



# Junior Cycle

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*Information Session for  
Parents & Guardians*



# Overview

- Purpose of Junior Cycle
- Junior Cycle Framework
- Structure of Junior Cycle
- What stays the same as Junior Certificate?
- What is improving with Junior Cycle?
- Wellbeing
- Assessment
- Junior Cycle Profile of Achievement



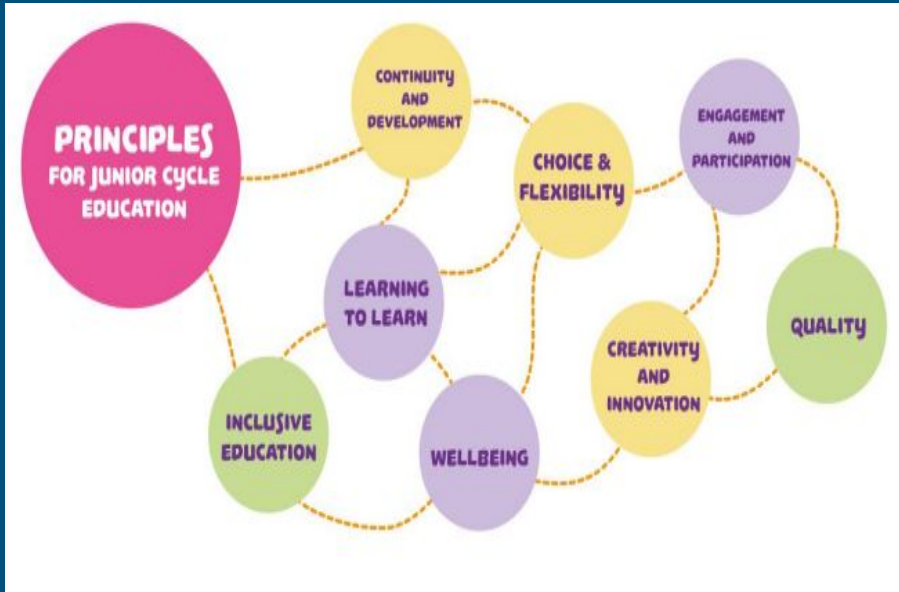
# Purpose of Junior Cycle

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- *Help students become better learners and develop a love of learning*
- *Provide a solid foundation for further study*
- *To develop skills for learning and life*
- *To support learning through improved reporting to both students and parents*



# Principles for Junior Cycle Education



*Key Messages of  
Framework for Junior Cycle 2015*

Flexible programme for student learning

Balance between knowledge and skills

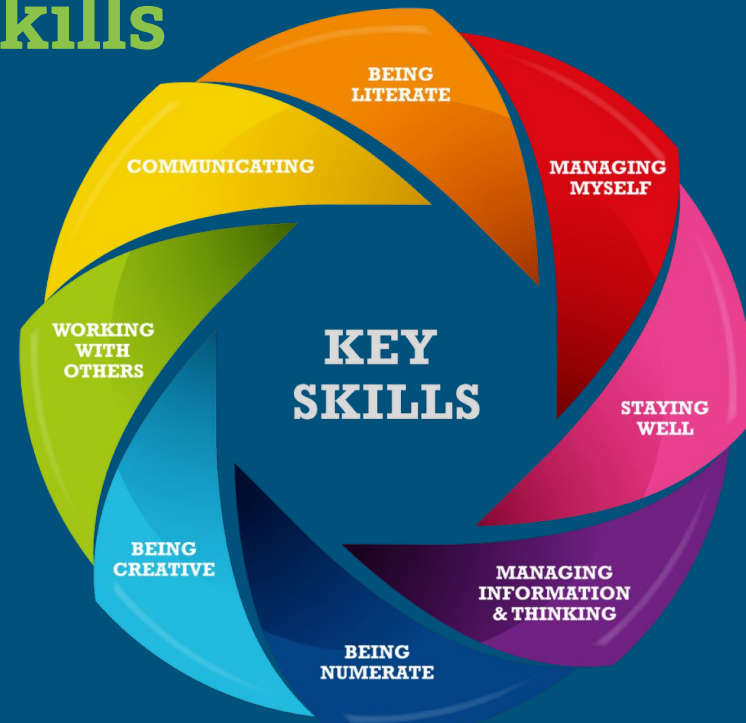
Dual approach to assessment

Reporting a broader picture of learning

Student wellbeing is central to the  
Framework

Supporting continuity and learning - building  
on primary school

# Key Skills



Key Skill	Key Skill element
Being Creative	Exploring options and alternatives
Being Literate	Expressing ideas clearly and accurately
Being Numerate	Expressing ideas mathematically
Communicating	Using Language
Managing information and thinking	Thinking creatively and critically
Managing myself	Setting and achieving personal goals
Staying well	Being responsible, safe and ethical in using digital technology
Working with others	Co-operating

