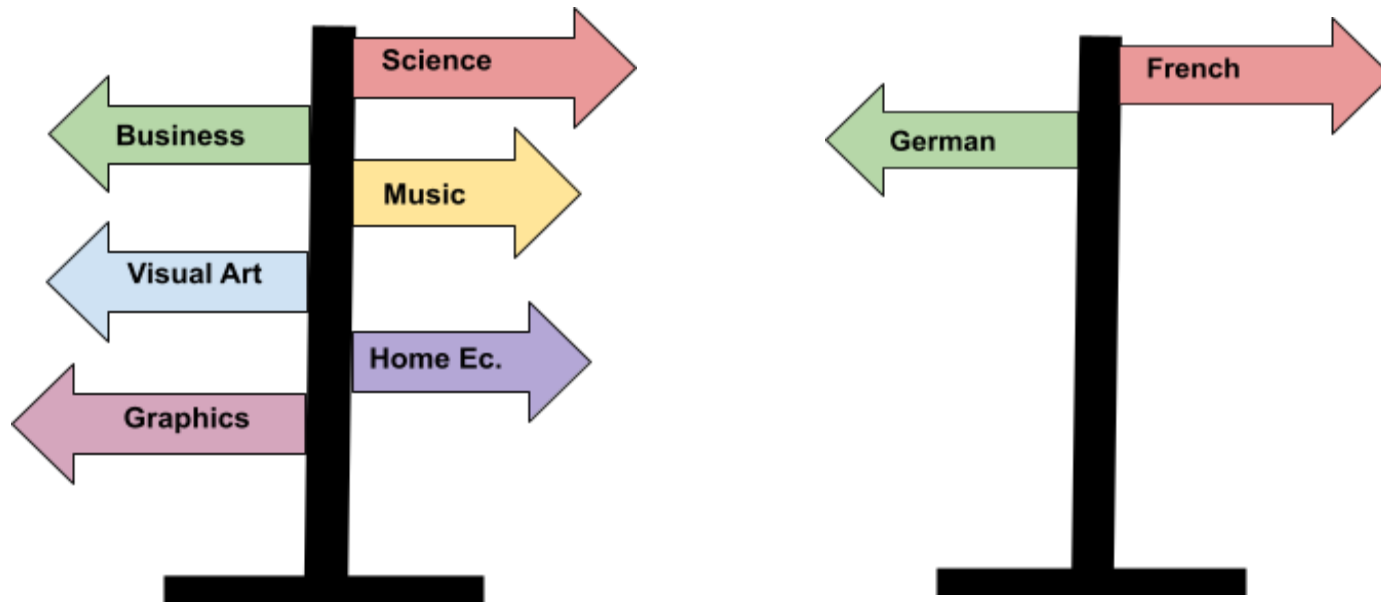


# Christ King Girls' Secondary School

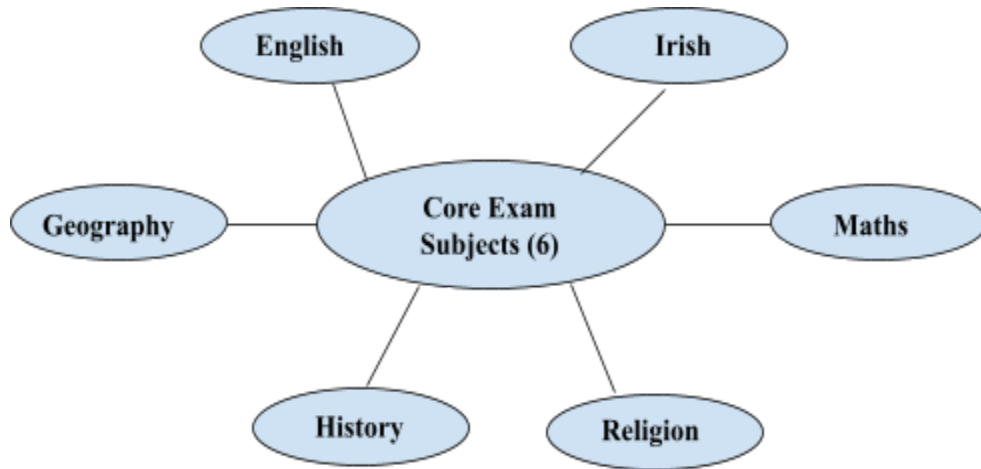


## A Guide for Incoming First Years to Choosing your Junior Cycle Optional Subjects

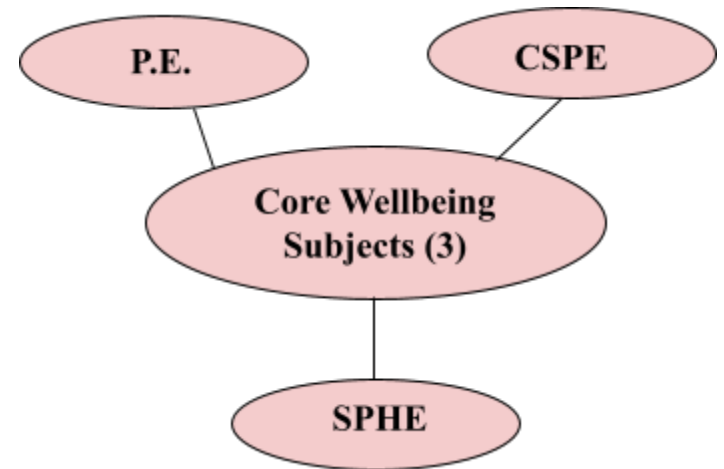
This leaflet gives details about the optional subjects only and is designed to help you decide which of these optional subjects would be best for you. As a general rule, the subjects you should choose should be ones that you think you will be good at and that you think you will enjoy.



