

## Junior Cycle: A broad education for your child

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

### Principles, Key Skills and Statements of Learning

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

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

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

Eight key skills permeate across the entire curriculum



Through engaging with the key skills students will:

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

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

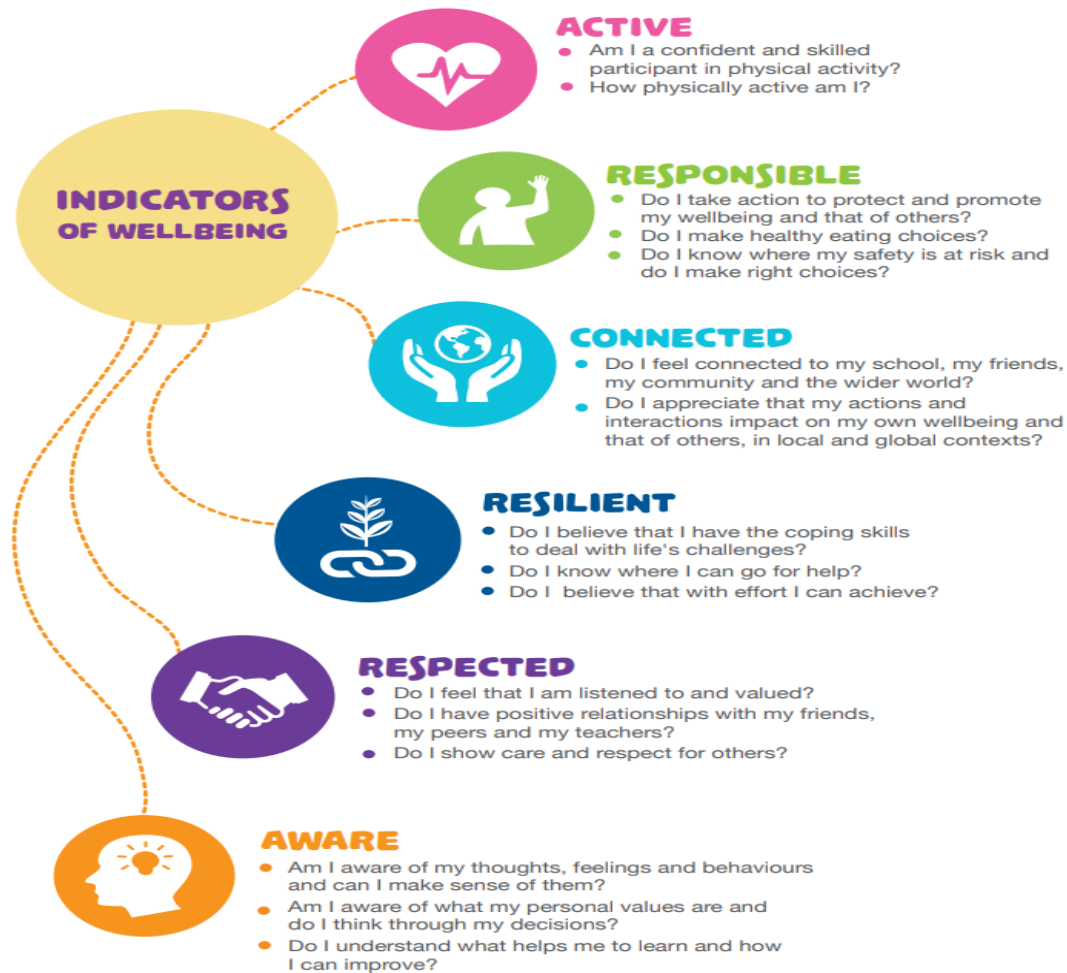
## Statements of Learning

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

\*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

## Student Wellbeing

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



## Classroom Based Assessments

**CBA**s will be reported on in the Junior Cycle Profile of Achievement (presented by the school) using the following descriptors:

1. Exceptional
2. Above Expectations
3. In Line with Expectations
4. Yet to Meet Expectations

### Junior Cycle **English** Classroom-Based Assessment 1 in 2019

Timeline for *Oral Communication*

|   |  |
|---|--|
| Period for work on and completion of <i>Oral Communication</i>  | Monday 29th April to<br>Monday 20th May 2019 |
| Latest date for award of provisional descriptors by the teacher   | Wednesday 22nd May 2019                      |
| Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher | Monday 27th May 2019                         |

### Junior Cycle **Business Studies** Classroom-Based Assessment 1 in 2019

Timeline for *Business in Action*

|   |   |
|---|---|
| Period during which students spend four weeks completing <i>Business in Action</i>  | Monday 4th March to<br>Friday 12th April 2019 |
| Latest date for award of provisional descriptors by the teacher   | Friday 3rd May 2019                           |
| Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher | Friday 10th May 2019                          |

