appreciation of the role of Graphics in the world around them
- equip all students to make judgements on the best mode through which to represent their ideas and solutions
- encourage the production of drawings that promotes the skills of communicating through Graphics
- develop students cognitive and practical skills associated with modelling and graphical communication

ASSESSMENT OVERVIEW

The assessment of Graphics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of:

- two Classroom-Based Assessments; Communicating through sketching and Graphical presentation skills
- a project
- a final examination

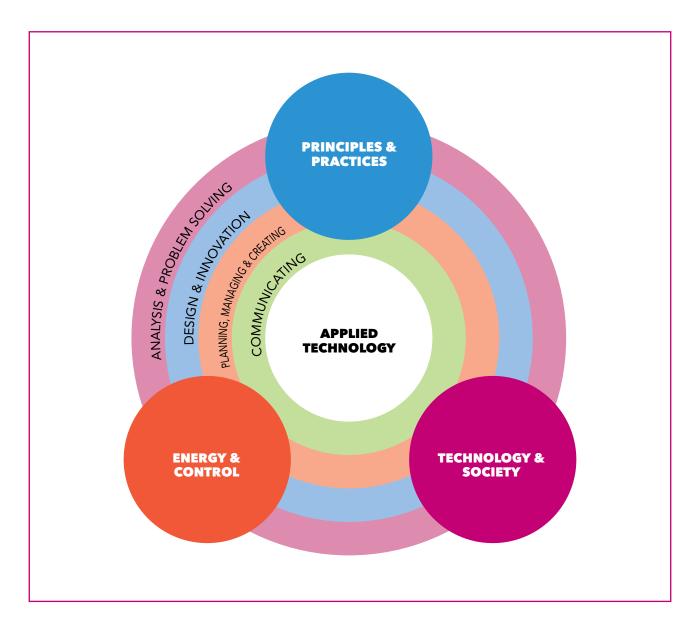
CBA 1: Communicating through sketching	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.
CBA 2: Graphical presentation skills	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.
Project (30%)	Will be specified and marked by the State Examinations Commission. This project will be completed within a four-week window in term two of third year.
Written examination (70%)	Two-hour examination set and marked by the State Examinations Commission.

Applied Technology

Applied Technology addresses the modifications of the natural world made to fulfil human needs or desires. This subject offers students a lens through which to view the role and impact of technology within their classroom, their community and the world.

Every human made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world, even when the materials are not themselves natural. New technologies can impact on society and the environment. Students will analyse expected benefits and impacts as they make decisions about their design solutions, while considering the end user, the environmental impact and the functionality of their designs.

Through the study of Applied Technology, students will have the opportunity to develop technological capability and literacy by engaging with a broad range of materials and systems. Students will develop an understanding of the principles of energy and control to resolve practical problems. Students will have the freedom to explore design and systems thinking through an interactive process to conceive, refine, realise and evaluate ideas.





CBA 1: Exploring the application of controlled systems in a local context	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.	
CBA 2: Student self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year. This CBA will inform the student's work on the project.	
Project (70%)	Will be specified and marked by the State Examinations Commission annually.	
Written examination (30%)	Set and marked by the State Examinations Commission.	

ASSESSMENT OVERVIEW

The assessment of Applied Technology for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- two Classroom-Based Assessments: Exploring the Application of Controlled Systems in a Local Context, and Student Self-analysis and Evaluation
- a project
- a written examination



Contribute towards their education in Technology Education



OPTION SUBJECTS



Young people are growing up in a globalised and dynamic world. New opportunities and challenges will emerge in their lifetimes that are virtually unimaginable today. Developing technologies, environmental and societal challenges, demographics, global competition and changing consumer demand will drive these changes. Studying Business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.

Business Studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business Studies also improves their knowledge and understanding of good Business practice and of Business as a productive activity.

Entrepreneurship enhances the quality of our collective and individual lives, often changing the way we work, communicate and live. Business Studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions.

Business Studies encourages students to develop skills for learning, skills for work and skills for life. It supports the development of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of students' numeracy, literacy and digital technology skills by providing a real-life context for their application.

Business Studies explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens. They will be provided with a set of foundational skills, understandings and personal attributes, which will help them to engage with the dynamic Business environment and fulfil their potential in their personal and professional lives, now and into the future.