### Core Exam Subjects in Junior Cycle



### Core Wellbeing Subjects in Junior Cycle



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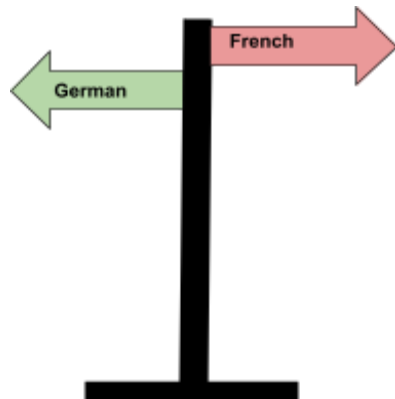
#### OPTION 1: Modern Foreign Language(MFL):

You must choose **one** of the following languages:

French

**Or**

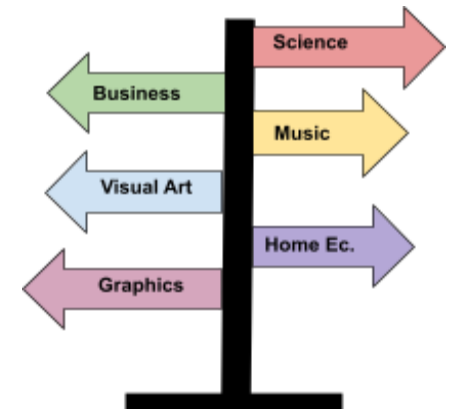
German



#### OPTION 2: Optional Subjects:

You must choose **three** of the following subjects:

- Science
- Business
- Music
- Visual Art
- Home Economics
- Graphics





## Where can I get more information?

[www.curriculumonline.ie](http://www.curriculumonline.ie) – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the specification for Modern Foreign Languages, Guidelines for the Classroom-Based Assessments and the Assessment Task.

[www.juniorcycle.ie](http://www.juniorcycle.ie) - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

[www.jct.ie](http://www.jct.ie) - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

[www.examinations.ie](http://www.examinations.ie) - for sample examination materials.

Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.

JCT has a team of full-time advisors who can be contacted by email at [info@jct.ie](mailto:info@jct.ie)



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## Learning Journey - MFL

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students

**Oral Communication**  
CBA 1  
.....  
Year 2  
Final Term  
.....  
School based  
assessment, followed  
by SLAR. Reported in  
JCPA using  
Descriptors

**Student Language  
Portfolio**  
CBA 2  
.....  
Year 3  
End of Term 1  
.....  
School based  
assessment, followed  
by SLAR. Reported in  
JCPA using  
Descriptors

**Assessment Task**  
.....  
Year 3  
End of Term 1  
.....  
Based on the  
Learning Outcomes of  
CBA2. Set by  
NCCA & marked by  
SEC. Accounts for  
10% of Final  
Examination

**Final Examination**  
.....  
End of Year 3  
.....  
Based on a sample of  
the Learning  
Outcomes.  
Set and marked by the  
SEC.  
Breakdown of final  
mark awarded by SEC:  
10% Assessment Task  
90% Final Examination  
(35% of which is  
allocated to an aural  
component)

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Junior  
Cycle  
Information  
on  
Modern  
Foreign  
Languages



## Junior Cycle Modern Foreign Languages (MFL) refers to French, German, Italian and Spanish. These subjects encourage all students to:

- actively engage in language activities and tasks, developing the capacity to understand written and spoken language
- communicate effectively and confidently in the target language in familiar contexts through a range of media
- develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
- enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
- be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- appreciate their own and other cultures
- develop skills that they can apply to other areas of study and to their lives.

## Learning Outcomes

The Modern Foreign Languages specification identifies a broad range of learning outcomes that describe **the knowledge, understanding, skills and values** students should be able to demonstrate after their three years of studying a MFL at a Junior Cycle level.

The learning outcomes are set out across three strands and students will experience these through engaging learning experiences as part of their language learning journey.

## Structure of the Specification



Student engagement and learning is optimised by a fully integrated experience of the three strands of **(i) Communicative Competence, (ii) Language Awareness, and (iii) Socio-cultural Knowledge and Intercultural Awareness.**

The Communicative Competence strand is concerned with developing students' ability to communicate meaningfully in the target language.

The Language Awareness strand enhances the students' general awareness about languages, how they work and what best supports them in learning languages.

The Socio-cultural Knowledge and Intercultural Awareness strand gives students access to new cultural dimensions and encourages them to reflect on their own culture.



