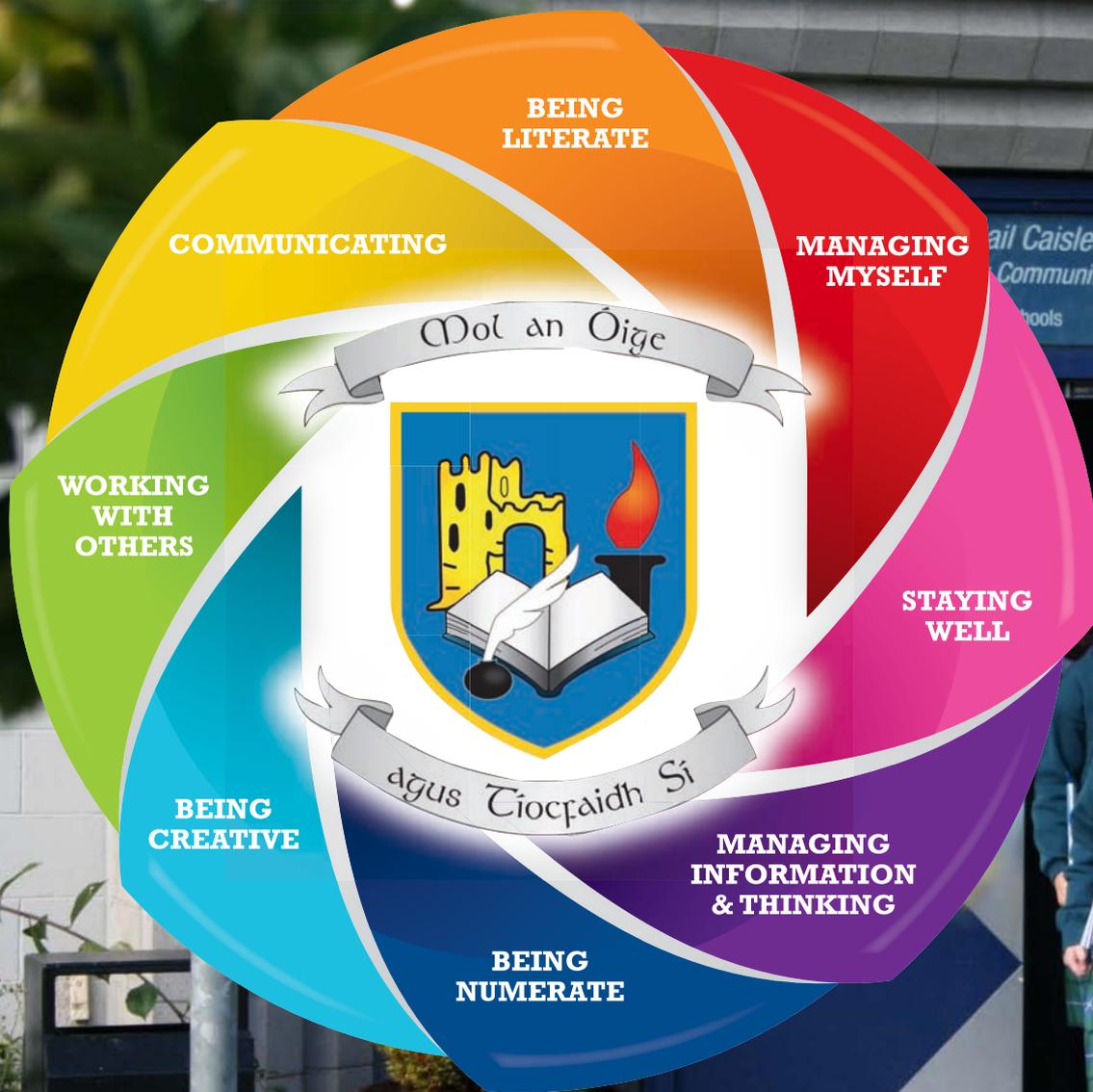


# Castleknock Community College

coláiste pobail caislean cnucha



CHOOSING THE RIGHT OPTIONS AT

## JUNIOR CYCLE

2018 - 2021





# JUNIOR CYCLE EDUCATIONAL PROGRAMME

## JUNIOR CYCLE CORE SUBJECTS

- \* Gaeilge
- \* English
- \* Mathematics - Project Maths (Under Review)
- \* History
- \* Geography
- \* Science
- \* Modern Foreign Languages
  - French
  - German
  - Spanish
- SPHE (Social, Personal and Health Education)
- \* Religious Studies
- Physical Education

a) Subjects marked above with an \* are examination subjects.

b) Two additional subjects to be chosen from the list below.

## JUNIOR CYCLE OPTION SUBJECTS (choice of two)

- Business Studies
- Art
- Technical Graphics
- Technology
- Materials Technology (Wood)
- Materials Technology (Metal)
- Music
- Home Economics

Students who are presenting for subjects under the New Junior Cycle Format may sit the core subjects of Irish, 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

Eight key skills permeate across the entire curriculum





# KEY SKILLS AND THEIR ELEMENTS IN JUNIOR CYCLE

Managing Myself	Staying Well	Communicating
<ul style="list-style-type: none"><li>■ Knowing myself</li><li>■ Making considered decisions</li><li>■ Setting and achieving personal goals</li><li>■ Being able to reflect on my own learning</li><li>■ Using digital technology to manage myself and my learning</li></ul>	<ul style="list-style-type: none"><li>■ Being healthy, physical and active</li><li>■ Being social</li><li>■ Being safe</li><li>■ Being spiritual</li><li>■ Being confident</li><li>■ Being positive about learning</li><li>■ Being responsible, safe and ethical in using digital technology</li></ul>	<ul style="list-style-type: none"><li>■ Listening and expressing myself</li><li>■ Performing and presenting</li><li>■ Discussing and debating</li><li>■ Using language</li><li>■ Using numbers</li><li>■ Using digital technology to communicate</li></ul>
Being Creative	Working with others	Managing information & thinking
<ul style="list-style-type: none"><li>■ Imagining</li><li>■ Exploring options and alternatives</li><li>■ Implementing ideas and taking action</li><li>■ Learning creatively</li><li>■ Stimulating creativity using digital technology</li></ul>	<ul style="list-style-type: none"><li>■ Developing good relationships and dealing with conflict</li><li>■ Co-operating</li><li>■ Respecting difference</li><li>■ Contributing to making the world a better place</li><li>■ Learning with others</li><li>■ Working with others through digital technology</li></ul>	<ul style="list-style-type: none"><li>■ Being curious</li><li>■ Gathering, recording, organising and evaluating information and data</li><li>■ Thinking creatively and critically</li><li>■ Reflecting on and evaluating my learning</li><li>■ Using digital technology to access, manage and share content.</li></ul>



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

Through engaging with the key skills students will:

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

## HOW STUDENT ACHIEVEMENT AT JUNIOR CYCLE WILL BE ASSESSED

The release of the Junior Certificate results by the State Examinations Commission (SEC) in September 2016 marked the end of an era. In the future, junior cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child’s achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:

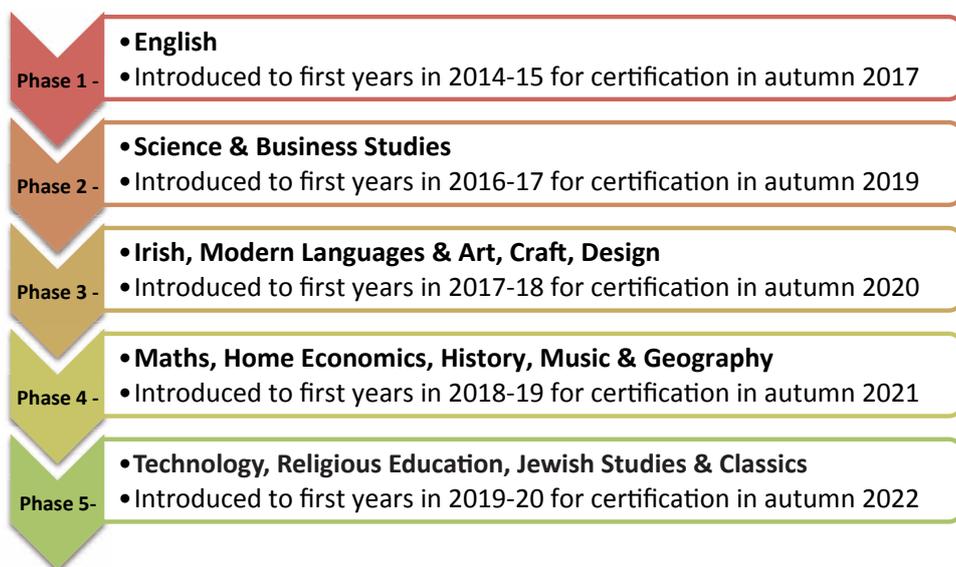
1. Subjects
2. Classroom Based Assessments
3. Short courses
4. Other Learning Experiences.

## SUBJECTS

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

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

Distinction	90 to 100 %	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 <sub>1</sub> *
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

*\*L1 is the language medium of the school (Irish in Irish-medium schools).*

*L2 is the second language (English in Irish-medium schools).*

## 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 will 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](http://www.curriculumonline.ie) for subject and short course specifications and information regarding assessment

[www.jct.ie](http://www.jct.ie) for teacher CPD information and general information regarding the new junior cycle





## PRINCIPLES FOR JUNIOR CYCLE EDUCATION

<p><b>Quality</b> All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.</p>	<p><b>Wellbeing</b> 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.</p>
<p><b>Creativity &amp; Innovation</b> Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.</p>	<p><b>Choice &amp; Flexibility</b> 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</p>
<p><b>Engagement &amp; Participation</b> The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.</p>	<p><b>Inclusive Education</b> The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.</p>
<p><b>Continuity &amp; Development</b> Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.</p>	<p><b>Learning to Learn</b> 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.</p>

## MIXED ABILITY AT CASTLEKNOCK COMMUNITY COLLEGE

Strict streaming of classes has been found to create very negative attitudes and to lower self-esteem. 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 IN JUNIOR CYCLE



*Formative assessment, complemented by summative assessment, will be key feature of the new Junior Cycle.*

## ASSESSMENT OF SUBJECTS PRESENTED FOR CERTIFICATION

There will be 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 Tasks 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.

