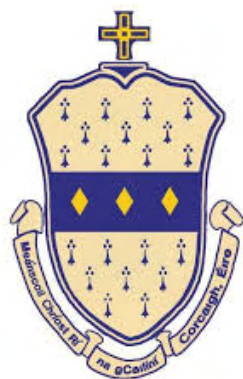


CHRIST KING GIRLS' SECONDARY SCHOOL A CEIST SCHOOL JUNIOR CYCLE



Junior Cycle Information for Parents



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Introduction

The purpose of this document is to inform parents about the main changes associated with the new junior cycle and to highlight changes in teaching methodologies, assessment and grading terminology. It aims to provide an overview by focusing on the following key areas:

1. Why Change?
2. Structure of the Junior Cycle
3. Junior Cycle Subjects
4. Assessment – A Changing Culture
5. Reporting



From September 2019, all junior cycle students will follow new subject specifications in their chosen subjects.

Rationale:

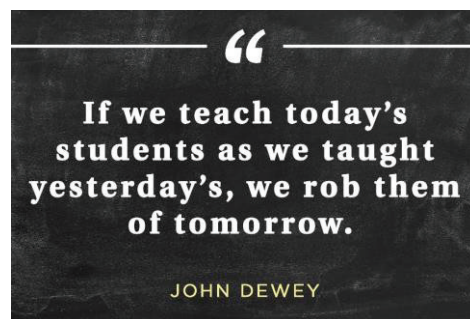
At the backbone of the new junior cycle are a set of principles, key skills and statements of learning. Through a broad curriculum, students will experience a wide and varied junior cycle. The reform also aims to make the transition from primary to post-primary easier, reduce the duration of state exams, increase student engagement with their learning, and encourage students to learn new skills.



Why Change?

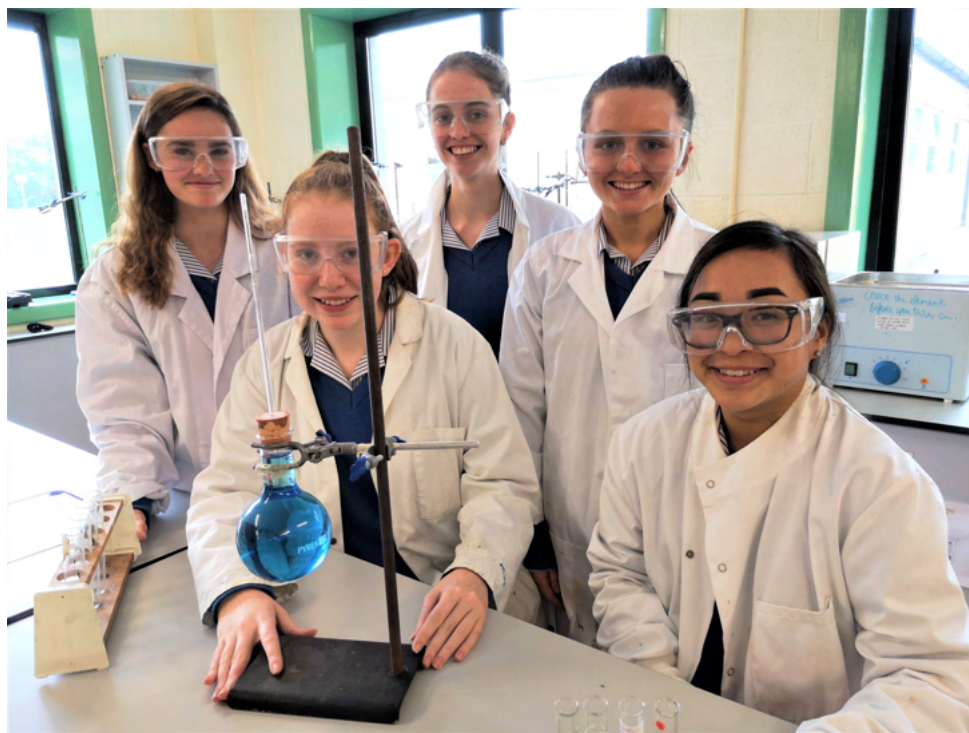
Why change from the Junior Certificate?

- ✓ The Junior Certificate is examination-based - a mini-Leaving Certificate
- ✓ Rote learning and 'teaching to the test'
- ✓ The teaching methodology is didactic: teacher tells – student listens



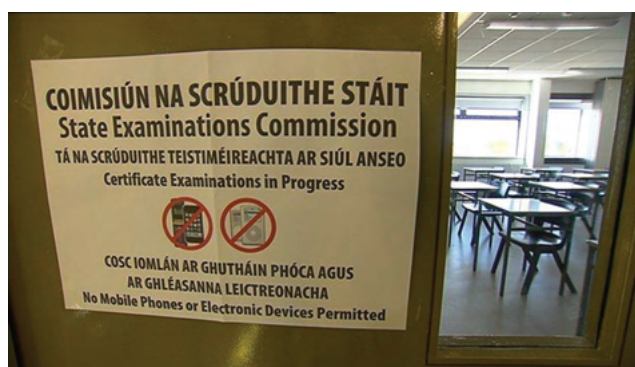
Why change to the Junior Cycle?