## Changing Approach to Assessment

A new dual approach to assessment increases the prominence given to classroom-based assessment and formative assessment; students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

### Classroom-Based Assessments (CBAs)

are completed during class time and closely resemble what happens on a daily basis in the classroom. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a pen and paper timed exam. For example, the 1st CBA undertaken in 2nd year is an oral communication task. This CBA offers students the opportunity to focus on an aspect of the target country /countries; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest. Students are able to communicate their findings through a range of formats. Over the three years of junior cycle, each student develops a language portfolio that will include a broad range of texts. For the 2nd CBA which takes place in 3rd Year, a student will choose 3 pieces from their portfolio to present.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. **Subject Learning and Assessment Review (SLAR)** meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents and students.

**An Assessment Task (AT)** will follow and is linked to the 2nd CBA. The AT is a written task completed by students during class time and is sent to the State Examinations Commission, along with the Final Examination, for correction. It accounts for 10% of the final grade, with the written exam accounting for the other 90% (35% of which is allocated to an aural component). Results of the CBAs and the overall SEC result are recorded on the **Junior Cycle Profile of Achievement (JCPA).**



## Learning Journey - Science

### Where can I get more information?

[www.curriculumonline.ie](http://www.curriculumonline.ie) – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Science Curriculum specification and Guidelines for the Classroom-Based Assessments and Assessment Task.

[www.juniorcycle.ie](http://www.juniorcycle.ie) - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

[www.jct.ie](http://www.jct.ie) - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Within your own subject department in your school. Collaboration with teaching colleagues is promoted through professional time allocations.



Follow [@JCforTeachers](https://twitter.com/JCforTeachers) on Twitter and directly with the Science Team using [@jctscience](https://twitter.com/jctscience)

We have a team of full-time advisors who can be contacted by email at [info@jct.ie](mailto:info@jct.ie)

A dual approach to assessment, involving classroom-based assessment across the three years of junior cycle and a final externally-assessed, state-certified examination, enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students.

<p><b>Extended Experimental Investigation CBA 1</b></p> <p>Year 2 Final Term</p> <p>School based assessment, followed by SLAR. Reported in JCPA using descriptors</p>	<p><b>Science in Society Investigation CBA 2</b></p> <p>Dec/Jan of Year 3</p> <p>School based assessment, followed by SLAR. Reported in JCPA using descriptors</p>	<p><b>Assessment Task</b></p> <p>Term 2 of Year 3</p> <p>Based on the Learning Outcomes of CBA2. Set by NCCA &amp; marked by SEC. Accounts for 10% of SEC Grade</p>	<p><b>Final Assessment</b></p> <p>End of Year 3</p> <p>Based on a sample of the Learning Outcomes. Set and marked by the SEC. Accounts for 90% of SEC Grade</p>
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An tSraith Shóisearach do Mhúinteoirí

# JuniorCYCLE

for teachers

# Junior Cycle Information on Science





## Junior Cycle Science encourages all students to

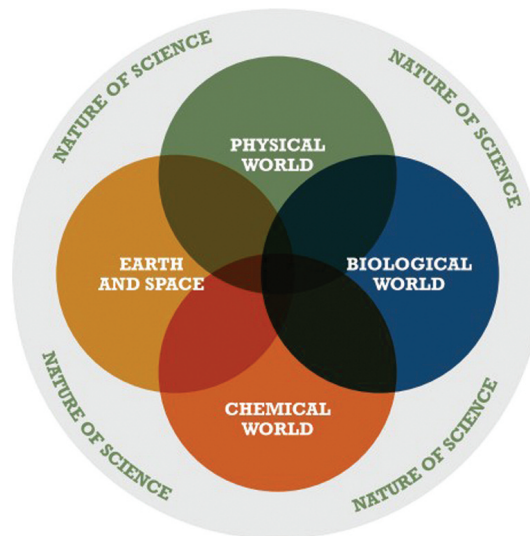
- develop an evidence-based understanding of the natural world
- develop their ability to gather and evaluate evidence
- consolidate and deepen their skills of working scientifically
- become more self-aware as learners and become competent and confident in their ability to use and apply science in their everyday lives.

### Learning Outcomes

The learning to be experienced by students in Junior Cycle Science is described in learning outcomes. These are statements that describe the understanding, skills and values students should be able to demonstrate following their three years of Junior Cycle. There are 46 learning outcomes in Junior Cycle Science, spread across five strands.



## Structure of the Specification



There are 4 contextual strands- Earth and Space, Physical World, Biological World and Chemical World and these are unified by a fifth strand – The Nature of Science. This unifying strand includes learning how science works, carrying out investigations, communicating in science and developing an appreciation of the role and contribution of science and scientists to society. There is a strong focus on scientific inquiry.

### Changing approach to Assessment

A dual approach to assessment increases the prominence given to Classroom-Based assessment and formative assessment; students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

## Classroom-Based Assessments

Classroom-Based Assessments (CBAs) are completed during class time. The first CBA is an Extended Experimental Investigation which occurs late in second year. The second CBA is a Science in Society Investigation and this happens early in third year. Students can choose from a variety of investigation topics. A variety of formats can be used to present evidence of student learning. The assessment is similar to the ongoing assessment that occurs every day in every class.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents guardians and students.