### REPORTING

- As is currently the case, formal reporting in the new Junior Cycle will take place annually from first through to third year.
- From autumn 2017, reporting will be based on a national approach incorporating agreed templates designed by the NCCA.
- The NCCA will develop standard reporting templates, appropriate to the second-level curriculum, for use in first and second year.
- These reporting arrangements will complement other oral and written reporting opportunities that a school may wish to put in place including parent-teacher meetings, teacher-student dialogue and other home-school communications.

### 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 setbacks 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.

## 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 300 hours of timetabled learning in Wellbeing over the three years of Junior Cycle. This will build to 400 hours by 2020.

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.

## INDICATORS OF WELLBEING



### ACTIVE

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



### 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?



### 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?



### 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?



### 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?



### 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?



# SPHE, WELLBEING AND 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.

## CURRICULAR OPTIONS FOR SPHE WITHIN WELLBEING (DES CIRCULAR LETTER 0024/2016)

Students who commenced their Junior Cycle in Sept 2016 must study SPHE following either:-

- the Junior Cycle syllabus in SPHE (2006) or
- the specification for the Junior Cycle short course in SPHE (2014)



# CSPE, WELLBEING AND 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.

## 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.

## CURRICULAR OPTIONS FOR CSPE WITHIN WELLBEING (DES CIRCULAR LETTER 0024/2016)

Students who commenced their Junior Cycle in Sept 2016 must study SPHE following either:-

- as a further additional subject for certification purposes following the Junior Certificate syllabus for CSPE (1996) or
- as a short course following the specification for the short course in CSPE (2014)



## 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 300 hours of timetabled learning in Wellbeing over the three years of Junior Cycle. This will build to 400 hours by 2020.

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.

# PE, WELLBEING AND 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.

## 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 short 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.

## CURRICULAR OPTIONS FOR PE WITHIN WELLBEING (DES CIRCULAR LETTER 0024/2016)

Students who commenced their Junior Cycle in Sept 2016 must study PE following either:-

- the Junior Cycle syllabus in Physical Education (2003) or
- the specification for the Junior Cycle short course in Physical Education (2014)





# JUNIOR CYCLE ENGLISH

## RATIONALE

- Language gives students the opportunity to access the understanding, knowledge and skills to promote their personal growth and effective participation in society.
- The study of language enables students to build on their learning in primary school and further develop their skills and enjoyment in using it effectively. Through language learning and use, students discover information, develop thinking, and express ideas and feelings. They learn about language, and how to use it well in all areas of their studies.
- Respect is shown for students' competence in their home language and the community characteristics of their language use together with their literacy practices outside of school.
- Learning about language in texts, including digital texts, is important to social development and as part of this process students develop the competence and confidence needed to meet the demands of school, employment, further education and life. The knowledge and command of language are also essential to their contributions to political, social and cultural life and as thoughtful and active citizens.
- As learners, it is important that they become aware of where and how they are improving in their use of language and conscious of where further improvement is necessary. As a route to this knowledge they develop greater competence in the conventions of spelling, punctuation procedures, sentence structures and text organisation.
- Students are actively involved in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English. As study is a social activity as well as a personal one, students engage with the skills and opportunities of working in groups to achieve appropriate language goals.
- The ability to appreciate literature from different cultures is important in developing the whole person and to this end students read literature with insight and imagination not only in class but privately as well.
- Finally, as their mastery of language grows, so too will the opportunities to enjoy their world and give of their best to society now, and in the future. They will fully appreciate their success in language when pleasure and growth in it continue in their lives long after school is done.

## AIM

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
- to 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
- to engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- to develop an informed appreciation of literature through personal encounters with a variety of literary texts
- to use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- to gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication. until standardised testing has become integrated into the assessment system.

## OVERVIEW: LINKS

This table shows how **Junior Cycle English** is linked to central features of learning and teaching in junior cycle.

### STATEMENTS OF LEARNING

The Statement	Examples of relevant learning
<b>SOL 1.</b> The student communicates effectively using a variety of means in a range of contexts in L1	Students will participate in a wide range of language activities to develop their oral and written communication in a wide variety of contexts and forms.
<b>SOL 3.</b> The student creates, appreciates and critically interprets a wide range of texts	Students will engage critically with texts in a wide range of forms, to understand and respond to their content, and to enrich their own spoken and written output.
<b>SOL 4.</b> The student creates and presents artistic works and appreciates the process and skills involved	Learning from artistic works with which they engage, students will create a range of texts in narrative and aesthetic forms.
<b>SOL 6.</b> The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Students will encounter diversity through wide reading and will learn to appreciate the significance of diversity through discussion and reflection.
<b>SOL 16.</b> The student describes, illustrates, interprets, predicts and explains patterns and relationships	Students will learn—through the study of texts produced by others and through the creation of texts of their own—the significance of patterns and structures and the centrality of relationships in expression and communication.
<b>SOL 23.</b> The student brings an idea from conception to realisation	Students will engage in planning and development, by themselves and in collaboration with others, to bring an extended piece of work to fruition over time.
<b>SOL 24.</b> 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 engage critically with texts in a wide range of formats. They will explore the potential of technology to create texts that are rich in variety of content and presentation.

## CLASS BASED ASSESSMENTS (CBAS) & ASSESSMENT TASKS

### 1. Oral Communication – Class Based Assessment #1

- Students will make a short oral presentation: Performance, Presentation, Interview or Response to stimulus material.
- The format for this class based assessment may be an individual presentation or a Group communication.
- This CBA will be assessed in class by the teacher in the final term of second year.
- Each piece will be assessed based on of the four “Features of quality for Oral Communication”:
  - Exceptional
  - Above Expectations.
  - In line with Expectations
  - Yet to meet Expectations.
- The features required by a student to achieve “Above Expectations” are as follows:
  - The student’s communication is clear and convincing and material has been very well chosen.
  - Communication is fully shaped to its intended purpose.
  - Engagement with the audience is highly effective.



## 2. Subject Learning & Assessment Review

- When students have completed CBAs, the CBAs will be assessed by the students' teachers, and the outcomes will be reported to the students.
- To support teachers in assessing students' Class-Based Assessments, teacher will engage in SLARs
- At these meetings, teachers will share and discuss representative samples of students' work and build a common understanding about the quality of their students' learning.

## 3. Collection of Texts - Class Based Assessment #2

- Students will present a "Portfolio of Work" from a variety of genre: Opinion piece, descriptive, functional writing, autobiography, humorous piece, media, critique, expressive piece, drama, poem, film script.
- Two Texts will be chosen by the student from her/his portfolio of texts.
- The Texts will be produced over time with the support and guidance by teacher.
- This CBA will be assessed in class by the teacher at the end of the first term of third year.
- Each piece will be assessed based on of the four "Features of quality for Collection of Student's Texts":
  - Exceptional
  - Above Expectations
  - In line with Expectations
  - Yet to meet Expectations.
- The features required by a student to achieve "Above Expectations" are as follows:
  - The student's text shows very good control of the chosen genre
  - The writing is consistently competent, and effective word choices are very well matched to the purpose of the text
  - The work is clearly shaped with the receiver/audience in mind.

## 4. The Assessment Task

- Students will complete a specified written task which is to be sent to the State Examinations Commission (SEC) for marking.
- The Assessment Task will be based on the "The Collection of the Student's Texts"
- This task will be completed in early December of Third Year.
- The Assessment Task will comprise of some or all of the following:
  - Engagement with a short stimulus in written, audio, audio-visual or multi-modal format to prepare for the written task.
- A written task that tests the students in one or more of the following:
  - Their ability to outline and/or discuss their experience of compiling The Collection of the Student's Texts
  - Their understanding and evaluation of that experience
  - Their capacity to demonstrate and reflect on the skills they have developed.

## 5. Final Assessment

- a. Higher & Ordinary Level – Two Hour Examination in June.
- b. State Examination Result & Their Assessment Task Result (not to exceed 10%)
- c. Junior Cycle Profile of Achievement (JCPA) issued by School in Autumn following the State of Examinations

## GRADING OF THE FINAL EXAMINATION

Grade	Range (%)
Distinction	$\geq 90$ to 100
Higher Merit	$\geq 75$ to $< 90$
Merit	$\geq 55$ to $< 75$
Achieved	$\geq 40$ to $< 55$
Partially Achieved	$\geq 20$ to $< 40$
(not graded)	$\geq 0$ to $< 20$





# JUNIOR CYCLE IRISH

## RATIONALE

- Studying Irish helps students to build on their learning to date and to enhance their skills so they can enjoy using the Irish language.
- 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. By learning, acquiring and using Irish, students discover information, develop thinking skills, and express opinions and emotions.
- 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. Therefore, 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.
- By thinking about and studying Irish and elements of the Irish culture, students' awareness of the culture of the language grows.
- Students learn about the structure of the language and how it works and 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 are encouraged to observe the aspects of the language which are not comparable to English (vocabulary, grammar, syntax and pronunciation).
- Finally, as learning is a social activity as well as a personal activity, students engage with the skills and opportunities associated with both personal and collaborative learning to achieve appropriate language goals by interacting with the teacher and with classmates and through reflection.

## AIM

Irish in junior cycle aims to consolidate and deepen students understanding of Irish. Students are enabled to communicate in an effective, interactive, confident manner in formal and informal settings in the language community.