Business Studies aims to stimulate students' interest in the Business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

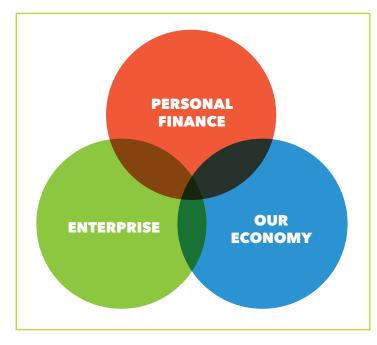
The specification for Junior Cycle Business Studies focuses on improving students' understanding of the Business environment and on developing skills for life, work and further study through the



three inter-connected strands: Personal Finance, Enterprise and Our Economy.

The learning at the core of Junior Cycle is described in twenty-four statements of learning. These statements of learning are central to the students' experience of the Junior Cycle programme.

THE STATEMENT	EXAMPLES OF RELEVANT LEARNING		
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	Students will evaluate their consumer choices, understanding how their choices impact positively and negatively on their community and the wider world.		
SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/ him.	Students will examine the extent to which an organisation can impact on the economy, people and environment in which it is based.		
SOL 14: The student makes informed financial decisions and develops good consumer skills.	Students will manage their financial resources, understanding the benefits to shop wisely and ethically, while evaluating financial risks.		
SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions.	Students will use numerical and graphical data to analyse and problem-solve topics and questions in order to make effective decisions.		
SOL 22: The student takes initiative, is innovative and develops entrepreneurial skills.	Students will conduct market research in order to appreciate entrepreneurship and to inspire curiosity and innovation.		
SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students will access, communicate and/or present information using digital technology and explore its impact on how Business is conducted.		



ASSESSMENT OVERVIEW

The assessment of Business Studies for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroombased Assessments, Business in Action and Presentation, and a final assessment. In addition, the Classroom-Based second Assessment will have a written Assessment Task that will be marked, along with the final assessment, by the SEC.

OPTION SUBJECTS HOME ECONOMICS



The central focus of Home Economics as a field of study is achieving optimal, healthy and sustainable living for individuals, families and society. Individuals and families in every society are continually faced with new and emergent issues that can impact on their Wellbeing. Such issues include concerns relating to food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing.

In Home Economics, students learn how to address these practical, real world, perennial problems of individuals, families, households and society in socially responsible ways. Practical perennial problems or concerns are endured from generation to generation by families and require critical decision-making skills to resolve them. Home Economics education uses a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living. Home Economics draws on diverse disciplines integrating social, physical and human Sciences. It strives to solve everyday challenges using a blend of knowledge and skills acquired from multiple disciplines. Home Economics education develops students' essential lifeskills and personal independence. It supports the development of students who are critical, creative thinkers and encourages students to be problem solvers capable of making ethically and socially responsible decisions.

Home Economics supports a broad range of learning objectives at Junior Cycle. Tables 1 and 2 on the following pages show how Junior Cycle Home Economics is linked to central features of learning and teaching in Junior Cycle.

THE STATEMENT	EXAMPLES OF RELEVANT LEARNING
Understands the importance of food and diet in making healthy lifestyle choices	Students will develop their food and health literacy skills so that they make positive lifestyle choices for themselves as individuals as well as within their families and society.
Has the awareness, knowledge, skills, values and motivation to live sustainably	Students will develop their critical thinking and decision making skills in order to live a sustainable and responsible way of life.





THE STATEMENT	EXAMPLES OF RELEVANT LEARNING		
Makes informed financial decisions and develops good consumer skills	Students will develop their skills as discerning consumers and demonstrate consumer competency when managing financial resources in the home.		
Understands the origins and impacts of social, economic, and environmental aspects of the world around him/her	Students will reflect on and analyse the impacts of products and processes in the home on people, society and environments.		
Takes action to safeguard and promote her/his Wellbeing and that of others	Students will make informed decisions that impact his/her health, Wellbeing and safety and that of others.		
Takes initiative, is innovative and develops entrepreneurial skills	Students will develop their entrepreneurial skills as they seek to be innovative in dealing with life's challenges and opportunities.		
Brings an idea from concept to realisation	Students will apply the design brief process in textiles and food to take an idea from concept to realisation.		

The specification for Junior Cycle Home Economics focuses on developing students' understanding and skills to achieve an optimal, healthy and sustainable life through three inter-connected contextual strands: Food, Health and Culinary Skills; Responsible Family Living; and Textiles and Craft. Home Economics uses an interdisciplinary approach which encourages the integration of the three strands in the teaching and learning of the subject. It has been designed for a minimum of 200 hours timetabled student engagement across the three years of Junior Cycle.