- **The new Junior Cycle gives a broad education for your daughter**
- The new Junior Cycle places the student at the centre of the learning process
- It allows for new ways of learning and a broader range of skills to be assessed.



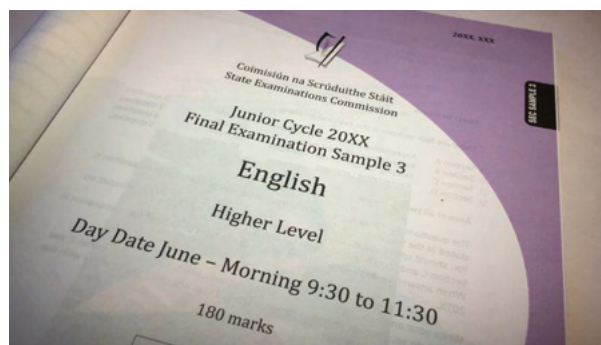
What stays the same?

- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification



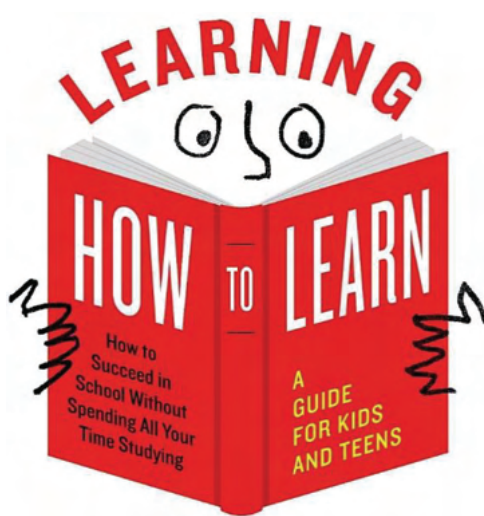
What is improving?

- Reduction in number of subjects
- Updated subject specifications
- An emphasis on key skills and preparation for life
- Reduction in duration of state examinations
- Ongoing assessment to support learning
- Quality reporting to parents and students
- A sound preparation for learning at Senior Cycle



What is the purpose of education in Junior Cycle?

1. Help students become better learners
2. Help students develop a love of learning
3. Provide a solid foundation for their Leaving Certificate
4. To develop skills for learning and life
5. To support learning through improved reporting to students & parents



What are the key messages?