## Students will:

- Be more actively engaged with learning
- Take greater ownership of their learning
- Critically engage with digital technology
- Be encouraged to problem solve & think creatively



# Categories

## 8 - 10 Subjects

### **Compulsory:**

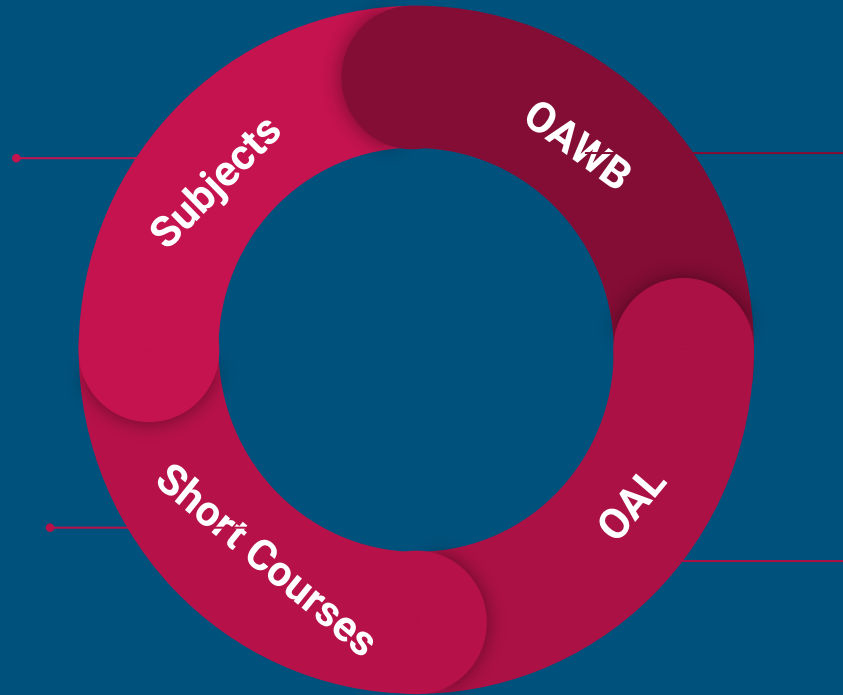
*Irish*  
*English*  
*Maths*  
*History*  
*Religion (non-exam)*

### Choose 5:

*Business Studies*  
*Home Economics*  
*French*  
*Geography*  
*Graphics*  
*Music*  
*Science*  
*Spanish*  
*Visual Art*

## 3 Short Courses

*Civic, Social & Political Education*  
*Social Personal Health Education*  
*Physical Education*



## Other Areas of Wellbeing

*Recognises the indicators of Wellbeing developed by students through the school Wellbeing Programme.*

## Other Areas of Learning

*Recognises the skills developed by students in school beyond subjects & short courses. Examples include:*

- *Playing music at a school event*
- *Playing on a school sports team*
- *Debating*
- *Student Council Membership*
- *Prefect/Deputy Prefect*

# Wellbeing

*“Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.”  
(NCCA, 2017)*



# Wellbeing in Presentation

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment



- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

- Student/teacher relationships
- Peer relationships
- Student voice
- Partnerships with parents/guardians, community and wider supports

- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning

400 Hours

Digital Literacy  
Friends for Life  
Choir  
Guidance



# Assessment

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# Assessment

1

## CBA 1 & CBA 2

Formative Assessment carried out in 2nd Year & 3rd Year

2

## Project / Assessment Task

10% of SEC Award  
Focused Reflection based on CBA.

3

## Final Exam

90% of Overall Award  
2 Hour Exam

4

## OAL - Other Areas of Learning

A record of student achievement, involvement & participation across a broad range of areas of learning through in-school activities in Junior Cycle.

5

## OAWB - Other Areas of Wellbeing

A record of student interaction with the school's wellbeing programme. Official guidelines are yet to be published.