An Assessment Task (AT) follows the 2nd CBA in 3rd year. It is a written task completed by students during normal class time and it is sent to the State Examinations Commission (SEC), along with the final examination, for correction. It accounts for 10% of the final examination mark.

Results of the CBAs and the SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).



## Junior Cycle Business Studies Learning Journey

### 1st Year

Engage with learning outcomes and strands  
Learning supported by formative assessment



### 2nd Year

Engage with learning outcomes and strands  
Learning supported by formative assessment

Classroom-Based Assessment 1  
*Business in Action*

Subject Learning and Assessment Review Meeting



### 3rd Year

Engage with learning outcomes and strands  
Learning supported by formative assessment

Classroom-Based Assessment 2  
*Presentation*

Subject Learning and Assessment Review Meeting

Assessment Task

Final Examination

## Where can I get more information?

### [www.curriculumonline.ie](http://www.curriculumonline.ie)

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Business Studies subject specification and the Junior Cycle Business Studies Assessment guidelines.

### [www.juniorcycle.ie](http://www.juniorcycle.ie)

Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

### [www.jct.ie](http://www.jct.ie)

This is the website of the JCTs schools' support service. JCTs aim is to support schools in their implementation of the new Junior Cycle Framework through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

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JCT has a team of full-time Business Studies advisors who can be contacted by email at [info@jct.ie](mailto:info@jct.ie)



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# JuniorCYCLE

for teachers

# Junior Cycle Information on Business Studies



## Junior Cycle Business Studies Information for Teachers

The dynamic and energetic world of Business Studies is brought to life in the classroom through active participation and involvement with rich activities grounded in relevant and contemporary contexts. Business Studies sets the foundation for lifelong financial literacy and ignites a lifelong interest in learning about the business world and the economy and how they impact on our daily lives.

### The Three Strands

The new specification for Business Studies has three interconnected strands.



**Personal Finance** focuses on students making informed decisions to effectively and responsibly manage their financial resources.

**Enterprise** encourages students to identify opportunities and develops an understanding of the financial, marketing and operational functions of an organisation.

**Our Economy** enables students to understand the dynamic relationship between the local, national and international economic situation.

## Learning Outcomes

There are 37 learning outcomes across the three strands and teachers select learning outcomes from across the strands in first, second and third year. Learning outcomes describe the **knowledge and understanding, skills and values** that students should be able to demonstrate having studied Junior Cycle Business Studies.

### How is assessment changing?

The purpose of assessment and reporting at this stage of education is to support and improve learning. The junior cycle places a strong emphasis on assessment as part of the learning process and supports a more varied approach to assessment.

Assessment in Junior Cycle Business Studies will optimise the opportunity for students to become reflective and active participants in their learning. The students will be supported through effective feedback that they will receive throughout their learning journey.

### Assessment and the learning journey

Assessment in Junior Cycle is designed to give a broader picture of student learning. In addition to the ongoing supportive feedback provided to progress student learning, there are a number of key assessment moments in second and third year.

### Classroom-Based Assessment 1: Business in Action

- Classroom-Based Assessment (CBA) 1 takes place at the end of second year and students have a four week period to complete this CBA.
- It is to be completed in groups of three to five students and there are three options available: **Enterprise in Action, Economics in Action or Finance in Action.**



### Classroom-Based Assessment 2: Presentation

- Takes place at the end of the first term in third year over a three week period.
- Individual presentation of 3 minute duration.
- Provides an opportunity for students to apply their knowledge, skills and understanding to real life settings while also developing their communication skills.

After completion of each CBA, a **Subject Learning and Assessment Review (SLAR)** meeting takes place to discuss student learning and share effective practice.

### Assessment Task

- Following the second Classroom-Based Assessment in third year students complete a reflective Assessment Task.
- The Assessment Task is assessed by the State Examinations Commission (SEC). It will be allocated 10% of the marks used to determine the final examination grade awarded by the SEC.

### Final Examination

- Takes place at the end of third year as normal, and is set and assessed by the SEC.
- One examination paper offered at common level.
- Maximum of two hours in duration.



## The Learning Journey

**Programme Note**  
During 3rd Year  
CBA 2

**Practical Examination**  
During 3rd Year  
30%

**Composition Portfolio**  
During 2nd Year  
CBA 1



**Written Examination**  
End of 3rd Year  
70%

Supported by formative assessment across the three years

## First Year

### The Learning

- The learning in first year will be derived from the 36 learning outcomes from across the three interconnected strands and through the three integrated elements.
- Learning is supported by formative assessment.

## Second Year

### The Learning

- The learning across second year will again be derived from the 30 learning outcomes but will now build on learning from first year.
- Learning is supported by formative assessment.

### Classroom Based Assessment 1

- **Composition Portfolio** is a collection of the students' musical ideas and creative expressions.
- The focus is on the developmental and progressive nature of the student exploring creative ideas.
- Can be in any musical style, written for any instrument, including voice, and as a solo or group.
- Presented in written, visual, digital, audio or any other format.
- Student Reflection is included on each of the final two pieces chosen for assessment purpose.