Flexible programme for student learning

Balance between knowledge and skills

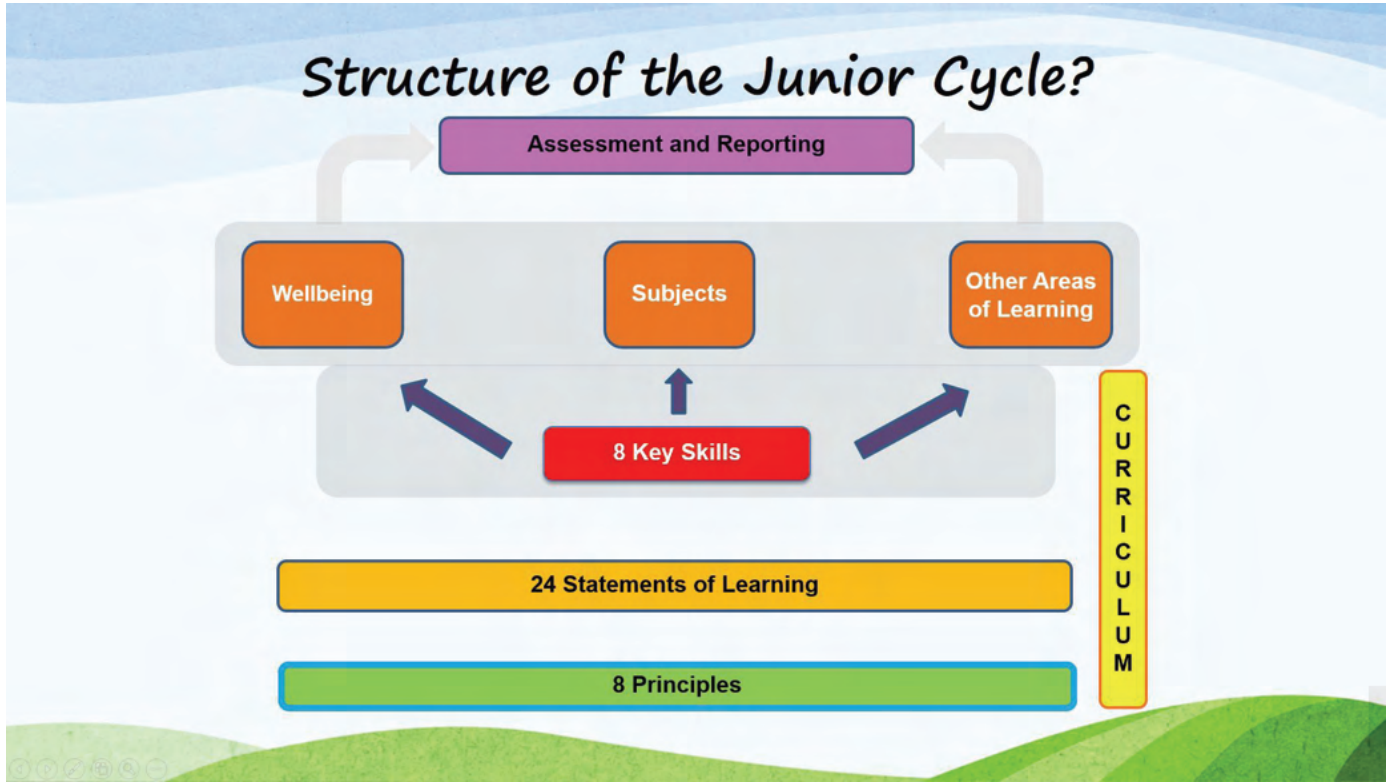
Dual approach to assessment

Reporting a broader picture of learning

Student wellbeing is central to the Framework

Supporting continuity and learning - building on primary school

Structure of the Junior Cycle



8 Key Skills

Within the curriculum, students will develop eight key skills. These skills permeate across the whole curriculum. They are:

Managing Myself: This key skill helps learners to understand themselves both as individuals and as learners so that they can develop personal goals and plans. It also helps them develop strategies to make considered decisions, to take action and to reflect on their progress.

Staying well: This key skill recognises that learners' overall wellbeing must be supported alongside their intellectual development. Being healthy, physically and emotionally, being socially active and being able to take care of oneself and of others helps learners become happy and confident. This key skill also helps young people become positive and engaged in their learning.

Communicating: This skill helps learners develop good communication skills in all aspects of life, using a variety of media. As well as developing literacy skills, it also develops learners' confidence in communicating, expressing opinions, writing, making oral presentations and performing.

Being Creative: This skill enables learners to develop their imagination and creativity as they explore different ways of doing things and of thinking. Students learn to stay with challenges or tasks to completion and to learn from their experiences.

Working with others: This skill helps learners develop good relationships and to appreciate the value of cooperating to reach both collective and personal goals. Students also learn to value the input and opinion of others.

Managing information and thinking: This key skill helps learners gradually improve their capacity to search for information from different sources. They also develop their skills in judging and discriminating between information types and sources and they develop strategies for organising information so that they can understand it and use it later. This skill also develops learners' thinking skills so that they can become more skilled in higher order reasoning and problem solving.

Being Literate: This skill helps learners develop an understanding and an enjoyment of words and language. By being literate, students will be able to write, express ideas clearly and accurately, and develop their written and spoken language.

Being Numerate: This skill helps learner's express ideas mathematically by estimating, predicting and calculating. Students will be able to see patterns, trends and relationships. They will also be in a position to gather, interpret and represent data.

By 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.



Statements of Learning

There are twenty-four statements of learning which describe what each student should know at the end of his junior cycle. Through the full curriculum, students will have the opportunity to engage with each of the statements of learning.

The 24 Statements of learning are:

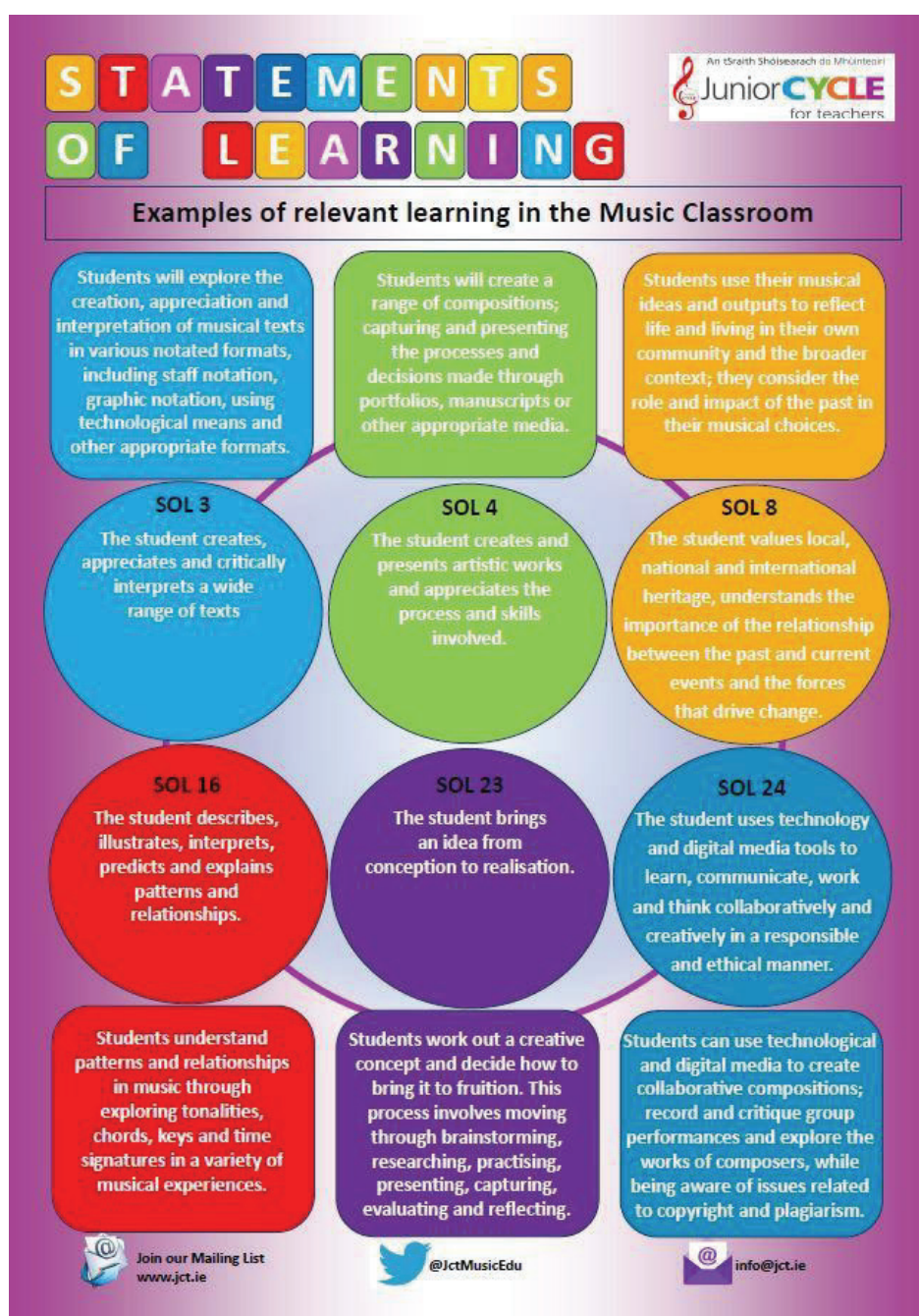
The student:

1. Communicates effectively using a variety of means in a range of contexts.
2. Listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to 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.

Junior Cycle Information for Parents

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 he/she 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 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 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.



CBA 1 - Year 2 Timetable

	January					February					March					April					May				
	Week Beginning					Week Beginning					Week Beginning					Week Beginning					Week Beginning				
	6	13	20	27		3	10	17	24	2	9	16	23	30	6	13	20	27		4	11	18	25		
Subject																									
Art																									
Business																									
Geography																									
French/German																									
History																									
Music																									
English																									
Science																									
Home Economics																									
Mathematics																									

Easter Holidays

Mid Term Break

CBA 2 -Year 3 Timetable

Subject	September				October				November				December				January				February				March										
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24	2	9	16	23	30				
Art																																			
Business																																			
French/German																																			
Irish																																			
English																																			
Science																																			