ASSESSMENT OVERVIEW

The assessment of Home Economics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise; two Classroom-Based Assessments, Creative Textiles and a Food Literacy Skills Brief; a practical food skills examination; and a written examination. All assessments will be at a common level. The second Classroom-Based Assessment will include preparation for the practical food skills examination.

The practical food skills examination and the written examination will be marked by the State Examinations Commission.

- Learning
- Key Skills
- Overview: Course
- Expectations for students
- Assessment and Reporting
- Planning, Teaching and Assessment





OPTION SUBJECTS

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earning about and through the arts is fundamental to an education that aspires to nurture and support the development of the whole person. Awareness of, involvement in, and appreciation of the arts enables students to encounter a rich world of creativity, imagination and innovation (Arts in Education Charter, 2012). The UN Declaration of Human Rights (Article 27) affirms the rights of everyone to 'participate in the cultural life of the community and to enjoy the arts'.

Through engaging with Music, students are offered opportunities to develop new skills, while drawing on their previous experiences. These previous experiences are often central to our existence as Music is everywhere. From the moment we are born we are in a musical world. Music is a natural early connection between infant and caregivers. International research shows that from the very early months of a child's life there is a human propensity to respond and engage with Music. With Music, students can immerse themselves intellectually, emotionally, physically and kinaesthetically in the learning experience. Music performance composition are collaborative and and interpersonal activities, where social skills are developed through the sharing of ideas, skills, or instruments.

Music can provide an environment for the student where they are safe to explore, experiment and be allowed to take creative risks. The subject can engage students in learning that engages, inspires, challenges, provokes, exhilarates, and liberates. Students are encouraged to collaborate in the formation of ideas and the presentation of these ideas and to critically reflect on their work and the work of others. Through listening to the Music of others, and assimilating this into their own ideas, students learn how musical works are created. Through understanding how to evaluate and critique the works of others, students learn to be selfreflective and improve on their own musical creations.

As a creative endeavour, Music can facilitate the development of imaginative and exploratory experiences, where individuality and personality are provided with the opportunity to grow and be given a voice. The study of Music offers lifelong opportunities to develop the imagination in unique ways, through listening to



familiar and unfamiliar works, coming to know and understand sounds internally, creating sound pictures or stories and expressing feelings and emotions in sound.

Learning Music is intrinsically motivating, meaningful and a rewarding activity for young people because it is hands-on; fully engaging the students in activities that relate to and have a connection with the world experienced by them outside the classroom. Music fosters both the specific skills related to the subject, and a range of transferable skills that may apply to other individual and collaborative endeavours. Through movement, sound, symbol and image, engaging with Music can transform people's creative ideas into expressive works that communicate feelings, meanings and interpretations to a wider audience.

Music is important as a catalyst for building cultural capital within the individual student and the class collective. Through encountering and engaging with an array of Music activities, we can ensure that we continue to develop future citizens that are culturally engaged, culturally aware and culturally connected. Being culturally aware heightens student understanding of both national and international cultural identities. With an increasingly diverse and pluralist population, this understanding of others through a cultural lens will encourage students to develop as responsible and ethical citizens.

Music is a source of understanding History, reflecting the social and cultural context and the era of its creation. Music can portray the cultural identity of a country, the mood of the people or the thoughts of the individuals who live there. Music education brings the young person to an awareness and appreciation of their own unique cultural environment and ethos. In engaging students with the rich background of their native musical traditions as well as other musical genres, Music education contributes to the students' knowledge and understanding of others, their times, their cultures and traditions.

The table below shows how Music is linked to central features of learning and teaching outlined in the Framework for Junior Cycle 2015.

THE STATEMENT	EXAMPLES OF RELEVANT LEARNING		
SOL 3: The student creates, appreciates and critically interprets a wide range of texts .	Students will explore the creation, appreciation and interpretation of musical texts in various notated formats, including staff notation, graphic notation, using technological means and other appropriate formats.		
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students will create a range of compositions; capturing and presenting the processes and decisions made through portfolios, manuscripts or other appropriate media.		
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between the past and current events and the forces that drive change.	Students use their musical ideas and outputs to reflect life and living in their own community and the broader context; they consider the role and impact of the past in their musical choices.		
SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships.	Students understand patterns and relationships in Music through exploring tonalities, chords, keys and time signatures in a variety of musical experiences.		
SOL 23: The student brings an idea from conception to realisation.	Students work out a creative concept and decide how to bring it to fruition. This process involves moving through brainstorming, researching, practising, presenting, capturing, evaluating and reflecting.		
SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students can use technological and digital media to create collaborative compositions; record and critique group performances and explore the works of composers, while being aware of issues related to copyright and plagiarism.		

