

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

# Junior Cycle

## *Information for Parents*

# Unchanged

- ❖ **Study all Subjects in 1st year**
- ❖ **Standards and Expectations remain high.**
  
- ❖ **Same range of Subjects**
- ❖ **Choose optional subjects in March of 13<sup>st</sup>**
  
- ❖ **Christmas & Summer Exams in 1<sup>st</sup> year**
- ❖ **Christmas & Summer Exams in 2<sup>nd</sup> year**
- ❖ **Pre-Exams in February of 3<sup>rd</sup> year**
- ❖ **Practical assessment in practical subjects**
- ❖ **State Examination in subjects at end of 3<sup>rd</sup> year**

# Changes

- ❖ Updated Subject Specifications
- ❖ An emphasis on Key Skills
- ❖ Subjects must be completed in school.....max 10
- ❖ Common level apart from Irish/English/Maths
- ❖ Quality reporting back to parents and students
- ❖ Continuous Assessment (CBA) to support learning.
- ❖ New JCPA: (Junior Cycle profile of Achievement)

# 8 Key Skills

- Being Literate
- Being Numerate
- Being Creative
- Managing Myself
- Managing Information
  - Communicating
- Working with others
  - Staying Well



*The purpose of assessment at this stage of education is to support learning.*

*(Framework for Junior Cycle 2015, p. 35)*

# Assessment in Junior Cycle

## 1. Classroom Based Assessments (CBA)

CBA 1 ( 2<sup>nd</sup> Year)

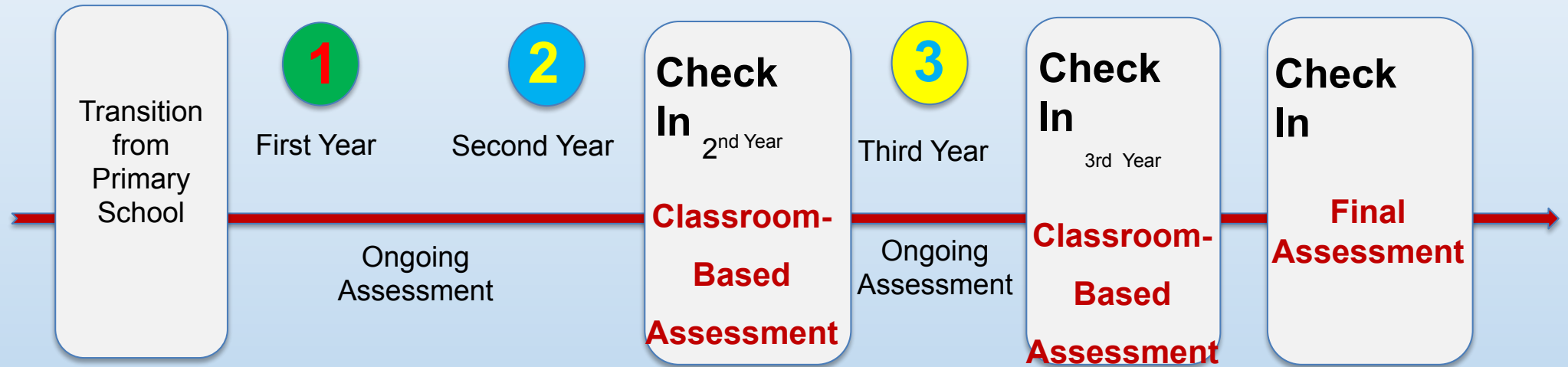
CBA 2 ( 3<sup>rd</sup> Year)

## 2. Assessment Task

(completed after CBA 2 in 3<sup>rd</sup> Year)

## 3. Written Examinations in June, 3<sup>rd</sup> Year

# One Subject's Journey



Ongoing assessment that supports student learning

# Classroom-Based Assessment

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

The tasks will 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 particular purpose of the Classroom- Based Assessments will be to facilitate developmental feedback to students.