### Junior Cycle **Science** Classroom-Based Assessment 1 in 2019

Timeline for *Extended Experimental Investigation (EEI)*

|   |   |
|---|---|
| Period during which students spend three weeks completing the <i>Extended Experimental Investigation</i>                      | Monday 4th March to<br>Friday 12th April 2019 |
| Latest date for award of provisional descriptors by the teacher   | Friday 3rd May 2019                           |
| Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher | Friday 10th May 2019                          |

### Junior Cycle **MFL** Classroom-Based Assessment 1 in 2019

Timeline for *Oral Communication*

|   |   |
|---|---|
| Period for work on and completion of <i>Oral Communication</i>  | Monday 29th April to<br>Friday 17th May, 2019 |
| Latest date for provisional award of Descriptors by the teacher   | Wednesday 22nd May 2019                       |
| Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher | Friday 24th May 2019                          |

## Junior Cycle **Visual Art** Classroom-Based Assessment 1 in 2019

Timeline for *From Process to Realisation*

|   |  |
|---|--|
| Period during which students complete <i>From Process to Realisation</i>  | Monday 7th January to<br>Friday 12th April 2019<br><i>Themes issued by NCCA on 7th January</i> |
| Latest date for award of provisional descriptors by the teacher   | Friday 3rd May 2019  |
| Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher | Friday 10th May 2019   |

Junior Cycle **Gaeilge** Classroom-Based Assessment 1 **Language Portfolio** is completed in the first term of third year. Dates will be included for school year 2019/2020.

Note: Easter break extends from Monday 15th to Friday 26th April inclusive.

| Junior Cycle  |                    |
|---------------|--------------------|
| Percentage    | Grade Descriptor   |
| ≥ 90 to 100   | Distinction        |
| ≥ 75 and < 90 | Higher Merit       |
| ≥ 55 and < 75 | Merit              |
| ≥ 40 and < 55 | Achieved           |
| ≥ 20 and < 40 | Partially Achieved |
| ≥ 0 and < 20  | Not Graded (NG)    |
|               |                    |

English, Business Studies, Science, Irish, Modern Foreign Languages and Art, Craft & Design will be assessed using the new Junior Cycle grading system as displayed here.

| Junior Certificate                                |               |                  |
|---|---------------|------------------|
| Level   | Percentage    | Grade Descriptor |
| Higher, Ordinary, Foundation/<br>Ard, Gnath, Bonn | ≥ 85 to 100   | A                |
|   | ≥ 70 and < 85 | B                |
|   | ≥ 55 and < 70 | C                |
|   | ≥ 40 and < 55 | D                |
|   | ≥ 25 and < 40 | E                |
|   | ≥ 10 and < 25 | F                |
|   | ≥ 0 and < 10  | NG               |

The following subjects will continue to be assessed in the traditional way, using the Junior Certificate grading system, for the current 2<sup>nd</sup> Year cohort:

- History
- Geography
- Home Economics
- Music
- D.C.G
- C.S.P.E
- Religion

## Subject Learning and Assessment Review meetings

- Each meeting will discuss the Classroom-Based Assessment
  - be subject specific
  - be approximately two hours long
  - take place at a time as near as possible to the completion of the Classroom-Based Assessment
  - involve the review of student work related to a specific Classroom-Based Assessment.

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality.

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

1. Exceptional
2. Above Expectations
3. In Line with Expectations
4. Yet to Meet Expectations

See below a sample Junior Cycle Profile of Achievement Certificate





John Kelly

DOB: 21 June 2001

STATE CERTIFIED  
FINAL EXAMINATIONS

Examination number: 456085

English (O)

Distinction

Irish (O) <sup>(2)</sup>

B

Mathematics (H)

B

History (H)

C

Geography (H)

D

French (O) <sup>(2)</sup>

C

Business Studies (H)

B

Science (H)

B

Technology (H)

B

C.S.P.E. (C)

A

Religion (H)

A

## Classroom-Based Assessments - English

Oral Communication

Exceptional

Collection of Texts

Exceptional

## Classroom-Based Assessments - Short Courses

Coding

Above expectations

Physical Education

Exceptional

## Other Areas of Learning



## Principal

Ms Mary Ryan

## Year Head

Mr. Jack Quigley

## Roll Number: 60090Q

Anytown Secondary School  
Anytown, Co. Anytown  
V94 HXW5

Anytown Secondary School

This JCPA recognises and records achievements in Junior Cycle.