### Subject Learning Assessment Review (SLAR)

- The results of CBA1 are reported using descriptors

## Third Year

### The Learning

- As the learning outcomes are for three years, teachers plan for learning building on the learning that took place in first and second year.
- Learning is supported by formative assessment.

### Classroom Based Assessment 2

- Programme Note is an individual task and is intended to illuminate the content of the student's performance for their practical examination  
It could include:
  - Brief introduction to the composers/songwriters
  - Description about the historical context
  - Interesting musical point to listen out for in each piece
  - Famous exponents of a tune or instrument
  - Student's role in a group performance

### Subject Learning Assessment Review meeting

- The results of CBA2 are reported using descriptors

### Practical Examination (SEC) worth 30%

- Three solo and/or group songs / pieces
- Can be presented on a combination of instruments
- Standard is based on three years class-based tuition
- Choice of unprepared test: aural memory or sight reading or improvisation.

### Written Examination (SEC) worth 70%

- One paper at common level
- One and a half hour's duration
- Sample of the 36 learning outcomes will be examined

### Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs, and the overall SEC result are recorded on the Junior Cycle Profile of Achievement.

**Website:** [www.jct.ie](http://www.jct.ie)

**Twitter:** [@JctMusicEdu](https://twitter.com/JctMusicEdu)

**Contact:** [info@jct.ie](mailto:info@jct.ie)

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on  
Music



## Junior Cycle Music encourages students to:

- Develop their imagination and curiosity, where individuality and personality are given the opportunity to grow and have a voice
- Immerse themselves intellectually, emotionally and kinesthetically in the learning experience
- Foster both the specific skills related to music and transferable skills that may apply to other individual and collaborative endeavours
- Explore, experiment and take creative risks
- Engage in learning that inspires, challenges, provokes, exhilarates and liberates
- Collaborate in the formation of ideas and the presentation of these ideas
- Learn to be self-reflective through evaluating and critiquing their own work and the work of others
- Develop as responsible, ethical and culturally aware, engaged and connected citizens



## Learning Outcomes

**Junior Cycle Music** has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The learning to be experienced by students during these 200 hours is organised into 36 learning outcomes.

**Learning Outcomes** are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied music in junior cycle. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in music up to the end of junior cycle. This specification affords flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creative spirit.

*'Engagement and learning are optimised by a fully integrated experience across the three strands.'*

*... Music Specification, P.11*

## Learning Outcomes



### Strands

The learning identified from the 36 learning outcomes is achieved across three interconnected strands:

- Procedural Knowledge
- Innovate & Ideate
- Culture & Context

These strands focus on giving students the opportunity

- To explore their musical knowledge and skills
- To develop an awareness of sounds for generating ideas and communicating feelings
- To investigate music in past and present contexts and how it is influenced by the culture within which it is created, performed and listened to.

### Elements

The three integrated elements inform how the students will experience the learning across the three strands.

- Creating & Exploring
- Participating & Music Making
- Appraising & Responding

As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves emerge.

## Assessment

**Junior Cycle Reform** places a strong emphasis on assessment as an integral part of the learning process. This requires a more varied approach to assessment in ensuring that the assessment methods chosen are fit for purpose, timely and relevant to the students. Essentially, the purpose of assessment in junior cycle music is to support student learning.

### Junior Cycle Profile of Achievement (JCPA)

The assessment of music for the JCPA will comprise two **Classroom Based Assessments (CBAs)**, a practical examination and a final written examination. These **four summative moments** are distinct markers in the student's learning journey. They are best supported by the use of **formative assessment** that occurs every day in the music classroom. Students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

### Classroom-Based Assessments

CBAs will happen during normal class time and will capture the knowledge and skills that are not easily assessed in a written examination. Examples of students' work will be made available and provide teachers with a clear framework within which to evaluate the work of their own students for assessment purposes.

### Features of Quality

To support teacher judgement in the CBAs, descriptors called Features of Quality are set out in the **Assessment Guidelines**.

### Subject Learning and Assessment Review (SLAR)

In the case of the CBAs, the teacher's judgement is recorded for the SLAR meeting, and for reporting to parents/guardians and students. Subject Learning and Assessment Review meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

**The State Examinations Commission (SEC)** will assess both the practical and written examinations in third year.

## Assessment in Visual Art (continued)

After completion of the second Classroom-Based Assessment, students will reflect on and use the feedback from their teacher and peers, as the basis to create **further significant developmental work** and **two realised pieces** for the state-certified examination.

To aid in their reflections of both their ideas and work students will submit a Communicate and Reflect Form.

**This work will be marked by the State Examinations Commission (SEC). There is no Assessment Task (AT) or final drawing examination.**

## Features of Quality

To support teacher judgement in the CBAs, descriptors called Features of Quality are set out in the Assessment Guidelines.

## Subject Learning and Assessment Review

Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Teachers' judgement is recorded for the purpose of the SLAR meeting and for the school's reporting to parents and students.

## Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs and the overall SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).



## Visual Art Learning Journey

### Year 1

- Students develop knowledge, understanding, values and skills in Visual Art
- Laying down the groundwork in formative Assessment
- Use Visual Art Sketchpad to show evidence of learning

### Year 2

- Continue developing knowledge, understanding, values and skills in Visual Art
- Use Visual Art Sketchpad to show evidence of learning
- Term 2 - CBA 1 (From Process to Realisation)
- Scenarios (*a combination of theme and strand*) issued by the NCCA at beginning of term 2
- Group or individual project
- Present work. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA at end of year 3, using Descriptors

### Year 3

- Use Visual Art Sketchpad to show evidence of learning
- Term 1 - CBA 2 (Communicate and Reflect)
- Scenarios (*a combination of theme and strand*) issued by SEC at the beginning of the year
- Individual project
- Presentation or discussion. Subject Learning and Assessment Review meeting (SLAR)
- Reported in JCPA using Descriptors
- Term 2 & 3 - based on analyses & reflection on feedback received from CBA 2, students significantly develop their ideas further and realise two artefacts for the State Examination Commission (SEC).

**Website:** [www.jct.ie](http://www.jct.ie)  
**Twitter:** [@JCforTeachers](https://twitter.com/JCforTeachers)  
**Contact:** [info@jct.ie](mailto:info@jct.ie)

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Art



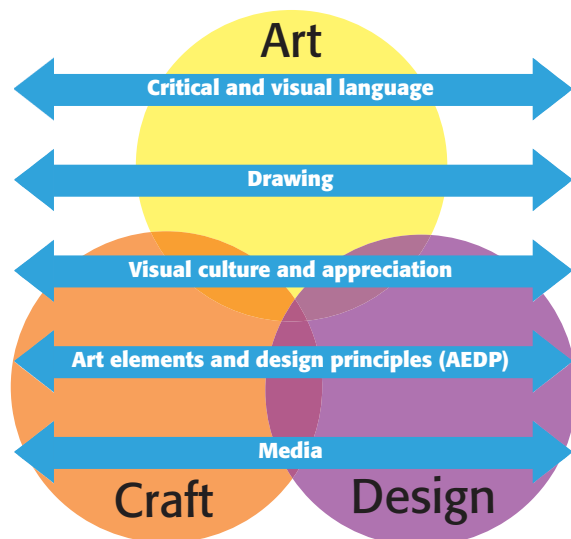
## Junior Cycle Visual Art encourages students to:

- Develop self-confidence, inquisitiveness, imagination and creativity
- Explore and develop their own ideas and to find personal expression through art, craft and design
- Use, research and experiment with a variety of traditional, contemporary, digital or new media
- Expand their knowledge and understanding of a range of Visual Art processes, skills and techniques
- Develop the visual literacy, critical skills and language necessary to engage with contemporary culture
- Look at, respond to and evaluate their own artwork and the artwork of others
- Engage with authentic, real-world problem solving scenarios
- Develop the knowledge, skills and understanding necessary to realise authentic artwork



## Strands and Elements

Students will experience Visual Art through the interconnected strands of art, craft and design and five elements which include; (i) critical and visual language, (ii) drawing, (iii) visual culture and appreciation, (iv) art elements and design principles and (v) media.



## Learning Outcomes

The Visual Art specification identifies 45 learning outcomes that describe the **knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle. The learning outcomes are intended to support teacher planning.

## Visual Art Sketchpad

Evidence of student learning across the three years of junior cycle will be captured in a **Visual Art Sketchpad**. The Visual Art sketchpad is a collection of ideas, processes and work, in physical or digital form (or a combination of both). A student's Visual Art sketchpad will be used by them to:

- Record their approaches to all of the work they will undertake
- Capture their ideas, creativity, experiments and explorations, including realised work
- Hold information to contextualise their work
- Document ongoing classroom artwork, finished artworks as well as the Classroom-Based Assessments
- Develop ownership of their own personal creative learning journey

## Assessment in Visual Art

A new dual approach to assessment increases the prominence given to Classroom-Based Assessment (CBA) and formative assessment. The assessment of Visual Art for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments and a state certified project.

## Classroom-Based Assessment 1 (CBA 1) Year 2 From Process to Realisation

1. Completed by students either individually or in groups.
2. Students choose one scenario (*a combination of a theme and a strand*) from a list issued by NCCA and are required to realise a piece of work primarily through one of the Visual Art strands.
3. However, students may incorporate aspects of other strands as appropriate for their work.
4. Students use their Visual Art sketchpad to research initial ideas, develop their work and reflect on their progress while incorporating the five elements of junior cycle Visual Art.
5. Students complete and present their realised work and accompanying Visual Art sketchpad.

## Classroom-Based Assessment 2 (CBA 2) Year 3 Communicate and Reflect

1. Completed by students on an individual basis.
2. Students choose one scenario (*a combination of a theme and a strand*) from a brief issued by SEC. The brief, will of necessity serve as the brief for CBA2, will be made available annually by the SEC to students at the beginning of their third year of junior cycle.
3. Students use their Visual Art sketchpad to research initial ideas and develop these while incorporating the five elements of junior cycle Visual Art.
4. Students will use the material from their Visual Art sketchpad to share, through a presentation or discussion, what their initial thoughts, ideas and experiments are and how they might shape their work for this second CBA.
5. Based on feedback students reflect upon their work and the direction they will take it in for the state-certified examination.