Students are encouraged to:

- use language effectively and confidently, both personally and in communicating with other users in the language community.
- enjoy creative and innovative communication in Irish.
- appreciate Irish and have a desire both to speak it and use it.
- express themselves through consolidation of their literacy skills.
- attempt to use newly-learned language aspects.
- engage with a wide range of texts in various ways, for learning, research, and recreation.
- have an appreciation and respect for literature in Irish so that they may enjoy literature and benefit from it.
- gain a better understanding of Irish culture and have respect and understanding for other cultures and languages.

## ASSESSMENT AND REPORTING:

**18** Assessment in Junior Cycle Irish will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. Providing focused feedback to students on their

learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem.

### 1. Classroom-Based Assessment (CBA) 1: Language portfolio

- Students will create a Language portfolio with samples of their work. The language portfolio focuses on the language learning process and places the student and their learning journey at the centre of teaching, learning, and assessment. This gives students an opportunity to set personal learning goals, showcase their work, reflect on the work, and observe progress.
- The portfolio may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded material (audio-visual and visual), texts, presentations completed etc.
- As evidence of their learning, students choose three portfolio items to submit for assessment. One sound/video piece must be included.

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

- The Communicative task gives students the opportunity to choose a subject, topic or issue in which they are interested or is important to them, and explore it over a period of time.
- In this task, strong emphasis is placed on the student's oral and interactive skills and on their connection to other language users.
- In completing the task, students may use any one of the following formats: presentation, interview, role play, drama or conversation in response to stimulus material. Students may work individually, in pairs or in groups.

### 3. Assessment Task

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

The Assessment Task will encompass some or all of the following elements:

- students' ability to evaluate new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment.
- students' capacity to reflect on the skills they have developed, and to apply them to unfamiliar situations.
- students' ability to reflect on how their value system has been influenced through the experience of the Classroom-Based Assessment.
- More detailed material on assessment for reporting in Junior Cycle Irish, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available at a future date.

### 4. The Final Examination

- The final examination will be set by the State Examinations Commission at two levels: Ordinary and Higher.
- This two hour examination will be held at the end of third year in June.
- Students will be asked to demonstrate their linguistic abilities in various language and literary tasks demanding personal interactive communication.
- The tables below show the weighting of marks for receptive (listening and reading) and productive skills (creative composition, language awareness, literature for higher level).

Evaluating ability/skill	Higher Level	Ordinary Level
Listening in context	✓	✓
Reading in context	✓	✓
Communicative composition tasks	✓	✓
Personal/communicative responses to literary texts	✓	

Skills	Higher Level	Ordinary Level
Receptive skills	35%	55%
Productive skills	55%	35%



# LITERACY AND NUMERACY

The National Literacy and Numeracy Strategy was launched by the Department of Education and Skills in June 2011. It aims to create a 'whole school commitment to achieve change and improvement' in literacy and numeracy between 2011 and 2020. The strategy aims to ensure that every student is able to speak, read, write and spell at a level that enables them to participate fully in education and adapt what has been learnt into life skills. It endeavours to ensure that each student understands mathematics. Each teacher is responsible for facilitating and implementing improvements in their subject to ensure success and sustainability.

The National Literacy and Numeracy Strategy 2011 – 2020 is available on [www.education.ie](http://www.education.ie).

## WHAT IS LITERACY?

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including:

- Spoken Language
- Printed Text
- Broadcast Media
- Digital Media

## WHAT IS NUMERACY?

Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. It encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of daily life.

## OUR LITERACY & NUMERACY AIM:

Here at Castleknock Community College we are fully committed:

- To ensure a whole school approach to promoting awareness of the written and oral language
- To improve the attitude of our students towards literacy and numeracy
- To foster an enjoyment of reading among our young people (and parents)
- To enrich the learning environment of the students by providing a literacy and numeracy rich classroom.

## PARENTAL INVOLVEMENT:

As in many aspects of our College life, the dedication of our staff to develop and implement strategies to improve literacy and numeracy and to ensure that our classroom environment is a safe and encouraging place of learning is evident.

While many parents already encourage their children to read and write for pleasure and help their child to engage with numeracy in everyday life, it is important to remember that working together as a team and sharing our experience will result in positive change. You, as parents, are educational role models for your children.

### Promoting Literacy in the home:

- Display books in the home and promote newspaper and magazine reading.
- Try to take an interest in reading yourself.
- Have a dictionary and thesaurus in the home and encourage your child to use them to find the meaning and spellings of words that come up in books or conversation – this activity will develop your child's vocabulary.
- Encourage involvement in literacy activities like crosswords, word searches, scrabble, etc.
- Become members of your local library and include book tokens as part of birthday/Christmas gifts.
- Encourage your child to read and write for pleasure – material other than homework.

### Promoting Numeracy in the home:

- Avoid statements like 'I was no good at Maths in school' instead be positive, using statements like 'I'll try my best' or 'I'll give it my best shot'.
- Encourage involvement in numeracy activities like Sudoku.
- Use hobbies to promote awareness of numeracy eg. Sports – measuring pitch size, scoring, league tables, etc.
- Encourage your child to become involved in budgets, time keeping, shopping, as this will reinforce numeracy as an everyday activity.
- Have a calculator in the home and encourage your child to use them to find the answers to everyday numeracy questions – this activity will develop your child's ability to see numeracy as an essential everyday skill.



# PROJECT MATHS

Project Maths involved the introduction of revised syllabuses for both Junior and Leaving Certificate Mathematics. It involved changes to what students learn in mathematics, how they learn it and how they will be assessed.

The Aims of Project Maths are to provide for an enhanced student learning experience and greater levels of achievement for all. Much greater emphasis will be placed on student understanding of mathematical concepts, with increased use of relevant examples that will enable students to relate mathematics to everyday experience.

Developing students' problem-solving skills is a key focus. Assessment will reflect the different emphasis on understanding and skills in the teaching and learning of mathematics.

There is a much greater emphasis on Probability and Statistics in the new course, of which we meet in everyday life. There is still a large proportion of the course dedicated to Algebra, however new methodologies and investigative approaches to concepts make the learning much more engaging and relevant.

Students will develop skills in analysing, interpreting and presenting mathematical information, in logical reasoning and argument and in applying their mathematical knowledge and skills to solve familiar and unfamiliar problems.

## AIM

In the junior cycle, a more investigative approach will be used which will build on and extend students' experience of mathematics in the primary school. The Maths Department at Castleknock Community College has forged links with local Primary Schools, liaising with the teachers to help make the transition from primary to secondary school maths as smooth as possible, to ensure knowledge that has been gained by the students in primary school directly links into various strands in the Junior Certificate mathematics syllabus.

## LEARNING OUTCOMES

A common introductory course in mathematics at the start of the junior cycle will make it possible for students to delay their choice of levels until a later stage.

In essence, the core fundamentals of maths remain unchanged. Project Maths is the name given to the updated curriculum, with a greater emphasis on Statistics, Probability and problem solving skills, with changes to methodologies, all aimed at increasing student participation and enjoyment of maths.





# MODERN FOREIGN LANGUAGES

## – SPANISH, FRENCH, GERMAN

### FOSTERING A LOVE OF LANGUAGES

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.

### AN OVERVIEW

The Specification for Junior Cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled student engagement, and is organised around three integrated strands

- 1. Communicative competence**
- 2. Language awareness**
- 3. Socio-cultural knowledge and intercultural awareness.**

Students' language learning is actively supported when their Communicative competence, Language awareness and Socio-cultural knowledge and intercultural awareness are developed in an integrated way. Likewise, grammar, syntax and pronunciation are embedded in the planning so these aspects of language learning are taught using the communicative approach.

### RECORDING ACHIEVEMENT

The assessment element will involve standard teacher evaluation, peer assessment and self-assessment along with two Classroom Based Assessments (CBA). CBA1 is an oral communication task which takes place in Second Year, while CBA2 happens in Third Year and is based on the student's own language portfolio. An assessment task linked to CBA2 takes place in Third Year and this is followed by a final examination in June. The Assessment task and the final examination will be assessed by the State Examinations Commission.

# Junior Cycle Modern Foreign Languages Learning Outcomes

## Strand 1

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

### Learning outcomes

Students should be able to

1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly  
 1.2 recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions  
 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items  
 1.4 source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies

1.5 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places  
 1.6 understand the general sense of a text on familiar topics  
 1.7 identify specific information in a range of texts dealing with familiar topics  
 1.8 source and use authentic texts to explore topics of relevance through a range of media

1.9 pronounce words accurately enough to be understood, with appropriate intonation  
 1.10 convey simple descriptions, presentations or announcements on familiar topics

1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language  
 1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately  
 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations  
 1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events  
 1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary  
 1.16 communicate orally with others using digital technologies such as social media

1.17 write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy  
 1.18 write a series of phrases and sentences linked with simple connectors such as but, and, or, as  
 1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities  
 1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts  
 1.21 fill out forms relevant to their age group and experience  
 1.22 produce and edit texts and interact with others in writing using appropriate digital technologies

Listening

Reading

Spoken production

Spoken interaction

Writing

## Strand 2

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

### Learning outcomes

Students should be able to

2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions  
 2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama  
 2.3 recognise how gender and social conventions influence target language usage

Reflecting on how the target language works

2.4 identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know  
 2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate

Comparing the target language with other languages they know

2.6 identify, share and explain their preferred language-learning strategies  
 2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement

Reflecting on how they learn languages

## Strand 3

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

### Learning outcomes

Students should be able to

3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food  
 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people  
 3.3 reflect on what they have learned about the country/countries associated with the target language

Learning about relevant facts, people, places and history about the country/countries related to the target language

3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions  
 3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving  
 3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability

Learning about traditions, customs and behaviours

3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits  
 3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media  
 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together  
 3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons

Comparing their culture with that of the country/countries related to the target language

Elements



# HISTORY

## AIM

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.