ASSESSMENT OVERVIEW

The assessment of Music for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: Composition Portfolio and a Programme Note; a practical examination and a written examination. All assessments will be at a common level. The State Examinations Commission (SEC) will assess the practical examination (held towards the end of third year) and the written examination in June.

The two Classroom-Based Assessments for Junior Cycle Music are distinct markers in the student's learning journey, while still being an integral part of ongoing assessment and routine classroom practice. In this way they are similar to the formative assessment that occurs in the ebb and flow of classroom interaction that occurs every day in class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the purpose of reporting to parents and students.



OPTION SUBJECTS

VISUAL ART



Visual Art is a subject that promotes teaching and learning through art, craft and design. For adolescents and young adults, this involves becoming familiar with and applying the elements of art and principles of design, and the knowledge and skills associated with these processes, their histories and their contemporary practices. Visual Art also recognises and rewards a number of different forms of intelligence, including emotional intelligence; it develops personal qualities of expression and empathy.

Visual Art encompasses art, craft and design and involves practical work in a wide range of media leading to a specific outcome, e.g. an artwork, a design, architectural study, an installation or an event. Making art develops the learner's imagination through developing an idea or concept and allows them to exercise personal responsibility for specific tasks.

Visual Art is ambiguous; there is no single 'correct answer' in Visual Art: The subject promotes divergent thinking and develops the learner's ability to interpret, make judgements and express opinions on a work. It also promotes respect for the work and the opinions of others.

Visual Art is concerned with the personal, cognitive and physical fulfilment of the learner in both the present moment - producing work that gives personal pleasure and reward in the short-term, as well as in preparation for longer-term, more distant goals.

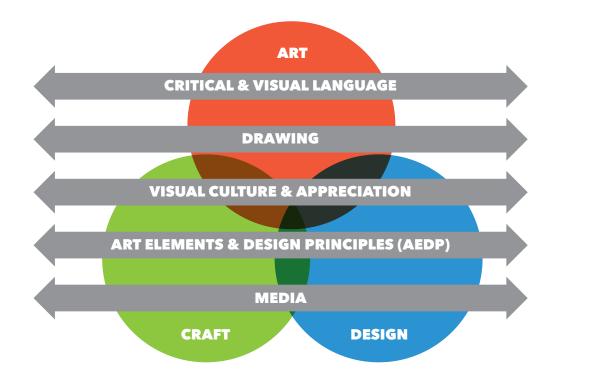
The qualities that Visual Art develops are crucial components of the rounded general education that all young people should experience. These personal characteristics and attributes include creativity, critical judgement, working with others or working individually, providing and receiving constructive criticism, and respecting differences.

Visual Art provides the learner with a space within which it is safe to experiment, to fail and to learn. It allows learners to collaborate on ideas and work. It facilitates and encourages the questions a learner may raise in travelling a path that may not lead to an anticipated outcome or that may produce a different outcome to what was planned. It gives them the capacity to understand and to express ideas, feelings and opinions: both their own and those of others.

Contemporary culture is highly visual. Visual literacy is an essential requirement of active citizenship. It enhances the young person's ability to interpret, critique and decode visual messages. The capacity to engage in critical thinking in the art class fosters the young person's competence and confidence in responding to and engaging with the visual culture of the contemporary world and with the natural and built environments. It opens their minds to the traditions and values of other cultures and influences. Visual literacy and the ability to appreciate visual culture adds to the wealth of learning available through historical artefacts and to an understanding of the evolution of works of art, craft or design across the development of human society.

In Visual Art, students build on the progress and skills they have already achieved in primary school in order to help them further improve. Students of the subject will develop the transversal skills, such as creativity, collaboration, ability to question, risk- assessment, problem identification, problemsolving and management of their own emotions; skills that form a natural learning mechanism that can enhance their own development. Students learn how best to use traditional and contemporary technologies for both creative and operational purposes. All these skills and dispositions are key to future learning in senior cycle, higher education, and also in the world of work.