## Final Assessment

The final assessment comprises of a practical food skills examination and a written examination.

Supported by Ongoing Formative Assessment	<b>Final Assessment (Year 3)</b> (Issued & marked by the State Examinations Commission)	
	<b>Practical Food Skills Examination</b>	<b>Written Examination</b>
	<ul style="list-style-type: none"> <li>Based on CBA 2, the Food Literacy Skills Brief</li> <li>Demonstrate culinary and creative food literacy skills in the implementation of the chosen brief</li> <li>1 hr 30 mins + 30 mins preparation time</li> <li>50% of final examination mark</li> </ul>	<ul style="list-style-type: none"> <li>1 hr 30 mins</li> <li>50% of final examination mark</li> </ul>
Reported on in JCPA		

### Where can I get more information?

[www.curriculumonline.ie](http://www.curriculumonline.ie) – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Home Economics Specification and the Junior Cycle Home Economics Assessment Guidelines for the Classroom-Based Assessment.

[www.jct.ie](http://www.jct.ie) – This is the website of the Junior Cycle for Teachers (JCT) schools' support service. Our aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Follow JCT @JCFforTeachers and the Home Economics Team using @jctHomeEc on Twitter

We have a team of full-time advisors who can be contacted by email at [info@jct.ie](mailto:info@jct.ie)

## Junior Cycle Home Economics Learning Journey

### Year 1

Engage with learning outcomes

Learning supported by formative assessment

### Year 2

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1  
Creative Textiles

(Subject Learning and Assessment Review (SLAR) Meeting)

### Year 3

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2  
Food Literacy Skills Brief

(Subject Learning and Assessment Review (SLAR) Meeting)

Practical Food Skills Examination  
(Issued & marked by the State Examinations Commission)

Final Written Examination  
(Set & marked by the State Examinations Commission)

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

Junior  
Cycle  
Information  
on  
Home  
Economics

## Junior Cycle Home Economics aims to:

- develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society
- develop practical food and health literacy skills so that students are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society
- nurture students' resourcefulness, innovation, adaptability, and competency as consumers
- develop students' creative design and textile skills
- develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life

## Overview of the Specification

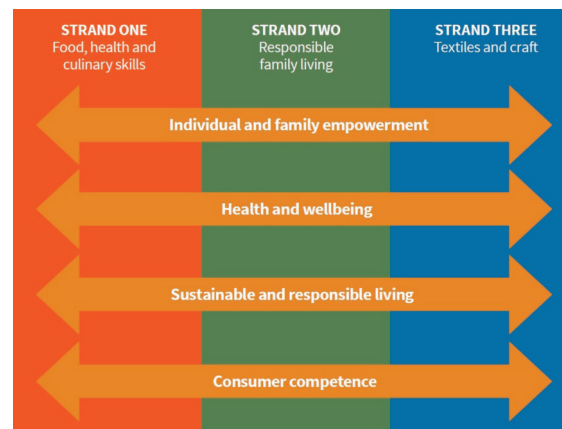
The Junior Cycle Home Economics Specification is designed for a minimum of 200 hours across the three years of Junior Cycle and is offered at a common level. The specification uses an interdisciplinary approach which encourages the integration of three strands in the teaching and learning of the subject.

The **three inter-connected strands** are:

- 1. Food, health and culinary skills**
- 2. Responsible family living**
- 3. Textiles and craft**

To give further emphasis to the integrated nature of learning in Home Economics, the learning outcomes for each of the strands are grouped by reference to **four elements**:

- **Individual and family empowerment**
- **Health and wellbeing**
- **Sustainable and responsible living**
- **Consumer competence**



## Learning Outcomes

The specification identifies 41 learning outcomes that apply to **all** students. Learning outcomes describe the **knowledge, understanding, skills and values** students should be able to demonstrate having studied Home Economics in Junior Cycle.

The students' engagement and learning are optimised by a fully integrated approach to planning using the learning outcomes.

## Assessment in Home Economics

The purpose of assessment and reporting at this stage of education is to support learning. A broader approach to assessment will give students the opportunity to become reflective and active participants in their learning. Providing focused feedback is a critical component of high quality assessment.

### Classroom-Based Assessments (CBAs)

The CBAs are completed during normal class time. It is envisaged that through the CBAs students will actively engage in practical and authentic learning experiences.

