



KILLINA PRESENTATION

INFORMATION FOR PARENTS

AN INTRODUCTION TO THE JUNIOR CYCLE.

WHY CHANGE IS NEEDED?

- **RESEARCH HIGHLIGHTS THAT SOME STUDENTS:**

- NOT PROGRESSING IN FIRST YEAR.
- DISENGAGING IN SECOND YEAR.
- NOT DEVELOPING THEIR PARTICULAR SKILLS AND INTERESTS.

- **JUNIOR CERTIFICATE TERMINAL EXAMINATION:**

- IS NO LONGER A HIGH STAKES EXAM – 90% OF STUDENTS PROGRESS ONTO LEAVING CERTIFICATE.
- HAS DRIVEN TEACHING STYLE – OVER FOCUSED ON EXAMS.
- STUDENTS ARE STRESSED.

WHY CHANGE ASSESSMENT?

- **ASSESSMENT BEST WHEN ASSESSMENT FOR LEARNING IS THE NORM THROUGHOUT THE THREE YEARS..**
- **ENABLE LEARNERS WITH THEIR TEACHER'S SUPPORT:**
 - TO DISCUSS THEIR LEARNING AND BE CLEAR ABOUT OUTCOMES.
 - TO RECOGNISE BOTH GAPS IN THEIR LEARNING AND HOW IT CAN BE IMPROVED
 - TO DEVELOP CONFIDENCE IN THEIR OWN ABILITIES
 - TO BE MOTIVATED AND HAVE HIGH EXPECTATIONS THAT ARE REALISTIC
- **ASSESSMENT TO IMPORVE (NOT TO PROVE) LEARNING.**
- **MOVE FOCUS FROM TERMINAL EXAM TO A QUALITY LEARNING EXPERIENCE FOR STUDENTS.**



PRINCIPLES

Eight principles underpin the framework for Junior Cycle. These inform the planning for, as well as the development and implementation of, junior cycle programmes in all schools.

The eight principles of Junior Cycle are:-

- Learning to Learn
 - Choice and Flexibility
 - Quality
 - Creativity and Innovation
 - Engagement and Participation
 - Continuity and Development
 - Inclusive Education
 - Wellbeing
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KEY SKILLS



Through engaging with the key skills students will:

- be more actively engaged with learning
- take greater ownership of their learning
- have a critical engagement with digital technology
- be encouraged to problem solve and think critically and creatively

PHASING IN SUBJECTS

New subject specifications are being implemented in schools on a phased basis



JUNIOR CERT TO BE DELIVERED THROUGH:

○ SUBJECTS.

○ SHORT COURSES.

○ A PROGRAMME OF WELLBEING

○ OTHER LEARNING EXPERIENCES.



SUBJECTS.

- STUDENTS WILL STUDY A **MINIMUM** OF 8 SUBJECTS TO A **MAXIMUM** OF 10 SUBJECTS.
- ALL SUBJECTS ARE BEING REVISED AND EACH ONE WILL HAVE ITS OWN SPECIFICATION REPLACING WHAT WAS PREVIOUSLY KNOWN AS A SYLLABUS.
- EACH SPECIFICATION DESCRIBES THE LEARNING THAT TAKES PLACE AS PART OF THE STUDENT'S STUDY OF A SUBJECT IN JUNIOR CYCLE.
- **SCHOOL BASED ASSESSMENT** COMPONENT FOR ALL SUBJECTS **COMPLETED IN YEARS 2 AND 3** (GENERALLY 10% OF OVERALL MARKS BUT MAY VARY ACROSS SUBJECTS).
- **FINAL ASSESSMENT** COMPONENT (90% OF MARKS).
 - AN **EXAMINATION OF NO MORE THAN TWO HOURS.**
 - **TWO LEVELS FOR ENGLISH, IRISH, MATHS. COMMON LEVEL FOR ALL OTHER SUBJECTS.**

GRADES AWARDED.

- **FINAL ASSESSMENT:**

- DISTINCTION 90% - 100%
- HIGHER MERIT 75% - 89%
- MERIT 55% - 74%
- ACHIEVED 40% - 54%
- PARTIALLY ACHIEVED 20% - 39%
- (MOT GRADED 0% - 19%

CLASSROOM BASED ASSESSMENTS.