## OVERVIEW OF COURSE

### First Year

- Engage with Learning Outcomes and Strands
- Learning supported by Formative Assessment

### Second Year

- Engage with Learning Outcomes and Strands
- Learning supported by Formative Assessment
- Classroom-Based Assessment 1 - 'The Past in my Place'
- Subject Learning and Assessment Review Meeting

### Third Year

- Engage with Learning Outcomes and Strands
- Learning supported by Formative Assessment
- Classroom-Based Assessment 2 - 'A Life in Time'
- Subject Learning and Assessment Review Meeting
- Assessment Task
- Final Examination

## Strand Two:

### The History of Ireland

*Students should be able to:*

#### Recognising Key Changes

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

#### Exploring People, Culture & Ideas

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

#### Applying Historical Thinking

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

## Strand One:

### The Nature of History

*Students should be able to:*

#### Developing Historical Consciousness

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

#### Working with Evidence

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

#### Acquiring the Big Picture

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

## Strand Three:

### The History of Europe & the Wider World

*Students should be able to:*

#### Recognising Key Changes

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

#### Exploring People, Culture & Ideas

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

#### Applying Historical Thinking

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

# HISTORY



# GEOGRAPHY

## AIM

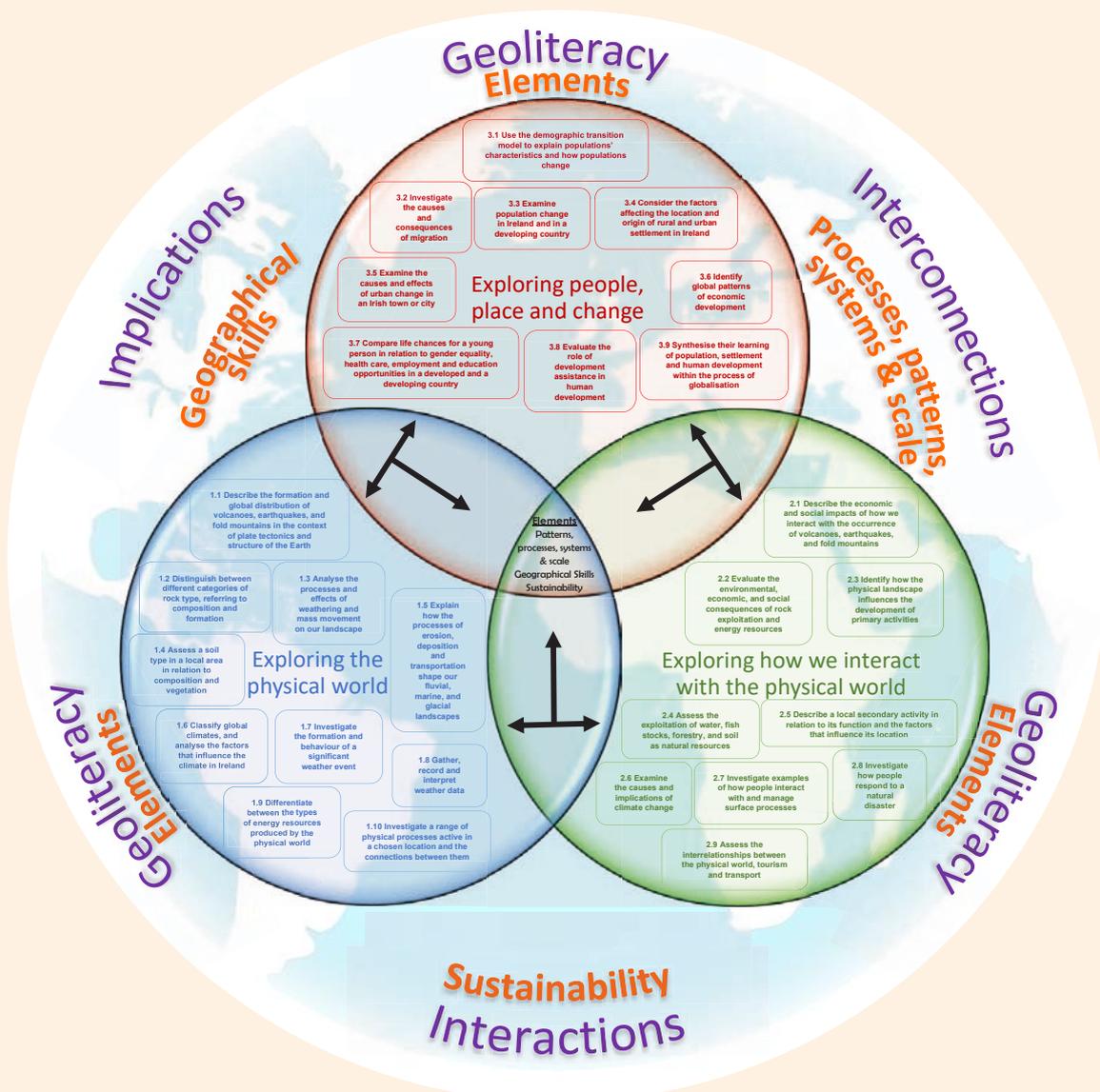
The study of junior cycle geography enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students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

## OVERVIEW OF COURSE

The specification for junior cycle geography focuses on developing students' knowledge and skills to explore and understand the world around us and our role within it. 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.

## STRUCTURE

The structure of the specification of junior cycle geography is shown below



## OVERVIEW: LINKS

This table shows how some examples of how geography is linked to the key skills of junior cycle.

Key Skill	Key Skill element	Examples of student learning activities
Being creative	Exploring options and alternatives	Students learn about global issues such as climate change and explore mitigation and prevention options.
	Learning creatively	Students create models to explain the formation of fold mountains.
	Stimulating creativity using digital technology	Students use videos and animations to explain a population change.
Being literate	Expressing ideas clearly and accurately	Students debate how economic development influences opportunities for a young person.
Being numerate	Seeing patterns, trends and relationships	Students analyse settlement patterns.
	Gathering, interpreting and representing data	Students measure, record and graph average rainfall over a given period using a rain gauge.
Communicating	Listening and expressing myself	Students collaborate with their peers to prepare a project on the sustainable use of Irish resources.
	Discussing and debating	Students discuss the impact of human activities on climate change.

## ASSESSMENT ELEMENT

The junior cycle places a strong emphasis on assessment as part of the learning process. Assessment in junior cycle geography will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

## ASSESSMENT DETAILS

The assessment of geography for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of two Class-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. This exam will be at common level and no longer than 2 hours.

CBA Geography in the news	Format	Student preparation	Completion of assessment
Structured inquiry through a response to a recent geographical event	Reports which may be presented in a wide range of formats	At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event.	Second term of second year

CBA Geography in the news	Format	Student preparation	Completion of assessment
Structured inquiry into an aspect of the geography of a local area	Reports which may be presented in a wide range of formats	Students will, over a three week period, investigate an aspect of geography in a local area	First term of third year



# RELIGIOUS EDUCATION

Religious Education is a core subject in Castleknock Community College and all students are expected to follow the programme. It is an exam based programme and is not taught from the perspective of any single faith. The curriculum follows the syllabus as laid down by the Department Education & Science and seeks to provide students with a framework for encountering and engaging with the variety of religious traditions in Ireland and elsewhere.

Below is an outline of the approach taken and the syllabus breakdown. If you have any further questions or queries about the syllabus, please contact us to arrange a meeting to discuss your concerns.

**Please note that this meeting must take place prior to your daughter / son's entering first year. In order to facilitate this process, please contact our Deputy Principal, Ms. C. O'Neill as soon as possible.**

- Religious Education is a Core Subject
- Students have three periods of Religion a week
- Religion is an Exam based subject
- It follows the syllabus laid down by the DES
- The approach taken to the teaching of Religion is different to that taken in the majority of Primary schools
- In CCC Religion is not taught from the perspective of a single faith
- Students are exposed to a broad range of Religious Traditions and to the Non-Religious Interpretations of life

## SYLLABUS OUTLINE

The Course consists of two parts:

### Part 1

Students take any two of the following:

- Section A      Communities of Faith
- Section B      Foundations of Religion (Christianity)
- Section C      Foundations of Religion (Major World Religions)

## Part 2

Students take all of the following:

- Section D The Question of Faith
- Section E The Celebration of Faith
- Section F The Moral Challenge

### AIMS OF RELIGIOUS EDUCATION

- To foster an awareness that the human search for meaning is common to all peoples, of all ages at all times.
- To explore how this search for meaning has found, and continues to find, expression in religion.
- To identify how understanding of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live....
- To appreciate the richness of religious traditions and to acknowledge the non-religious interpretations of life.
- To contribute to the spiritual and moral development of the student.
- Differentiation: Two levels of assessment and certification.

### RELIGIOUS EDUCATION ASSESSMENT

- Two Components
- A Final Written Paper 80%
- Journal Work 20%





# SCIENCE

## CONTEXT

The specification for Junior Cycle Science is based on heightening and promoting student knowledge of science through a unifying strand, namely, the Nature of Science and integrally linked strands to this, namely, the Physical World, Materials, Biological World and Earth and Space. The course will have a minimum duration of 200 hours over a three-year period.

The course has a significantly different emphasis on learning compared to the Revised Junior Certificate Science syllabus introduced in 2004.

“The Specification is based on 46 learning outcomes. This represents a fundamental shift from a listing of specific content knowledge to a description of what the learner should be able to do at the end of three years of learning.”  
David King, Acting Team Leader J.C. Science.

## NATURE OF SCIENCE & THE STRAND EARTH & SPACE

A notable change and inclusion to the specification is the unifying strand, Nature of Science and The strand Earth and Space. The Nature of Science has links with all the strands as it is the basis of the principle of investigative experimentation. The Earth and Science strand reintroduces a field of science removed from the Junior Certificate revised science in 2004. Its establishment as a key strand in the New Junior Cycle emphasizes the recognition of space and humanities interaction with it. Space exploration is the new age of discovery and students need to be aware and involved in it to embrace a full appreciation of this neglected and fascinating area of science and technology.