Pre Exams

Christmas Holidays

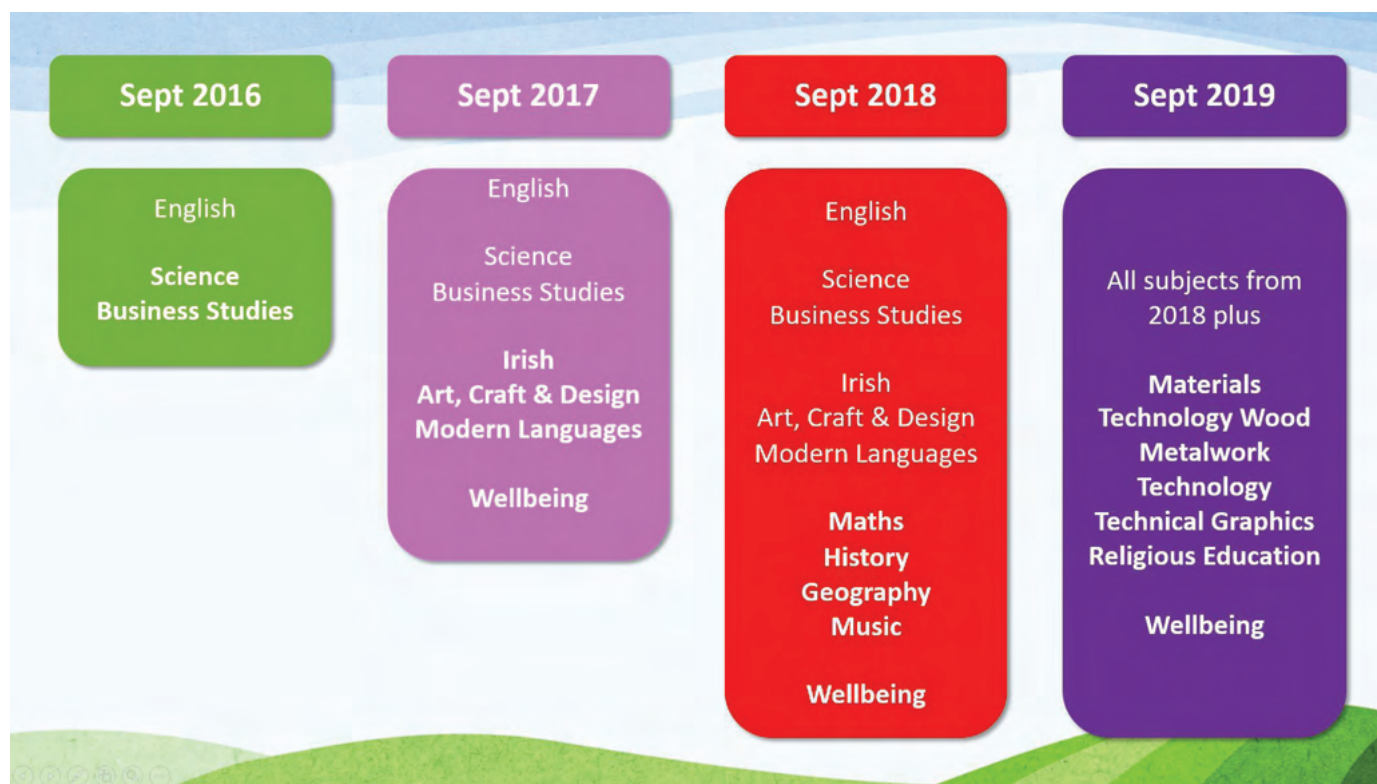
Midterm Break

Mid Term Break



Junior Cycle Subjects

New subject specifications have been implemented in schools on a phased basis since September 2016. September 2019 sees the introduction of the final subjects of Religious Education, Technical Graphics, Materials Technology (Wood) and Technology.



Students can study a maximum of 10 subjects for their State Examinations.

At Junior Cycle our students study English, Mathematics, Gaeilge, French or German, Geography, History, PE, Religious Education, CSPE, SPHE

and students choose three subjects from the following:-

- Science, Business, Music, Art, Home Economics, Technical Graphics, German.

Wellbeing

Your child's wellbeing is of central importance to their educational success and overall happiness.

Wellbeing will become a core part of your child's junior cycle experience. Since September 2018, wellbeing has been part of the student timetabled classes. From 2019 onwards the number of Wellbeing hours on the Junior Cycle timetable will increase to 400 hours over their three year Junior Cycle.

Students will have a unique opportunity to build on and develop a skill set which will enable them to make informed decisions about themselves and others – their mental health, personal lives and social/emotional development.



Wellbeing Curriculum includes

Physical Education (PE)

Civic, Social and Political Education (CSPE) –

Social, Personal and Health Education (SPHE) including Relationships and Sexuality Education (RSE)

Guidance

Wellbeing Tutor Class



Junior Cycle Information for Parents

Wellbeing is embedded in four key aspects within the school setting: They are:

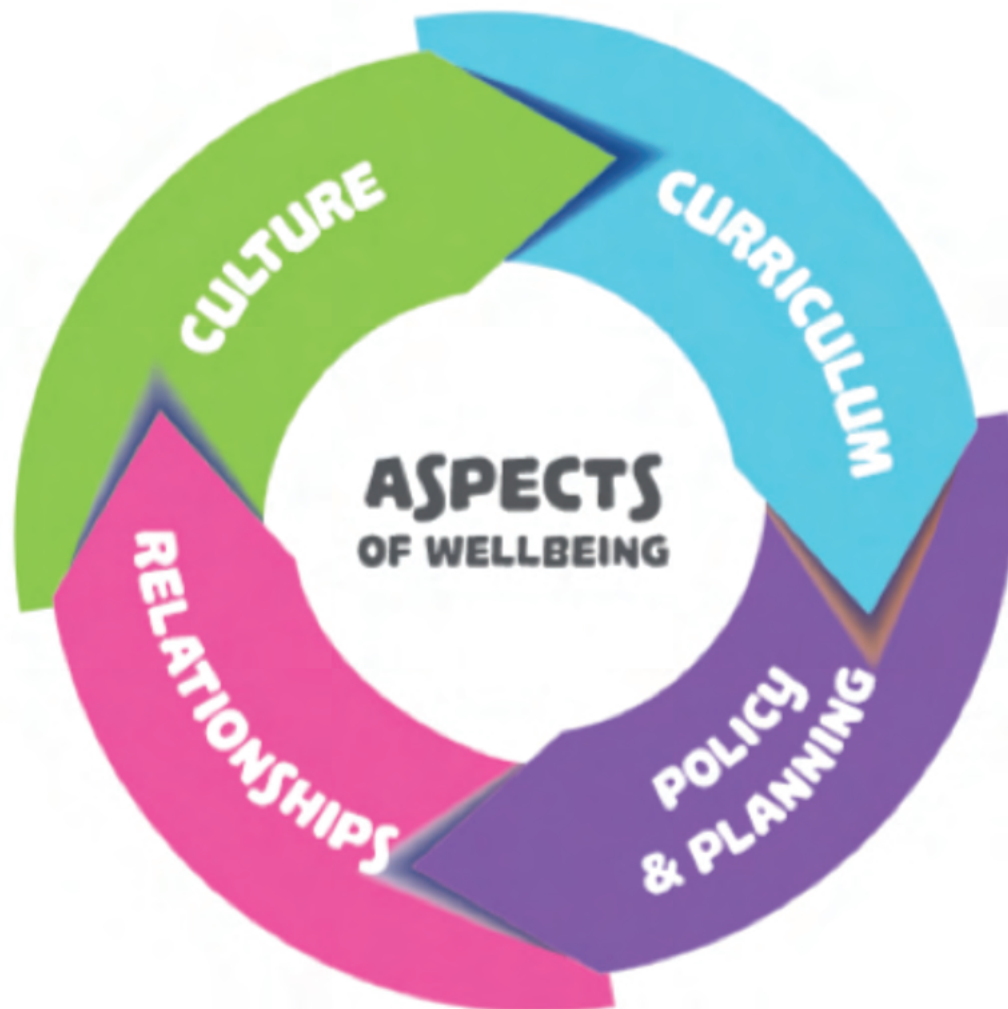
Curriculum: This aspect refers to subjects we provide and how Christ King caters for Wellbeing in the curriculum.

Policy and Planning: This aspect refers to how Christ King as a school endeavours to look after the wellbeing of the school community. Simply put, through policies, planning and school self-evaluation, we should make decisions with due regard to the wellbeing of our students and staff.

Relationships: Strong relationships amongst all members of the school community form the backbone of a positive working environment. As a school, we endeavour to make sure that all interactions between students and staff are positive and affirming.

Culture: Culture refers to our ethos, mission statement and the prevailing atmosphere in our school. We strive to make sure our school is a happy place to study and work.

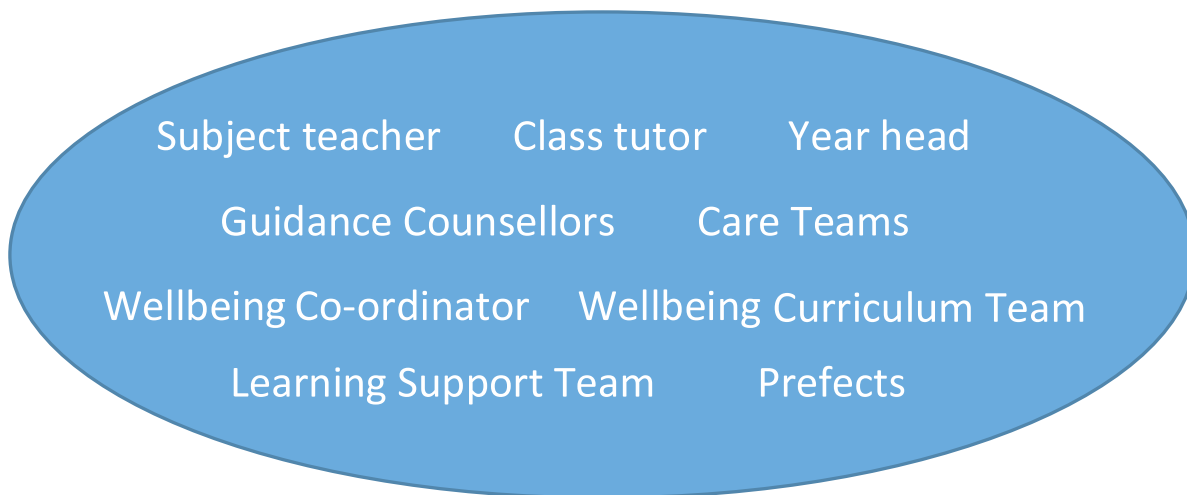
The image below summarises the points above (*Guidelines for Wellbeing Junior Cycle 2017*)



Six indicators of wellbeing have also been identified.