**No Final Exam in Short Courses**

**Maximum Duration of Exams: 2 hours**

**Irish, English & Maths: H.L & O.L**

**All Other Subjects: Common Level**

**Exams conducted by SEC - June 3rd Yr.**

# Descriptors & Grades of State Examinations

*Rather than a percentage, the following descriptors will be used to identify the percentage bracket that the student has achieved.*

Grade Achieved	Descriptor Assigned
90% - 100%	<i>Distinction</i>
75% - 89%	<i>Higher Merit</i>
55% - 74%	<i>Merit</i>
40% - 54%	<i>Achieved</i>
20% - 39%	<i>Partially Achieved</i>
0% - 19%	<i>Not Graded</i>

# Classroom-Based Assessments

*What are CBAs?*

*Classroom-Based Assessments provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.*

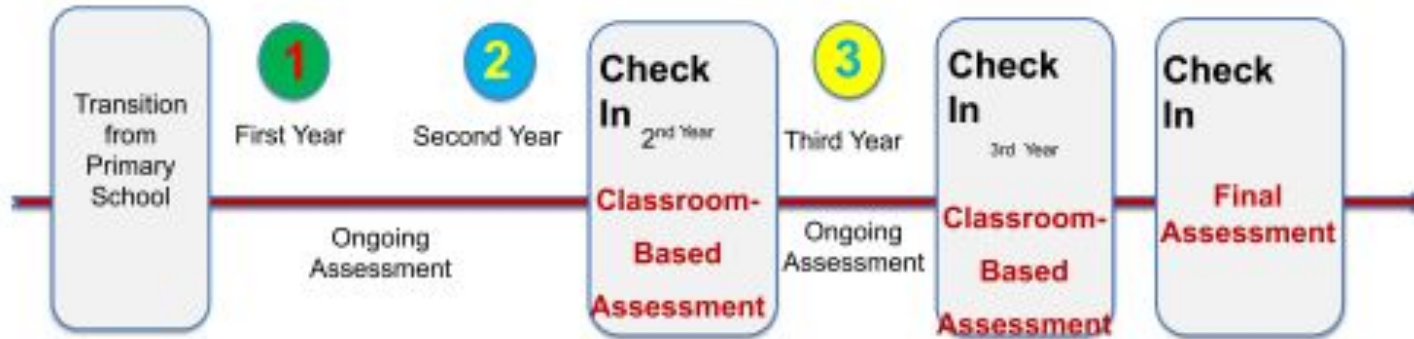
*The tasks cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.*

*A specific purpose of Classroom-Based Assessments is to facilitate developmental feedback to students.*

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# Where do CBAs fit into the three years of Junior Cycle?



# Classroom-Based Assessment Descriptors

*Achievements in CBAs is reported on using the following descriptors:*

Descriptor Assigned
<i>Exceptional</i>
<i>Above Expectations</i>
<i>In Line With Expectations</i>
<i>Yet To Meet Expectations</i>

# JCPA

## Junior Cycle Profile of Achievement



State Certified Final Examinations	
Irish (H)	Achieved
Mathematics (H)	Merit
English (H)	Achieved
Business Studies (C)	Distinction
French (C)	Higher Merit
Geography (C)	Distinction
History (C)	Merit
Science (C)	Higher Merit
Graphics (C)	Higher Merit
Religious Education (C)	Distinction

Classroom-Based Assessments - Subjects		
IRISH	Language Portfolio	In line with Expectations
	Communicative Task	Above Expectations
MATHEMATICS	Mathematical Investigation	In line with Expectations
	Statistical Investigation	In line with Expectations
ENGLISH	Oral Communication	In line with Expectations
	The Collection of the Student's Texts	Above Expectations
BUSINESS STUDIES	Business in Action	Above Expectations
	Presentation	In line with Expectations
FRENCH	Oral Communication	Above Expectations
	Student Language Portfolio	Above Expectations
GEOGRAPHY	Geography in the News	In line with Expectations
	My Geography	In line with Expectations
HISTORY	The Past in My Place	In line with Expectations
	A Life in Time	Exceptional
SCIENCE	Extended Experimental Investigation	In line with Expectations
	Science in Society Investigation	Above Expectations
GRAPHICS	Communicating through sketching	Above Expectations
	Graphical Presentation Skills	In line with Expectations
RELIGIOUS EDUCATION	A Person of Commitment	Above Expectations
	The Human Search for Meaning	In line with Expectations

**Other Areas of Learning**

Sarah took part in a school drama performance, learned to express herself and build her communication skills.