# How do Classroom-Based Assessments take place?

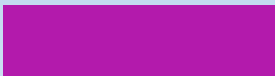
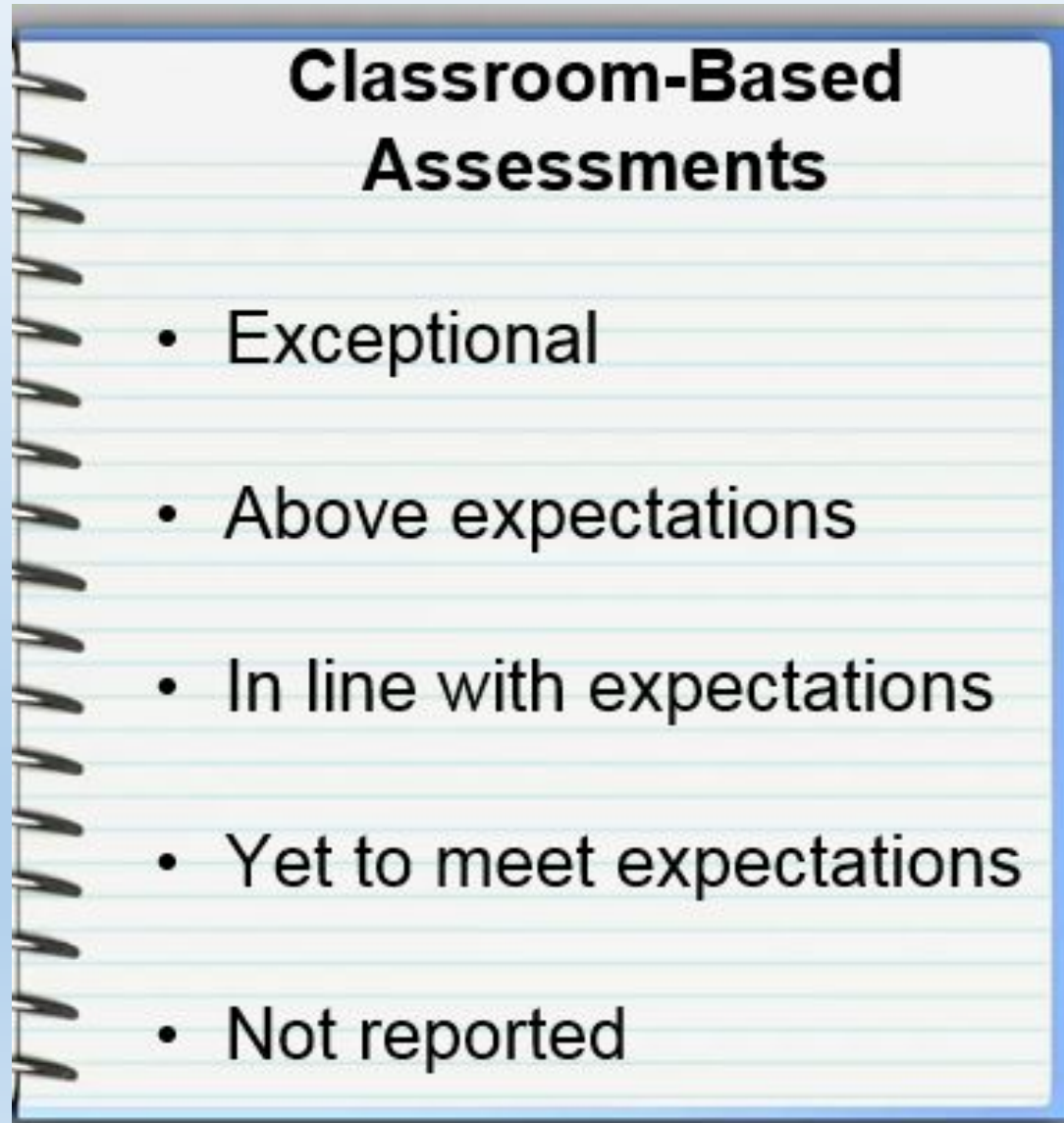
- Details of the Classroom-Based Assessment are set out in Assessment Guidelines of each Subject and Short Course
- Teachers will choose Classroom-Based Assessment tasks as per the subject / short course Assessment Guidelines
- The NCCA will provide guidance on assessing these Classroom-Based Assessments
- Features of quality are described for each Classroom-Based Assessment



## Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” meetings.
- Teachers will compare their assessment of students’ work and ensure a common approach across the school.
- Teachers will use the “Features of Quality” produced by the NCCA for which each Descriptor standard will be assessed

# Descriptors in Classroom Based Assessments



# Assessment Task

- ◆ The written Assessment Task is marked by the State Examinations Commission
- ◆ It may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.
- ◆ The written Assessment Task may also provide an opportunity for students to refer to skills and competences that were developed and describe ways in which their learning might be applied to new situations.
- ◆ The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination.