- **Active:** Being physically active is an important element in staying well.
- **Responsible:** Each person must take responsibility for their own choices and make decisions, which promote their own wellbeing and the wellbeing of others.
- **Connected:** It is important, for our wellbeing, to be connected to other people and to interact with others in a positive way. We should also appreciate the implications of our actions for those around us and further afield.
- **Resilient:** Everyone goes through challenges in their life. By building resilience, we hope to give our students the skills to cope with difficult situations.
- **Respected:** Feeling respected, listened to and cared for are key aspects of feeling well. Positive, respectful relationships are also central to maintaining our wellbeing.
- **Aware:** To stay well, we need to be aware of our thoughts, our emotions and our limitations. We should also be aware of those around us, conscious of how our actions might affect their wellbeing.





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 will be recorded on the Junior Cycle Profile of Achievement (JCPA).

They could include extracurricular activities such as membership of the school student council or school clubs and societies, participation in school sporting activities, etc.

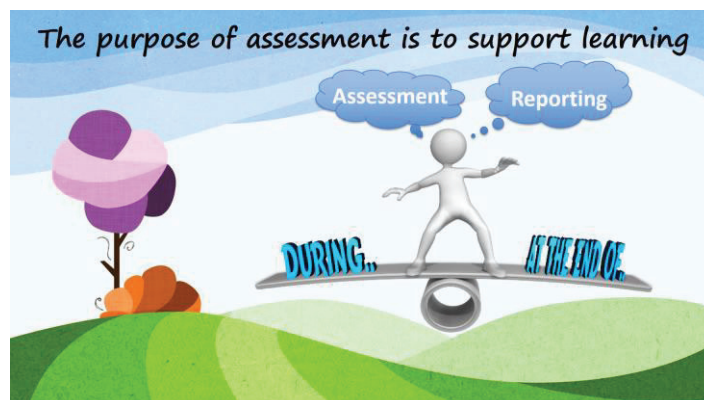


Assessment – A Changing Culture

- Assessment in support of learning
- Assessment focused on offering effective feedback
- Greater variety of assessment activity - “fit for purpose” and relevant to students
- Teachers talking to teachers about assessment

Assessment

- Formative Assessment
- Classroom Based Assessments
- Assessment Tasks
- State Examinations in June



Assessment – Classroom Based Assessments (CBAs)

During 2nd and 3rd year, junior cycle students will undertake CBAs in their chosen subjects. Students will complete one CBA in second year and one in third year in most subjects. These are facilitated by the subject teacher and take place during class time, following a national timeframe. Upon completion of each CBA, the relevant subject teachers meet to discuss the quality of the work. They apply subject specific criteria, known as features of quality, to each assessment and award it a grade descriptor.

The features of quality are externally set, by the National Council for Curriculum and Assessment (NCCA).

CBAs will be reported on in the JCPA using the following descriptors:

- Exceptional
- In Line with Expectations
- Above Expectations
- Yet to Meet Expectations

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.

Junior Cycle Information for Parents



Classroom Based Assessments – Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” (SLAR) meetings
- Teachers will compare their assessment of students’ work and ensure a common approach across the school
- Continuous Professional Development (CPD) will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard

Assessment – Assessment Tasks

Once the second Classroom-Based Assessment (CBA) is completed, students in third year will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment. This will constitute 10% of the overall mark for the final examination. It will be marked by the State Examinations Commission (SEC) with the final exam in June of third year.

Assessment Tasks – Key Points

- 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.

Junior Cycle Information for Parents

Assessment – Examinations

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 or less
- Examination in June will account for 90% of the grade