Sarah participated in the school Science Competition (*Let's Explore*) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.

Sarah through her role as Class Prefect learned to communicate effectively as a voice for the students in her class.

Sarah worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Sarah was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

Classroom-Based Assessments - Short Courses	
Digital Media Literacy	Above Expectations
Philosophy	In line with Expectations

Wellbeing	
CSPE	Exceptional
SPHE	Above Expectations
PE	In line with Expectations

**Other Areas of Wellbeing**

In SPHE, Sarah reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.

Sarah completed a project in CSPE where she learned about the social and economic impact of homelessness.

As part of the school's Wellbeing Programme, Sarah participated in *Media Today* where she learned about the influence of social media, peer pressure and stereotypes in the digital world.

<b>Principal</b>	<b>Year head</b>	<b>Roll Number: 615905</b>
Shane Hallahan	Elaine Geary	Presentation Secondary School Loughboy, Kilkenny



# SUBJECTS TAKEN

# FINAL EXAM AND PROJECT/ASSESSMENT TASK

## JUNIOR CYCLE GRADES

- DISTINCTION
- HIGHER MERIT
- MERIT
- ACHIEVED
- PARTIALLY ACHIEVED
- NOT GRADED

# OTHER AREAS OF LEARNING

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Sarah Murphy	
<b>State Certified Final Examinations</b>		<b>Classroom-Based Assessments - Subjects</b>	
Irish (H)	Achieved	IRISH	Language Portfolio: In line with Expectations Communicative Task: Above Expectations
Mathematics (H)	Merit	MATHEMATICS	Mathematical Investigation: In line with Expectations Statistical Investigation: In line with Expectations
English (H)	Achieved	ENGLISH	Oral Communication: In line with Expectations The Collection of the Student's Texts: Above Expectations
Business Studies (C)	Distinction	BUSINESS STUDIES	Business in Action: Above Expectations Presentation: In line with Expectations
French (C)	Higher Merit	FRENCH	Oral Communication: Above Expectations Student Language Portfolio: In line with Expectations
Geography (C)	Distinction	GEOGRAPHY	Geography in the News: In line with Expectations My Geography: In line with Expectations
History (C)	Merit	HISTORY	The Past in My Place: In line with Expectations A Life in Time: Exceptional
Science (C)	Higher Merit	SCIENCE	Extended Experimental Investigation: In line with Expectations Science in Society Investigation: Above Expectations
Graphics (C)	Higher Merit	GRAPHICS	Communicating through sketching: Above Expectations Graphical Presentation Skills: In line with Expectations
Religious Education (C)	Distinction	RELIGIOUS EDUCATION	A Person of Commitment: Above Expectations The Human Search for Meaning: In line with Expectations
<b>Other Areas of Learning</b>		<b>Classroom-Based Assessments - Short Courses</b>	
Sarah took part in a school drama performance, learned to express herself and build her communication skills.		Digital Media Literacy	Above Expectations
Sarah participated in the school Science Competition (Let's Explore) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.		Philosophy	In line with Expectations
Sarah through her role as Class Prefect learned to communicate effectively as a voice for the students in her class.		<b>Wellbeing</b>	
Sarah worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.		CSPE	Exceptional
Sarah was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.		SPHE	Above Expectations
		PE	In line with Expectations
		<b>Other Areas of Wellbeing</b>	
		In SPHE, Sarah reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.	
		Sarah completed a project in CSPE where she learned about the social and economic impact of homelessness.	
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Principal	Year head	Roll Number: 615905	
Shane Hallahan 	Elaine Geary 	Presentation Secondary School Loughboy, Kilkenny 	
This JCPA recognises and records achievements in Junior Cycle.			

# SUBJECT CBAS

CBA 1  
CBA 2

## CBA DESCRIPTORS

- EXCEPTIONAL
- ABOVE EXPECTATIONS
- IN LINE WITH EXPECTATIONS
- YET TO MEET EXPECTATIONS

# SHORT COURSE CBAS

# WELLBEING PROGRAMME CBAS

# OTHER AREAS OF WELLBEING







# THANK YOU