## **Assessment:** Subjects

**Exams will be set, held and marked by the State Examinations Commission in June of third year.**

- English, Irish and Maths specified at Higher and Ordinary levels
- All other subjects specified at a Common Level
- Duration of 2 hours for all subjects except for Home Economics, Music and Technology (1.5 hours)

## Junior Cycle Grades

<b>Grade</b>	<b>Range %</b>
<b>Distinction</b>	<b>&gt; 90-100</b>
<b>Higher Merit</b>	<b>&gt; 75 and &lt; 90</b>
<b>Merit</b>	<b>&gt;55 and &lt;75</b>
<b>Achieved</b>	<b>&gt;40 and &lt; 55</b>
<b>Partially Achieved</b>	<b>&gt;20 and &lt; 40</b>
<b>Not Graded</b>	<b>&gt;0 and &lt; 20</b>

# Wellbeing

## 400 Hours of Timetabled Wellbeing classes across the 3 years of Junior Cycle

Subject	1st Year	2nd Year	3rd Year	Total
CSPE	1	2	2	5
SPHE	2	2	1	5
PE	2	2	2	6
Wellbeing Module	1	1	0	2
<b>Total</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>18</b>

# Reporting

- Junior Cycle will build on reporting currently carried out at Primary level
- Reporting will happen in first, second and third-year
- First-year reporting will focus on student learning and self-development
- Second and third-year reporting will include the school-based components that will form part of the Junior Cycle Profile of Achievement
- The NCCA will develop guidelines for providing these reports to students and parents

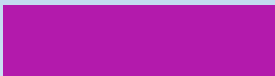


# Steps towards the JCPA (Junior Cycle Profile of Achievement)

- Classroom-Based Assessments of subjects will be completed in second and third-year
- Students will sit written SEC prepared examinations in June of third-year for the subjects they are taking
- Schools will report on student engagement and participation in the Other Areas of Learning section of the JCPA over the course of Junior Cycle
- Students and schools will also report on their Wellbeing journey via a written statement and this will be reported in the JCPA.

# **The Junior Cycle Profile of Achievement will report on**

- **SEC examinations results of subjects**
- **Classroom-Based Assessments in subjects**
- **Other Areas of Learning**
- **Wellbeing**



# Sample Completed JCPA

1. Exam Results with Assessment Task

**JUNIOR CYCLE PROFILE OF ACHIEVEMENT** 2018

MARY BRENNAN DOB: 21 June 2001

**STATE CERTIFIED FINAL EXAMINATIONS**  
Examination number: 459066

English (O)	Distinction
Irish (O)	A
Mathematics (H)	B
History (H)	C
Geography (H)	D
French (O)	B
Religion (H)	B
Science (H)	C
Business Studies (H)	C
Technology (H)	A

**Classroom-Based-Assessments**

Oral Communication	Above expectations
Collection of texts	In line with expectations


**Other Areas of Learning**

- Mary participated in SciFest. Her project examined the bacteria build up on different types of toothbrushes. She gathered, recorded, organised and evaluated the information.
- Mary was a member of the school basketball team where she committed to the team training and competitions and developed her tactical competencies and skills.
- Mary worked effectively with others in a group action project to raise awareness of the homeless crisis and to promote the work of PATH.
- Mary took part in the Christmas shoebox appeal. She promoted the cause by the creative use of digital technology and was responsible for collecting the shoeboxes from her class.

Principal Yearhead Roll No. 634510

2. CBA Descriptors

3. Other Areas of Learning

 STATE CERTIFIED  
FINAL EXAMINATIONS

Examination number: 450985

English (O)

Distinction

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

A

Mathematics (H)

B

History (H)

C

Geography (H)

D

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

C

Business Studies (H)

B

Science (H)

B

C.S.P.E. (C)

A

# Subjects

Classroom-Based Assessments - English

Oral Communication

Above expectations

Collection of Texts

In line with expectations