- **ONE** TO BE UNDERTAKEN TOWARDS THE **END OF SECOND YEAR.**
- THE **SECOND** TO BE UNDERTAKEN IN THE **FIRST TERM OF THIRD YEAR.**
- EXAMPLES – **ENGLISH** (1) ORAL PRESENTATION
(2) THE COLLECTION OF THE STUDENT'S TEXTS

AWARDS FOR CLASSROOM BASED ASSESSMENTS.

CLASSROOM BASED ASSESSMENTS:

- EXCEPTIONAL.
 - ABOVE EXPECTATIONS.
 - IN LINE WITH EXPECTATIONS.
 - YET TO MEET EXPECTATIONS.
- THESE ARE AWARDED BY TEACHERS IN LINE WITH THE **FEATURES OF QUALITY** AS PROVIDED BY THE SEC AND ARE AWARDED IN CONSULTATION WITH SUBJECT DEPARTMENT COLLEAGUES.

THE ASSESSMENT TASK.

- STUDENTS COMPLETE A **WRITTEN ASSESSMENT TASK IN CLASS** TO BE **SUBMITTED** TO THE **SEC** FOR MARKING AS PART OF THE STATE-CERTIFIED EXAMINATION.
- THIS WILL BE ALLOCATED **10% OF THE MARKS** USED TO DETERMINE THE GRADE **AWARDED BY THE SEC.**
- THE ASSESSMENT TASK WILL ASSESS STUDENTS IN DIFFERENT ASPECTS OF THEIR LEARNING DEPENDING ON THE SUBJECT BEING ASSESSED.
- THE ASSESSMENT TASK IS **LINKED TO THE SECOND CLASSROOM BASED ASSESSMENT** IN ALL SUBJECTS.

OTHER AREAS OF LEARNING.

- STUDENTS WILL HAVE THE OPPORTUNITY TO ENGAGE WITH A **WIDE RANGE OF OTHER LEARNING EXPERIENCES** AS PART OF THEIR JUNIOR CYCLE PROGRAMME AND THESE WILL BE RECORDED ON THE JCPA – JUNIOR CYCLE PROFILE OF ACHIEVEMENT.
- OTHER LEARNING EXPERIENCES PLAY A CRITICAL ROLE IN ENSURING THAT STUDENTS ARE PROVIDED WITH **A BROAD AND BALANCED EDUCATIONAL EXPERIENCE**.
- THESE LEARNING EXPERIENCES COULD INCLUDE STUDENT **PARTICIPATION IN CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES** SUCH AS; SCIENCE FAIR, SCHOOL'S SPORTING ACTIVITIES, DEBATING, MUSICAL PERFORMANCE.

OTHER AREAS OF LEARNING.

- **SPECIFIC LEARNING OPPORTUNITIES THAT DO NOT FORM PART OF SUBJECTS OR SHORT COURSES**, SUCH AS; LEADERSHIP TRAINING, ACTIVITIES RELATING TO GUIDANCE, MEMBERSHIP OF SCHOOL CLUBS OR SOCIETIES, MEMBERSHIP OF SCHOOL'S STUDENT COUNCIL.
- **ENGAGEMENTS THAT FORM PART OF THE FORMAL TIMETABLED CURRICULUM BUT NOT REPORTED ON IN OTHER SECTIONS OF THE JCPA**, SUCH AS; ENGAGEMENT WITH THE SCHOOL'S OWN RELIGIOUS EDUCATION PROGRAMME, OR ELEMENTS OF THE PE, SPHE, CSPE CURRICULUM.

REPORTING

STATE CERTIFIED FINAL EXAMINATIONS	
Examination number: 456985	
English (O)	Distinction
Irish (O) ⁽²⁾	A
Mathematics(H)	B
History (H)	C
Geography (H)	D
French (O) ⁽²⁾	C
BusinessStudies (H)	B
Science (H)	B
C.S.P.E. (C)	A

Classroom-Based Assessments - English	
OralCommunication	Above expectations
Collection of Texts	In line with expectations

Classroom-Based Assessments - Short Courses	
Coding	In line with expectations
PhysicalEducation	Above expectations
Artistic Performance	Exceptional
Philosophy	In line with expectations

Other Areas of Learning ?	
The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;	
<ul style="list-style-type: none">Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.	

MORE INFORMATION.

- FROM NCCA – WWW.JUNIORCYCLE.IE
- STATE EXAMINATIONS COMMISSION – ASSESSMENT RESOURCES WWW.EXAMINATIONS.IE