

The New Junior Cycle

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).

Classroom Based Assessments

CBAs 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

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4. Yet to Meet Expectations

Student cohort 2016-2019 (3rd years)

Junior Cycle **English** Classroom-Based Assessment 2 in 2018/2019

Timeline for completion of *The Collection of Student's Texts* and *Assessment Task*

Latest date for student completion of <i>The Collection of the Student's Texts</i>	Friday 30th November 2018
Window for completion of the <i>Assessment Task</i>	Monday 3rd - Friday 7th December 2018
Latest date for award of provisional descriptors by the teacher	Wednesday 12th December 2018
Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher	Monday 17th December 2018

Junior Cycle **Business Studies** Classroom-Based Assessment 2 in 2018/2019

Timeline for *Presentation* and *Assessment Task*

Period during which students spend three weeks completing <i>Business Presentation</i>	Monday 12th November to Friday 7th December 2018
Window for completion of the <i>Assessment Task</i>	Monday 10th - Friday 14th December 2018
Latest date for award of provisional descriptors by the teacher	Monday 17th December 2018
Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher	Friday 21st December 2018

Junior Cycle **Science** Classroom-Based Assessment 2 in 2018/2019

Timeline for *Science in Society Investigation* and *Assessment Task*

Period during which students spend three weeks completing <i>Science in Society Investigation</i>	Friday 7th December 2018 to Friday 25th January 2019
Window for completion of the <i>Assessment Task</i>	Monday 28th January - Friday 1st February 2019
Latest date for award of provisional descriptors by the teacher	Thursday 7th February 2019
Latest date for completion of <i>Subject Learning and Assessment Review</i> and for award of final descriptors by the teacher	Monday 11th February 2019

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English, Business Studies and Science will be assessed using the **new** Junior Cycle grading system as displayed here.

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)

The following subjects will continue to be assessed in the **traditional way**, using the Junior Certificate grading system, for the current 3rd Year cohort:

- Irish
- Maths
- French/German
- History
- Geography
- Home Economics
- Art
- Music
- D.C.G
- C.S.P.E
- Religion

Junior Certificate		
Level	Percentage	Grade Descriptor
Higher, Ordinary, Foundation/ 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

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.

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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.

CBAs 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

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 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2017
John Kelly		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS		Classroom-Based Assessments - English
Examination number: 456985		
English (O)	Distinction	Oral Communication: Exceptional
		Collection of Texts: Exceptional
Classroom-Based Assessments - Short Courses		
Irish (O) ⁽²⁾	B	Coding: Above expectations
Mathematics (H)	B	Physical Education: Exceptional
History (H)	C	
Geography (H)	D	
French (O) ⁽²⁾	C	
Business Studies (H)	B	
Science (H)	B	
Technology (H)	B	
C.S.P.E. (C)	A	
Religion (H)	A	
		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.		

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