## INVESTIGATIVE & INQUIRING MIND

Understanding, skills and values obtained by the specific learning outcomes for each strand will nurture an investigative and inquiring mind by the students following the course. The intention is to encourage students to problem solve and evaluate their understanding of the concepts covered and classroom based assessments will form an integral part of this.

## ASSESSMENT ELEMENT

The assessment element will involve standard teacher evaluation, self-evaluation, peer evaluation, two classroom based assessments (CBA) and an assessment task based on the second CBA completed in the third year and graded by the State Examinations Commission (SEC). Science assessment tasks are based on a second year Extended Experimental Investigation (EEI) and a third year Science in Society Investigation (SSI) both based on a list of science topics covered in the specification. The final Assessment Task (AT) will be organised and assessed by the SEC and will be associated with the second CBA or SSI.



# Junior Cycle Science Learning Outcomes

# SCIENCE

Strands	Elements	Nature of Science	Earth and Space	Chemical World	Physical World	Biological World
Understanding About Science	Building Blocks	<ol style="list-style-type: none"> <li>Students should be able to appreciate how scientists work and how scientific ideas are modified over time</li> <li>Students should be able to recognise questions that are appropriate for scientific investigation, pose testable hypotheses, and evaluate and compare strategies for investigating hypotheses</li> <li>Students should be able to design, plan and conduct investigations; explain how reliability, accuracy, precision, fairness, safety, ethics, and selection of suitable equipment have been considered</li> <li>Students should be able to produce and select data (qualitatively/quantitatively), critically analyse data to identify patterns and relationships, identify anomalous observations, draw and justify conclusions</li> <li>Students should be able to review and reflect on the skills and thinking used in carrying out investigations, and apply their learning and skills to solving problems in unfamiliar contexts</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to describe the relationships between various celestial objects including moons, asteroids, comets, planets, stars, solar systems, galaxies and space</li> <li>Students should be able to explore a scientific model to illustrate the origin of the universe</li> <li>Students should be able to interpret data to compare the Earth with other planets and moons in the solar system, with respect to properties including mass, gravity, size, and composition</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to investigate whether mass is unchanged when chemical and physical changes take place</li> <li>Students should be able to develop and use models to describe the atomic nature of matter; demonstrate how they provide a simple way to account for the conservation of mass, changes of state, physical change, chemical change, mixtures, and their separation</li> <li>Students should be able to describe and model the structure of the atom in terms of the nucleus, protons, neutrons and electrons; comparing mass and charge of protons, neutrons and electrons</li> <li>Students should be able to classify substances as elements, compounds, mixtures, metals, non-metals, solids, liquids, gases and solutions</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to select and use appropriate measuring instruments</li> <li>Students should be able to identify and measure/calculate length, mass, time, temperature, area, volume, density, speed, acceleration, force, potential difference, current, resistance, electrical power</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to investigate the structures of animal and plant cells and relate them to their functions</li> <li>Students should be able to describe asexual and sexual reproduction; explore patterns in the inheritance and variation of genetically controlled characteristics</li> <li>Students should be able to outline evolution by natural selection and how it explains the diversity of living things</li> </ol>
Investigating in Science	Systems and Interactions	<ol style="list-style-type: none"> <li>Students should be able to develop and use a model of the Earth-sun-moon system to describe predictable phenomena observable on Earth, including seasons, lunar phases, and eclipses of the sun and moon</li> <li>Students should be able to describe the cycling of matter, including that of carbon and water, associating it with biological and atmospheric phenomena</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to use the Periodic Table to predict the ratio of atoms in compounds of two elements</li> <li>Students should be able to investigate the properties of different materials including solubilities, conductivity, melting points and boiling points</li> <li>Students should be able to investigate the effect of a number of variables on the rate of chemical reactions including the production of common gases and biochemical reactions</li> <li>Students should be able to investigate the reactions between acids and bases; use indicators and pH scale</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to investigate patterns and relationships between physical observables</li> <li>Students should be able to research and discuss a technological application of physics in terms of scientific, societal and environmental impact</li> <li>Students should be able to design and build simple electronic circuits</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to describe the structure, function, and interactions of the organs of the human digestive, circulatory and respiratory systems</li> <li>Students should be able to conduct a habitat study; research and investigate the adaptation, competition and interdependence of organisms within specific habitats and communities</li> <li>Students should be able to evaluate how human health is affected by: inherited factors and environmental factors including nutrition; lifestyle choices; examine the role of micro-organisms in human health</li> </ol>	
Communicating in Science	Energy	<ol style="list-style-type: none"> <li>Students should be able to conduct research relevant to a scientific issue, evaluate different sources of information including secondary data, understanding that a source may lack detail or show bias</li> <li>Students should be able to organise and communicate their research and investigative findings in a variety of ways fit for purpose and audience, using relevant scientific terminology and representations</li> <li>Students should be able to evaluate media-based arguments concerning science and technology</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to research different energy sources; formulate and communicate an informed view of ways that current and future energy needs on Earth can be met</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to explain energy conservation and analyse processes in terms of energy changes and dissipation</li> <li>Students should be able to design, build, and test a device that transforms energy from one form to another in order to perform a function; describe the energy changes and ways of improving efficiency</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to describe respiration and photosynthesis as both chemical and biological processes; investigate factors that affect respiration and photosynthesis</li> <li>Students should be able to explain how matter and energy flow through ecosystems</li> </ol>	
Science in Society	Sustainability	<ol style="list-style-type: none"> <li>Students should be able to research and present information on the contribution that scientists make to scientific discovery and invention, and its impact on society</li> <li>Students should be able to appreciate the role of science in society; and its personal, social and global importance; and how society influences scientific research</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to illustrate how earth processes and human factors influence the Earth's climate, evaluate effects of climate change and initiatives that attempt to address those effects</li> <li>Students should be able to examine some of the current hazards and benefits of space exploration and discuss the future role and implications of space exploration in society</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to evaluate how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials</li> <li>Students should be able to research and discuss the ethical and sustainability issues that arise from our generation and consumption of electricity</li> </ol>	<ol style="list-style-type: none"> <li>Students should be able to explain human sexual reproduction; discuss medical, ethical, and societal issues</li> <li>Students should be able to evaluate how humans can successfully conserve ecological biodiversity and contribute to global food production; appreciate the benefits that people obtain from ecosystems</li> </ol>	



# BUSINESS STUDIES

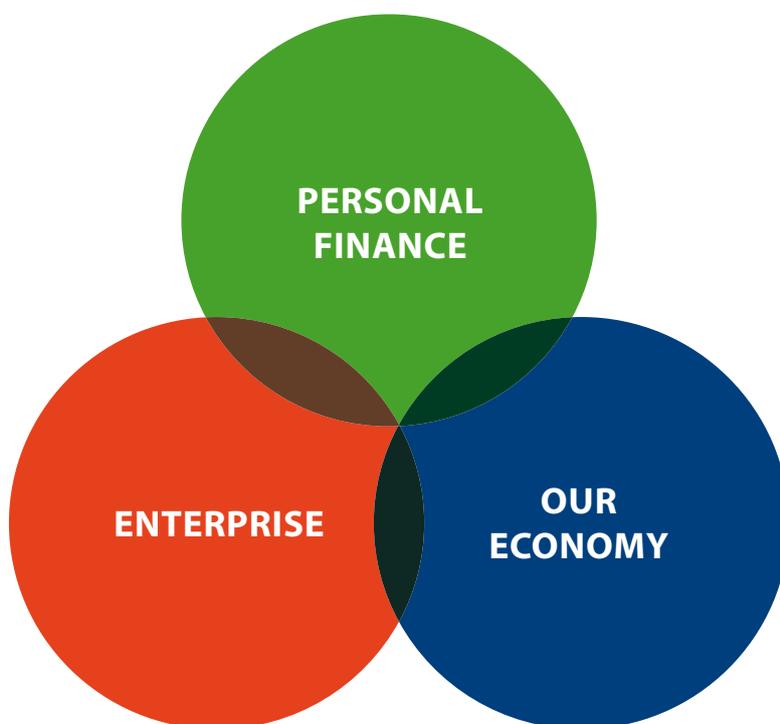
## RATIONAL

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. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.

Business 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 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.

## STRAND ELEMENTS



- **Personal Finance**  
Personal finance focuses on students developing a set of skills knowledge and values to help them make informed decisions to responsibly manage their finances.
- **Enterprise**  
Enterprise encourages students to identify opportunities and to turn them into practical and targeted activities within in business and wider society.
- **Our Economy**  
Our economy enables students to understand the dynamic relationship between local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance and enterprise

## ASSESSMENT AND REPORTING

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This methodology requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in junior cycle business studies will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

## HOW WILL BUSINESS STUDIES BE USEFUL TO ME?

Business Studies helps you to make wise decisions about saving and spending your money now and throughout your life. You will learn about the world of work which will introduce you to many possible careers such as: accountancy, finance, sales, marketing, and management. It also gives you a good foundation for the three Leaving Certificate business subjects.

## WILL BUSINESS STUDIES BE VERY DIFFERENT AFTER THE JUNIOR CERTIFICATE?

Three subjects follow on from Junior Certificate Business Studies in Leaving Certificate: Accounting, Business, and Economics. Each one becomes more specific and allows you to concentrate more on the subject area you choose. If you wish to study any of these subjects for the Leaving Certificate, it would be advantageous for you to have studied Junior Certificate Business Studies.

## WILL BUSINESS STUDIES HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes there are links with Mathematics, English, Geography and Home Economics. ICT skills will also be of use to you in Business Studies.