Supported by Ongoing Formative Assessment	CBA 1 (Year 2) Creative Textiles	CBA 2 (Year 3) Food Literacy Skills Brief
	<ul style="list-style-type: none"> <li>• Apply the design brief process</li> <li>• Apply the principles of design and sustainability</li> <li>• Make a textile item for an individual or the home</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Recycle or upcycle a textile item for an individual or the home</li> </ul>	<ul style="list-style-type: none"> <li>• Use the design brief process to research, generate ideas and possible solutions for a Food Literacy Skills Brief, drawn from a list of briefs issued by the State Examinations Commission (SEC)</li> <li>• Provide a summary of feedback received from teacher and peers</li> <li>• Reflect on their work in light of the feedback received</li> </ul>
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### Subject Learning and Assessment Review Meetings

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) Meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

## A Student's Learning Journey

### 1st Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

### 2nd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1  
*Communication through sketching*

Teachers engage in a Subject Learning and Assessment Review meeting

### 3rd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2  
*Graphical presentation skills*

Teachers engage in a Subject Learning and Assessment Review meeting

SEC Examination  
Project – 30%  
Final Examination – 70%

Junior Cycle Profile of Achievement (JCPA)

## Where can I get more information?

[www.curriculumonline.ie](http://www.curriculumonline.ie)

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Graphics subject specification and the Graphics Assessment Guidelines.

[www.jct.ie](http://www.jct.ie)

This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Graphics please visit our subject site.



Use the **QR Code** to go directly to [www.jct.ie](http://www.jct.ie)



 Follow us on Twitter @Jct4ed

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers



Junior  
Cycle  
Information  
on  
Graphics



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

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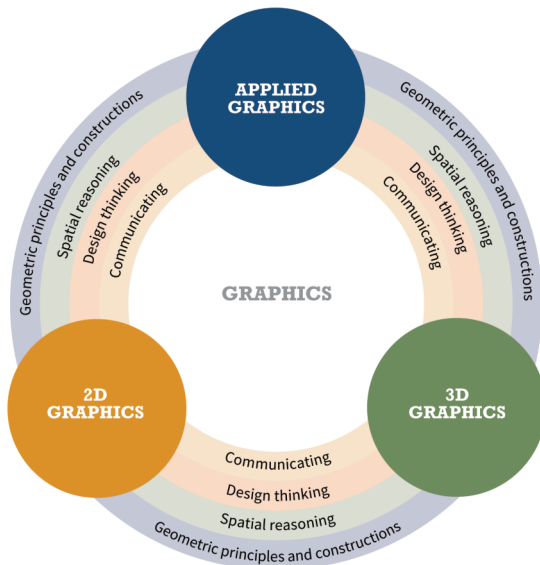
[www.jct.ie](http://www.jct.ie)

## Junior Cycle Graphics

In Junior Cycle Graphics, students develop their creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities. Graphics encourages the development of the cognitive and practical dexterity skills associated with graphical communication

Students will build an appreciation of the role of graphics in the world around them and will make judgements on the best mode through which to represent their ideas and solutions.

### Structure of the Specification



Learning will be experienced across three strands – **2D Graphics**, **3D Graphics** and **Applied graphics**. Throughout each of the strands, the use of four elements: **Spatial reasoning**, **Design thinking**, **Communicating** and **Geometric principles and Constructions** creates a framework for student learning that ensures a coherent learning experience.

## Learning Outcomes

Learning outcomes are statements that describe what **knowledge**, **understanding**, **skills** and **values** students should be able to demonstrate having studied Graphics in Junior Cycle. There are thirty-seven learning outcomes in Graphics as outlined in the structure of the specification. The specification stresses that the learning outcomes are for three years.

## Learning Experiences

Students will develop their creativity as they investigate and solve design challenges. Students will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design. Abstraction, and spatial reasoning are fundamental to this process; graphics provides multiple and varied opportunities for students to develop these high level cognitive and creative skills in engaging context.



## Ongoing Assessment

Assessment in Graphics at junior cycle will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This can be achieved through the provision of opportunities for students to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and through the quality of the focused feedback they get in support of their learning.

### Classroom-Based Assessment 1: Communication through sketching

- Completed within a three-week period in second year
- Students will develop their skills in using effective sketching methods and media to accurately communicate their vision, design and solution
- The student can communicate their findings through any appropriate media
- Recorded on the students' Junior Cycle Profile of Achievement (JCPA)

### Classroom-Based Assessment 2:

#### Graphical presentation skills

- Completed within a three-week period in third year
- Students will focus on how to effectively present their research graphically. It will inform the project assessment element. Students will research and investigate the domain in which the project is situated and present their findings graphically through any appropriate graphical media
- This Classroom-Based Assessment is an opportunity to instil in students a curious disposition, where they are free to experiment, encouraged to explore new and challenging opportunities and to reflect on the process
- Recorded on the students' JCPA

After completion of each Classroom-Based Assessment (CBA), teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using Features of Quality as set out in the Assessment Guidelines provided by the National Council for Curriculum & Assessment (NCCA).

### Project and Examination

On completion of the Classroom-Based Assessments, students undertake a project. The project is completed after the second CBA in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for **30%** of the final SEC grade with the final exam accounting for the other **70%**.

### STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Graphics fosters and nurtures STEM approaches to learning, skills and dispositions. The 'STEM Education - Implementation Plan 2017-2019' can be found at <https://www.education.ie/en/The-Education-System/STEM-Education-Policy/stem-education-implementation-plan-2017-2019-.pdf>