Junior Cycle Examination Timetable 2019 *(2020 Timetable not available yet)*

Junior Cycle candidates must indicate their final choice of subject level not later than 15 March 2019.		
JUNE	SUBJECT H = Higher Level O = Ordinary Level F = Foundation Level	TIME
WEDNESDAY 5	English - H & O ----- Civic, Social & Political Education - Common Level	9.30 – 11.30 ----- 2.00 – 3.30
THURSDAY 6	Irish - H - Paper 1 (incl aural) Irish - O (incl aural) Irish - F (incl aural) ----- Irish - H - Paper 2	9.30 – 11.30 9.30 – 11.30 9.30 – 11.30 ----- 2.00 – 3.30
FRIDAY 7	Geography - H & O Environmental and Social Studies - H & O ----- Mathematics - F Mathematics, Paper 1 - O Mathematics, Paper 1 - H	9.30 – 11.30 9.30 – 11.30 ----- 2.00 – 4.00 2.00 – 4.00 2.00 – 4.30
MONDAY 10	Mathematics, Paper 2 - O Mathematics, Paper 2 - H ----- Science - Common Level	9.30 – 11.30 9.30 – 12.00 ----- 2.00 – 4.00
TUESDAY 11	Business Studies - Common Level ----- Technology - H & O Italian - H & O Ancient Greek - H & O	9.30 – 11.30 ----- 2.00 – 4.00 2.00 – 4.30 2.00 – 4.30
TUESDAY 11	Business Studies - Common Level ----- Technology - H & O Italian - H & O Ancient Greek - H & O	9.30 – 11.30 ----- 2.00 – 4.00 2.00 – 4.30 2.00 – 4.30
WEDNESDAY 12	French - H & O ----- History - O History - H	9.30 – 12.00 ----- 2.00 – 3.30 2.00 – 4.30
THURSDAY 13	Home Economics - O Home Economics - H ----- Religious Education - H & O	9.30 – 11.30 9.30 – 12.00 ----- 2.00 – 4.00
FRIDAY 14	German - H & O ----- Latin - H & O Classical Studies - H & O	9.30 – 12.00 ----- 2.00 – 4.30 2.00 – 4.30
MONDAY 17	Technical Graphics - O Technical Graphics - H ----- Materials Technology (Wood) - H & O	9.30 – 12.00 9.30 – 12.30 ----- 2.00 – 4.00
TUESDAY 18	Spanish - H & O ----- Metalwork (Materials & Technology) - O Metalwork (Materials & Technology) - H	9.30 – 12.00 ----- 2.00 – 3.30 2.00 – 4.00
WEDNESDAY 19	Music (Listening, Composing & General Study) - H & O Jewish Studies - H & O	9.30 – 11.30 9.30 – 12.00

Junior Cycle Information for Parents

Reporting in the New Junior Cycle

Junior Cycle will build on reporting currently carried out at Primary level. Schools will regularly provide information to parents about their child's achievement and progress. Teachers will support students in their learning by suggesting next steps and providing feedback to help students' self-evaluation.

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 (CBA's) that will form part of the Junior Cycle Profile of Achievement
- The NCCA have developed guidelines for providing these reports to students and parents

The reporting process at Junior Cycle will culminate in the award of a certificate to students of their achievement in Junior Cycle. This is called the Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your son's achievements over the three years of Junior Cycle. The JCPA will report on a number of areas, including:

Junior Cycle Profile of Achievement

- Subjects (State Examination and Assessment Task)
- Classroom Based Assessments
- Other Learning Experiences

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2018

MARY O'DONNELL **SAMPLE** DOB: 02 January 2002

STATE CERTIFIED FINAL EXAMINATIONS
Examination number: 123456

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 PACT.
- 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: Mrs. O'Rourke | Yearhead: Mr. Kelly | Roll No. 12345A
Coláiste Na Pharrage, Sea Road, Anytown

Anytown Secondary School

UNDERSTANDING YOUR JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

Grading of the Final Examination	For all other subjects	Classroom-Based Assessment Descriptors
Distinction	A	Excellent
High Distinction	B	Very Good
High Merit	C	Good
High Merit	D	Good
High Merit	E	Good
High Merit	F	Good
High Merit	G	Good
High Merit	H	Good
High Merit	I	Good
High Merit	J	Good
High Merit	K	Good
High Merit	L	Good
High Merit	M	Good
High Merit	N	Good
High Merit	O	Good
High Merit	P	Good
High Merit	Q	Good
High Merit	R	Good
High Merit	S	Good
High Merit	T	Good
High Merit	U	Good
High Merit	V	Good
High Merit	W	Good
High Merit	X	Good
High Merit	Y	Good
High Merit	Z	Good

- At least one of the subjects in the final examination was taken at the level of the award of the JCPA.
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Junior Cycle Information for Parents

Language of Reporting

As part of the new junior cycle, there is a substantial change in how subjects are assessed. To begin with, the old grading system will be gradually phased out. The table below provides an explanation of the current and revised grading system for Junior Certificate / Junior Cycle subjects.

Junior Certificate	
Percentage	Grade Descriptor
≥ 85 to 100	A
≥ 70 to < 85	B
≥ 55 to < 70	C
≥ 40 to < 55	D
≥ 25 to < 40	E
≥ 10 to < 25	F
≥ 0 to < 10	NG

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

As stated earlier, under the new Junior Cycle framework, Maths, Irish and English are taken at either higher or ordinary level and all other subjects are taken at common level. The maximum duration of each exam will be 2 hours.