## OVERVIEW OF ASSESSMENT IN JUNIOR CYCLE BUSINESS STUDIES

1

- **2 Classroom Based Assessment (CBA 1 & CBA 2)**
- CBA 1 Business in Action- Group project towards end of 2<sup>nd</sup> year
- CBA 2 Presentation at end of first term in 3<sup>rd</sup> Year

2

- **1 Assessment Task**
- This is a formal written assessment after CBA 2 submitted to State Examinations Commission for marking.

3

- **Final Exam**
- One examination paper no longer than 2 hours marked by State Examinations Commission

# Junior Cycle Business Studies Learning Outcomes

## Strand one: Personal finance

Personal finance focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources. In this strand, students learn about managing their finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

### ELEMENT: Managing my resources

Students should be able to:

- 1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society
- 1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements
- 1.3 Construct a personal financial lifecycle to identify financial needs at different life stages
- 1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise
- 1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks
- 1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks

### ELEMENT: Exploring business

Students should be able to:

- 1.7 Distinguish between and appreciate their rights and responsibilities as consumers
- 1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
- 1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour
- 1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour

### ELEMENT: Using skills for business

Students should be able to:

- 1.11 Interpret a wage slip and calculate personal tax liability arising from employment
- 1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats
- 1.13 Monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats

## Strand two: Enterprise

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. In this strand, students learn about being enterprising, the functions of an organisation and the business environment.

### ELEMENT: Managing my resources

Students should be able to:

- 2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society
- 2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy
- 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

### ELEMENT: Exploring business

Students should be able to:

- 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
- 2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective
- 2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs

### ELEMENT: Using skills for business

Students should be able to:

- 2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
- 2.8 Devise and apply a marketing mix in order to promote a new or existing product or service
- 2.9 Develop a simple business plan for a new or existing product or service
- 2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes
- 2.11 Assess the importance of planning an organisation's cash flow, propose suitable sources of finance to manage expenditure and prepare a budget
- 2.12 Prepare a cash account to monitor income received and payments made by an organisation, evaluate its financial position and recommend a course of action; post figures to relevant ledgers and extract a trial balance
- 2.13 Prepare final accounts to assess the financial performance of an organisation at the end of a trading period, analyse and evaluate its financial position and recommend a course of action

## Strand three: Our economy

Our economy enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy. In this strand, students learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland's membership of the European Union (EU).

### ELEMENT: Managing my resources

Students should be able to:

- 3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices
- 3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services
- 3.3 Evaluate how changes in the supply and demand of goods and services in different markets can affect prices
- 3.4 Differentiate between different sources of government revenue and government expenditure

### ELEMENT: Exploring business

Students should be able to:

- 3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective
- 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development
- 3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade
- 3.8 Discuss the economic and social benefits and challenges of Ireland's membership of the EU

### ELEMENT: Using skills for business

Students should be able to:

- 3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy
- 3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view
- 3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs

# BUSINESS STUDIES



# TECHNOLOGY

Technology is mainly about using a design process to solve technological problems. In Technology, you will use the design process to work through a task or problem in order to arrive at a solution, which is usually in the form of an artefact or finished product. You will learn how to safely use the tools, materials and equipment necessary to make this product.

## HOW WILL I LEARN TECHNOLOGY IN SCHOOL?

Some of the things you may do with your teacher and your classmates are:

- investigate the role of technology in the world we live in
- use tools and equipment in a safe manner
- learn how to identify a range of different materials and their properties
- use the design process to find a technological solution to a problem
- communicate your ideas using sketches and design drawings
- learn about mechanisms such as gears and how they work

## WHAT WILL I LEARN IN TECHNOLOGY?

Some of the things you will learn include:

- an understanding and appreciation of design and the design process
- how to use the tools and equipment necessary to complete projects in a safe manner
- an understanding of different materials, their properties and how best to work with these materials, i.e. wood, metals and plastics
- how to use electronic components to build simple circuits for use in tasks and projects e.g. running mechanical toys

## HOW CAN I LEARN MORE ABOUT TECHNOLOGY OUTSIDE OF SCHOOL?

Some of the things you may do are:

- watch out for ways in which technology is used in everyday life
- examine simple components and mechanisms to find out how they work
- use the internet to help you understand how different technologies work

## IS STUDYING TECHNOLOGY ANYTHING LIKE WHAT I DID IN PRIMARY SCHOOL?

In Junior Cert. Technology you will build upon some of the work you did in Maths in primary school, i.e. in Technology you will be working out problems and reading measurements on drawings. You will also be able to use many of the things you learned in Science in primary school. For example, you will have learned about various

materials and where they are used. You will also have designed and made things in order to solve problems. All this learning will be useful in Technology.

## HOW WILL TECHNOLOGY BE USEFUL TO ME?

Technology will help you to solve many technological problems you may experience in your everyday life. This subject teaches you to think about a problem and then use your knowledge and skills to design a solution to that problem. It will also teach you skills in the use of basic tools and equipment. You will also be able to identify many different types of materials and have a basic understanding of electronic circuits and gear systems.

## HOW WILL I KNOW HOW I AM GETTING ON?

Your teacher will let you know:

- what you have done well
- how you can improve your work.

Other things you may do are:

- See if you can figure out how some simple technological devices work and try to explain to others how they work. This will allow you to see what you understand easily and what you need to work harder at
- Compare projects you did in first and second year with recent ones to see how your skills have improved.

## WILL TECHNOLOGY HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes. Technology is closely related to the other three technology subjects; Materials Technology Wood, Metalwork and Technical Graphics. All the technology subjects involve practical skills, drawing skills and theory. Junior Cert. Science and Home Economics also have links with Technology.

## WHAT IS THE TECHNOLOGY JUNIOR CERTIFICATE EXAM LIKE?

There are two parts to the exam:

- Coursework – you will design and make a project based on a given design brief (Instructions). This is worth 50% if you take Higher level and 60% if you take Ordinary level.
- Written Exam – you will also complete a written exam which is worth the remaining percentage. You can take the exam at Higher level or at Ordinary level. When the time comes to decide, your teacher will help you choose the level that suits you best.





# MATERIALS TECHNOLOGY WOOD

Materials Technology Wood (MTW) is one of the technology subjects offered at junior cycle. In MTW you will learn to design small projects and the skills required to use tools and equipment to make your designs. You will work mainly with wood but also with other materials. You will learn about wood as a material and how it is produced.

## HOW WILL I LEARN MTW IN SCHOOL?

Some of the things you may do with your teacher and your classmates are:

- examine trees, their leaves and seeds and be able to recognise their varying characteristics
- investigate how trees affect the environment around us
- learn to sketch freehand
- learn how to problem solve and use a design process to design projects
- develop your craft skills to allow you to make projects
- prepare a design folder to accompany your project

## WHAT WILL I LEARN IN MTW?

Some of the things you will learn include:

- how to design a project given a brief description of what you are to make
- how to use the internet for research purposes
- how to use freehand sketching to communicate your ideas
- how to prepare a design drawing/plan of a project you design
- how to read design drawings and make small projects from these drawings
- how to safely use a range of hand and power tools in producing your design

## HOW CAN I LEARN MORE ABOUT MTW OUTSIDE OF SCHOOL?

Some of the things you may do are:

- rather than just looking at trees, try to recognise the different species and their features
- examine how pieces of furniture are put together and why they are so strong
- use the internet to find information on design, wood, plastics and woodworking skills
- talk to people involved in the woodworking industry, for example carpenters or cabinet makers

## IS STUDYING MTW ANYTHING LIKE WHAT I DID IN PRIMARY SCHOOL?

You will be building upon the drawing work you did in Visual Arts. You may already have learned a lot about wood as a material as part of your work in Science. You may also have learned about trees as part of the natural environment and as a habitat in both Geography and Science. The skills you developed when designing and making things in Science will also be very helpful in MTW. You will also use your mathematical skills quite a lot.

## HOW WILL MTW BE USEFUL TO ME?

- you will know the correct procedures to follow when developing an idea into a finished artefact e.g. a piece of furniture or a child's toy etc.
- you will be able to identify different trees, recognise their importance to us and our environment
- you will also have the skills to make objects from wood and know how to apply appropriate finishes to them, e.g. paint, varnish, stain or polish

## HOW WILL I KNOW HOW I AM GETTING ON?

Your teacher will let you know:

- what you have done well
- how you can improve your work

Other things you may do are:

- look at each project you make to see what skills you need to improve on the next time
- compare projects you did in first and second year with recent ones to see how your skills have developed over time
- revise theory work regularly to see how much you can remember

## WILL MTW HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes. Materials Technology Wood will be useful to you in the study of any of the other three technology subjects, Technical Graphics, Metalwork and Technology. Many of the skills involved in this subject are also used in the other subjects. MTW is also related to some of the topics covered in Science and Art, Craft, Design.

## WILL MTW BE VERY DIFFERENT AFTER THE JUNIOR CERTIFICATE?

MTW develops into Construction Studies (Architectural Technology) in senior cycle. In this subject:

- the emphasis is on the principles behind building and construction
- there is a large amount of practical work involved in the course
- drawing skills learned in MTW will be further developed

## WHAT IS THE MTW JUNIOR CERTIFICATE EXAM LIKE?

There are two parts to the exam:

- Coursework – you will design a project based on a given design brief (instructions). You will then make the project and prepare a project folder to accompany it (66%)
- Written Exam – there will be a two hour written paper which examines the woodworking theory you have learned over the three years (33%).

You can take the exam at Higher level or at Ordinary level. When the time comes to decide, your teacher will help you choose the level that suits you best.





# METALWORK

Metalwork is one of the technology subjects offered at junior cycle. It is an activity-based course focusing on metal, how to work with it and how to assemble different parts. Other materials such as plastics and wood are also investigated and used in project work. You will be working with basic electronic components too.