The specification for Junior Cycle Visual Art focuses on the students' practical and cognitive engagement with art. Students will be enabled to progressively improve their skills as an artist/ craftsperson/designer in a space that is safe for them to explore ideas and diverse processes both creatively and imaginatively. This can be achieved through the interconnected strands of the disciplines of art, craft and design. A student will experience learning in each of these three strands as they progress through their Junior Cycle.



ASSESSMENT OVERVIEW

Visual Art is a practical subject. The assessment of Visual Art for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: From Process to Realisation and Communicate and Reflect. The State Examinations Commission (SEC) will mark the development work and realised work that is generated from the initial research, planning and experimentation in the second Classroom-Based Assessment. One piece of realised work undertaken in either Classroom-Based Assessment must be realised in three dimensions. There is no final examination in this practical subject.

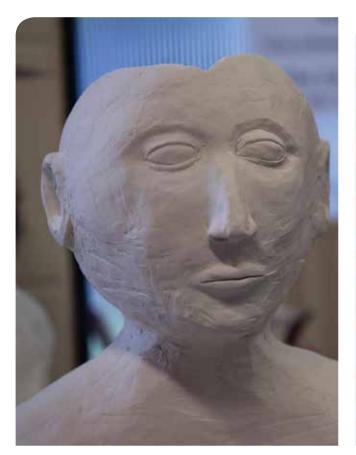


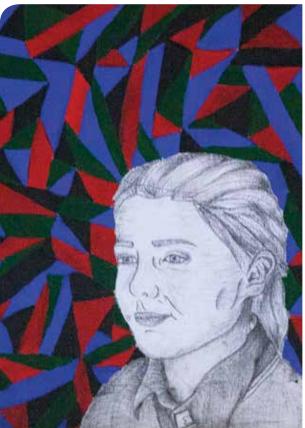
YEAR	СВА	FORMAT	STUDENT PREPARATION	COMPLETION OF THE ASSESSMENT	SLAR ¹ MEETING
Second year	CBA 1 From process to realisation	Visual Art sketchpad + 1 realised work	Students, either individually or in a group, choose one scenario from a list prepared by the NCCA. They then generate ideas, experiment and develop these ideas in their Visual Art sketchpad, and realise an artwork through one of the three strands.	End of April	One review meeting
Third year	CBA 2 Communicate and reflect	Presentation	Individually, students choose one scenario from a list prepared by the SEC and NCCA to generate ideas, experiments and other preparatory work in their Visual Art sketchpad. Students present this initial research and work through the two remaining strands not undertaken as part of the first Classroom- Based Assessment . This presentation of ideas and preparatory work is assessed and students reflect on the feedback they receive.	Between mid- December and mid-January	One review meeting

Both Classroom-Based Assessments are centred on scenarios. These scenarios may be adapted to suit current or ongoing work or learning experiences in the art class or can be used as a starting point for new work. The scenarios will be designed in an open and accessible manner so that they are flexible and can be aligned with the school's curriculum context as well as the learning needs of the students. It is important that the scenarios are discussed by the teacher and the students as well as between the students themselves. The approach to constructing a response to the chosen scenario/s can be planned through collaboration between the teacher and student or between student and student. Group work or individual work is allowed for in Classroom-Based Assessment 1: From process to realisation.

By the time students engage with the first Classroom-Based Assessment they will have gained knowledge and understanding and developed skills in the processes involved across all three strands of Visual Art. As students engage with the learning in the strands they will also develop their own personal attitudes towards the range and depth of the subject and develop a sense of identity around their own particular style.

Through their experiences of learning in Visual Art, students develop skills which help them to approach problems in creative ways. Problem identification is part of the creative process that allows the student to frame their inquiry. In this way they experience and relate more directly to the Visual Art processes and work on a more personal level. It is important that the student has ownership and takes part in deciding the starting point for their own work. Although the problems they seek to address may be based on personal experience, in their approach students will be able to respond using the knowledge, understanding and skills they have developed during Junior Cycle in order to fully realise them through their work.



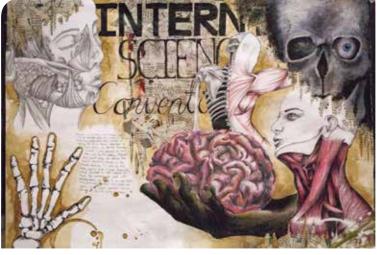




















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