## HOW WILL I LEARN METALWORK IN SCHOOL?

Some of the things you may do with your teacher and your classmates are:

- examine the properties of different metals, plastics and wood
- examine simple mechanisms and 'how things work'
- learn how to do freehand sketching
- develop good craft skills using hand tools and machines in a safe way
- learn many different methods of joining and assembling materials
- learn how to apply a variety of decorative finishes to your project work
- learn about basic electronic components and how to construct simple electronic circuits

## WHAT WILL I LEARN IN METALWORK?

Some of the things you will learn include:

- how to read and follow a technical drawing
- skills in shaping, cutting and joining materials
- how to use a wide variety of tools and machines correctly and safely
- the properties of different metals and how they are made
- the importance of metal in our everyday lives
- how to use the internet in your research

## HOW CAN I LEARN MORE ABOUT METALWORK OUTSIDE OF SCHOOL?

Some of the things you may do are:

- take note of the importance of metals and engineering materials in everyday life in the world around you
- look out for different metals and try to name them
- look at designs of everyday items around you. Try to work out how they are put together and why they are put together in this way

## IS STUDYING METALWORK ANYTHING LIKE WHAT I DID IN PRIMARY SCHOOL?

You will find that aspects of Maths you did in primary school will be useful to you, for example working out measurements from drawings. You will also have examined different materials in SESE: Science so you will be building on this knowledge.

## HOW WILL METALWORK BE USEFUL TO ME?

You will be able to work with metals and other materials such as wood and plastic. You will be able to assemble these materials into useful and interesting items. You will know the most suitable finish applying to your project and how to apply it.

## WILL METALWORK HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes. Metalwork covers some of the same topics studied in Materials Technology Wood and also in Technology. Many of the practical skills learned in Metalwork are similar to those learned in the other two subjects. If you are taking Technical Graphics it will help you to understand drawings and diagrams that you will be using in Metalwork. You will also find some of the same topics coming up in Science and Geography.

## WILL METALWORK BE VERY DIFFERENT AFTER THE JUNIOR CERTIFICATE?

Leaving Cert. Engineering (Engineering Technology) builds on what you learned in Junior Cert. Metalwork. However, the topics are covered in much greater detail and a higher level of skill is necessary in practical work.

## WHAT IS THE METALWORK JUNIOR CERTIFICATE EXAM LIKE?

There are two (or three) parts to the exam:

- Coursework project - there is a project worth 37.5% at Higher level or 75% at Ordinary level. You will have approximately four months to make it
- Written examination - the written paper is based on metalwork theory and makes up 25% for both levels
- Practical exam (Higher level only) - this is worth 37.5% of the total marks for Higher level. This involves making and assembling parts from given drawing and you will have three hours to do this.

You can take the exam at Higher level or at Ordinary level. When the time comes to decide, your teacher will help you choose the level that suits you best.





# TECHNICAL GRAPHICS

Technical Graphics is one of the technology subjects offered at junior cycle. In Technical Graphics you will learn how to represent 3-D objects on paper and on computer. You will develop problem solving and creative thinking skills through the solution of graphical problems.

## HOW WILL I LEARN TECHNICAL GRAPHICS IN SCHOOL?

Some of the things you may do with your teacher and your classmates are:

- produce neat drawings of everyday items
- create models of recognisable items on the computer
- use freehand sketching, colouring and shading to represent objects
- make paper/cardboard cut-outs of items and use these to model items in 3-D
- work on your own and as part of a group
- use a textbook and worksheets
- organise and maintain a folder of drawings and notes

## WHAT WILL I LEARN IN TECHNICAL GRAPHICS?

Some of the things you will learn include:

- how to produce drawings using drawing equipment, freehand sketches and computers
- how to read and interpret drawings and diagrams
- how graphics relate to the design and manufacture of products

## HOW CAN I LEARN MORE ABOUT TECHNICAL GRAPHICS OUTSIDE OF SCHOOL?

Some of the things you may do are:

- become aware of how graphic communication is all around us, in the print media, and on television
- examine how goods are packaged to see how the skills learned in Technical Graphics can be put to best use
- use the internet to find examples of graphic illustration and computer aided design
- be alert to examples of shape in nature and in the design of everyday objects, buildings, ridges, etc

## IS STUDYING TECHNICAL GRAPHICS ANYTHING LIKE WHAT I DID IN PRIMARY SCHOOL?

You will have learned and done lots of things in mathematics which will be built on in Technical Graphics. For example, you will have learned about 2-D and 3-D shapes, and lines and angles. In Visual Arts, you will have made drawings, experimented with lines, shapes and textures, patterns and tones. All of these previous learning experiences will be helpful when building up your skills in Technical Graphics. However your Technical Graphics teacher will start with the basic skills required and build on them throughout the course.

## HOW WILL TECHNICAL GRAPHICS BE USEFUL TO ME?

Technical Graphics helps you to think in a more logical and creative way. You will be able to communicate information using diagrams and sketches. You will have learned how to present information in a neat and organised fashion. This subject will be of use to you if you want to progress into career areas such as architecture or engineering.

For more information about the Technical Graphics course [www.curriculumonline.ie](http://www.curriculumonline.ie)

For more information about the Junior Certificate exam [www.examinations.ie](http://www.examinations.ie)

For more information about Technical Graphics

[www.scoilnet.ie/www.sip.ie/sip069/Documents/technicalgraphicspage.html](http://www.scoilnet.ie/www.sip.ie/sip069/Documents/technicalgraphicspage.html)

## HOW WILL I KNOW HOW I AM GETTING ON?

Your teacher will let you know:

- what you have done well
- how you can improve your work

Other things you may do are:

- try working with a few members of your class in a study group
- check back over your work and compare what you are doing now with what you did before. You should notice that your skills are improving

## WILL TECHNICAL GRAPHICS HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes, Technical Graphics will be very helpful in the study of Materials Technology Wood, Technology and Metalwork as each of these subjects require you to make drawings of the pieces you will be making. The problem solving and geometry you will learn in Technical Graphics will prove very useful in Mathematics.

## WILL TECHNICAL GRAPHICS BE VERY DIFFERENT AFTER THE JUNIOR CERTIFICATE?

At Leaving Certificate, you will be able to study Design and Communication Graphics. In this subject:

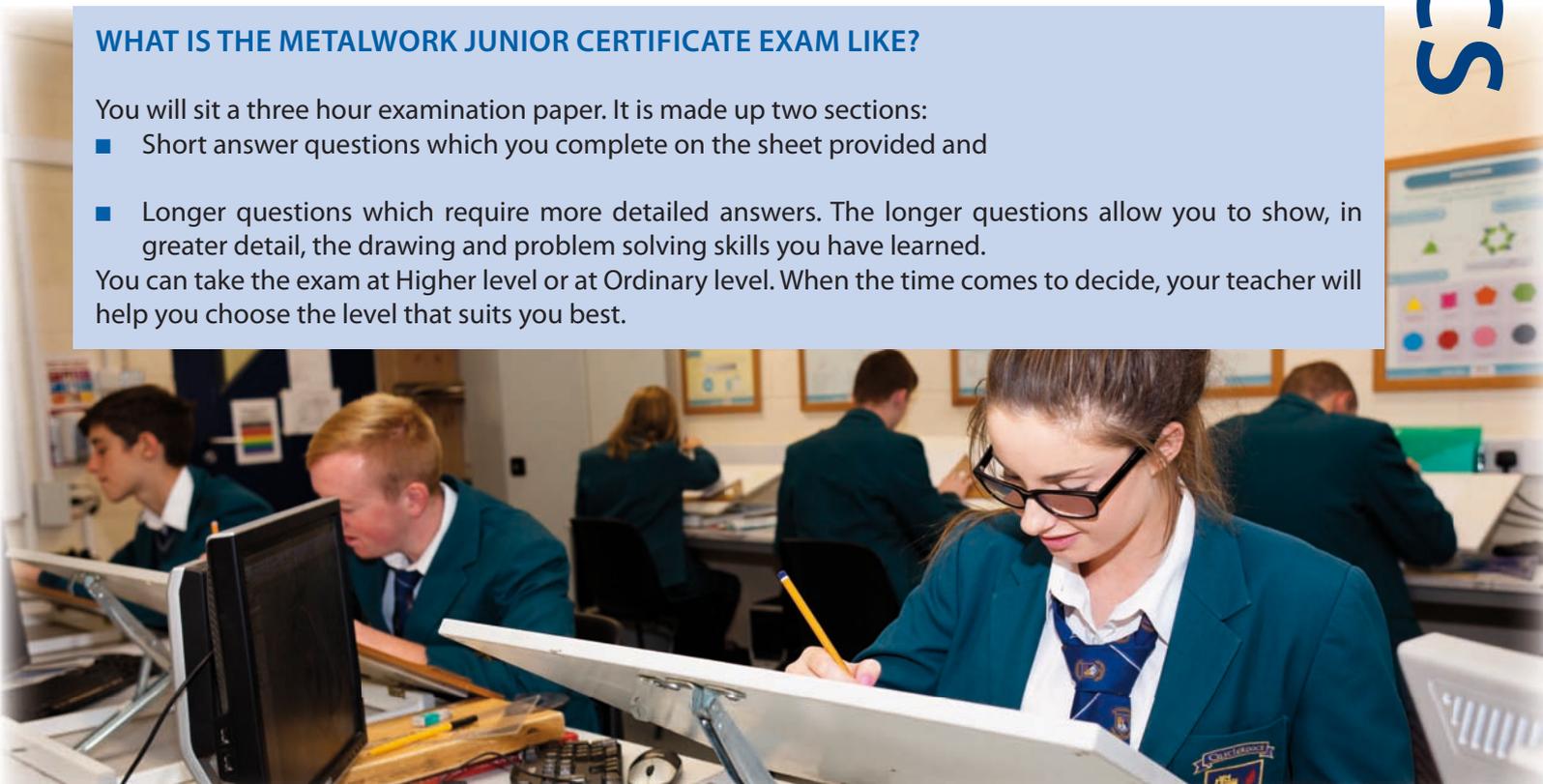
- there will be a greater emphasis on computer graphics and freehand sketching
- the geometry that you have learned in Junior Certificate will be further developed.

## WHAT IS THE METALWORK JUNIOR CERTIFICATE EXAM LIKE?

You will sit a three hour examination paper. It is made up two sections:

- Short answer questions which you complete on the sheet provided and
- Longer questions which require more detailed answers. The longer questions allow you to show, in greater detail, the drawing and problem solving skills you have learned.

You can take the exam at Higher level or at Ordinary level. When the time comes to decide, your teacher will help you choose the level that suits you best.





# VISUAL ART

## WHY STUDY VISUAL ART?

Visual Art can help the student to find balance through its therapeutic quality in an enjoyable educational setting. It equips the student with each of the 21st century learning skills required by the contemporary employer such as Creativity, Critical Thinking, Communication and Collaboration. It allows the student to take responsibility for their own learning through a self directed process to increase the quality of their work while expressing themselves in a positive manner to gain a deeper awareness of themselves.

## AIMS

The Visual Art student will develop self-confidence, inquisitiveness, imagination, and creativity. They will also develop authentic, real-world problem-solving capacities and the capacity to work over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks. Within the safe space of the art class, students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating. They will sometimes fail, and learn that failure can often be a hugely positive learning experience. Students will develop the knowledge, skills and understanding necessary to produce and to engage with authentic and original art, craft and design work. In so doing, they will begin to develop the visual literacy, critical skills and language necessary to engage with contemporary culture. This will further contribute to the students' understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.

## EXPECTATIONS FOR STUDENTS

On successful completion of this module, students will be able to;

### 1. Critical and visual language

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

### 2. Drawing

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

### 3. Visual culture and appreciation

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

### 4. The art elements and design principles

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

### 5. Media

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

## ASSESSMENT

Visual Art comprises of a practical assessment process for the purpose set out by the Junior Cycle Profile of Achievement (JCPA). This involves two Classroom-Based Assessments;

1. Process to realisation
2. Communication and reflection

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.

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

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

## CAREER OPPORTUNITIES

Visual Art enables the student to create a body of work to assist the preparation of a portfolio for third level Art, Craft and Design courses. Many Visual Art students progress to careers such as Art Education, Architecture, Graphic Design, Web Design, Fashion Design, Interior Design, Art Management, Illustration, Animation, Film Making, Museum/Gallery, Curator, Creative Business Entrepreneur and the many more careers becoming available in the thriving contemporary Visual Art field.

# VISUAL ART





Element	Art Strand
Critical and Visual Language	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge</li><li>1.2 respond to an artwork using critical and visual language</li><li>1.3 critique an artwork using critical and visual language</li></ul>
Drawing	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them</li><li>1.5 interpret the world and communicate ideas through visual means</li><li>1.6 use drawings to communicate their personal outlook or understanding</li></ul>
Visual Culture and Appreciation	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>1.7 examine the method of a number of artists and the artwork they created</li><li>1.8 discuss examples of historical and contemporary visual art</li><li>1.9 debate the value that they and society place on an artwork</li></ul>
Art Elements and Design Principles (AEDP)	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>1.10 identify the use of art elements and design principles within an artwork</li><li>1.11 consider the use of the art elements and design principles in their own artwork</li><li>1.12 apply their understanding of the art elements and design principles to make an artwork.</li></ul>
Media	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>1.13 identify media which are used to create artwork</li><li>1.14 use media to create their own artwork</li><li>1.15 critique the choice of media in their own or others' artwork</li></ul>

## Craft Strand

### Students should be able to:

- 2.1 identify and use the critical and visual language associated with more than one type of craft
- 2.2 interrogate and communicate ideas about different crafts using critical and visual language
- 2.3 reflect on their own, or another's, craftwork through the use of critical and visual language.

### Student should be able to:

- 2.4 show they can use their drawings to observe, record and analyse
- 2.5 develop their ideas for craftwork through drawing
- 2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making

### Students should be able to:

- 2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts
- 2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
- 2.9 assess the visual culture references that are incorporated into craftwork/s

### Students should be able to:

- 2.10 describe art elements and design principles as they are used across a number of different crafts
- 2.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures
- 2.12 justify the choice of art elements and design principles in their own or others' craftwork.

### Students should be able to:

- 2.13 identify the role of media in the development of craftwork
- 2.14 use media to create craftwork
- 2.15 justify the choice of media in their own or others' craftwork

## Design Strand

### Students should be able to:

- 3.1 use critical and visual language to describe diverse design work
- 3.2 use critical and visual language to explain their own designs and those of others
- 3.3 respond to and critique works of design using appropriate visual language

### Student should be able to:

- 3.4 interpret a design brief and represent this through their drawings
- 3.5 experiment with design ideas through research and analytical drawing
- 3.6 design a final work based on their drawings

### Students should be able to:

- 3.7 describe examples of historical and contemporary design
- 3.8 discuss historical and contemporary design practices
- 3.9 justify the design concepts made by historical and contemporary designers

### Students should be able to:

- 3.10 explain the use of art elements and design principles in examples of design work
- 3.11 examine their own and others' design work through the use of art elements and design principles
- 3.12 assess their own and others' design work using their knowledge of art elements and design principles.

### Students should be able to:

- 3.13 describe the use of media in examples of design work
- 3.14 utilise media in their own design work based on a design brief
- 3.15 justify design concepts and the use of media in their own or others' work



# HOME ECONOMICS

## CONTEXT

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.

It has been designed for a minimum of 200 hours timetabled student engagement across the three years of junior cycle.

## STRAND ONE: FOOD, HEALTH AND CULINARY SKILLS

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; food waste.

## STRAND TWO: RESPONSIBLE FAMILY LIVING

This strand facilitates students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

## STRAND THREE: TEXTILE AND CRAFT

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textile. Students will apply the design brief process in designing and making a textile item for an individual or the home.

## ASSESSMENT OVERVIEW IN HOME ECONOMICS

Year One	Year Two	Year Three
On Going Formative Assessment	Ongoing Formative Assessment Classroom Based Assessment 1	Ongoing Formative Assessment Classroom Based Assessment 2 Final Assessment: Practical Food Skills Examination Written Examination

## CLASSROOM BASED ASSESSMENT 1 CREATIVE TEXTILES

Project Based using the Design Brief Process

Practical and Creative Engagement

Completed by the end of 2<sup>nd</sup> Year

- Make a textile item for an individual or the home  
or
- Recycle or upcycle a textile item for an individual or the home

## CLASSROOM BASED ASSESSMENT 2 FOOD LITERACY SKILLS BRIEF

Apply the Design Brief Process

Analyse a brief, generate ideas, and discuss possible solutions and how to approach the brief

Completed in Year 3 prior to the practical examination

Based on Briefs issued by SEC

## THE FINAL EXAMINATION - ALL MARKED BY THE SEC

### Practical Food Skills Examination

Based on the Food Literacy Skills Brief

1.5 hour Practical exam

Completed by the End of Year 3

### Written Examination

- 1.5 hour examination paper
- Set and marked by the SEC
- End of year 3





# MUSIC

## RATIONALE

- Through engaging with music, students are offered opportunities to develop new skills, while drawing on their previous experiences. Music performance and composition develop their social skills 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 creative. 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 self-reflective and improve on their own musical creations.
- Learning music is a motivating and rewarding activity for young people because it's hands-on; fully engaging 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.
- Music education brings the students 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.

## AIM

The study of Music aims to contribute to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person. Students will develop the knowledge, skills and understanding necessary to produce and engage with authentic and original music that is both theirs and the music of others. In doing so, they will develop the music literacy, critical skills and language necessary to engage with today's musical world.

## CLASSROOM-BASED ASSESSMENTS (CBAS) & THE FINAL EXAMINATION

There will be two classroom-based assessments (CBAs). These assessments will relate to students' work during second and third year.

### **Classroom-Based Assessment 1: Composition Portfolio**

Students will compile a collection of their musical ideas and creative expressions in a variety of genres and styles over time. Through this process, students will learn how to bring an idea from concept to realisation. Two pieces from this portfolio of compositions will be selected by the student for assessment purposes and must be accompanied by a student reflection. This is intended to give the student the opportunity to set out a brief statement on the purpose or intention for the creative idea, and asks the students to indicate what they have learnt from the process and what they might do differently on a subsequent occasion.

### **Classroom-Based Assessment 2: Programme Note**

Students will prepare a programme note to inform an audience on the content of their upcoming performance which itself will comprise the practical examination. This enriches the performance by the student, as knowing about the stories of compositions impacts on the performance of these pieces.

## THE FINAL EXAMINATION

The final examination will consist of a practical examination and a written examination and both examinations will be assessed by the State Examinations Commission (SEC).

The practical examination will be allocated 30% of the marks available. This exam will take place in third year. Students will perform three musical pieces / songs on their chosen instrument. Technical control, fluency and musicality will be assessed. As part of this examination, students will also take an unprepared test.

The written examination will be allocated 70% of the marks available. There will be one paper at a common level and will take place at the end of third year. During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material.

This table shows how Junior Cycle Music is linked to central features of learning and teaching in Junior Cycle.

The statement	Examples of relevant learning
<b>SOL 3:</b> 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.
<b>SOL 4:</b> 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.
<b>SOL 8:</b> 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.
<b>SOL 16:</b> 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.
<b>SOL 23:</b> 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.
<b>SOL 24:</b> 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.









## Castleknock Community College

Carpenterstown Road  
Castleknock, Dublin 15

Tel: (01) 822 1626/4/8  
Fax: (01) 822 1630

email: [admin@castleknockcc.ie](mailto:admin@castleknockcc.ie)  
Web: [www.castleknockcc.ie](http://www.castleknockcc.ie)