



JUNIOR CYCLE INFORMATION EVENING

*St. Columba's College
September 2023*

Junior Cycle Information Evening

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

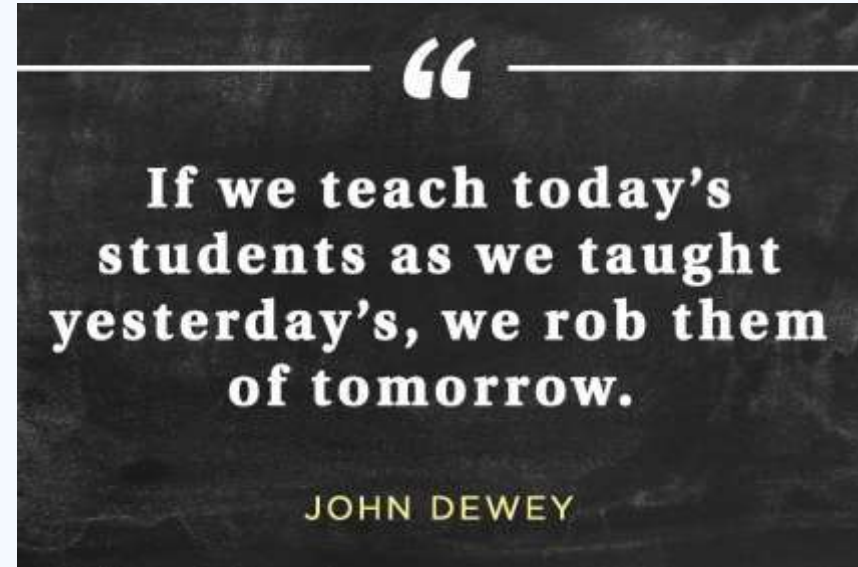




Why change?

Why change from the Junior Certificate?

- ✓ The Junior Certificate was examination-based
- ✓ Rote learning and 'teaching to the test'
- ✓ Major focus on the end result.
- ✓ The teaching methodology is often didactic: Teacher tells – student listens



Why change to the Junior Cycle?

- The new Junior Cycle gives a *broad education* for your son/daughter
- The new Junior Cycle places the *student experience* at the centre of the learning process
- It allows for *more varied ways* of learning and a *broader range of skills* to be explored and 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?

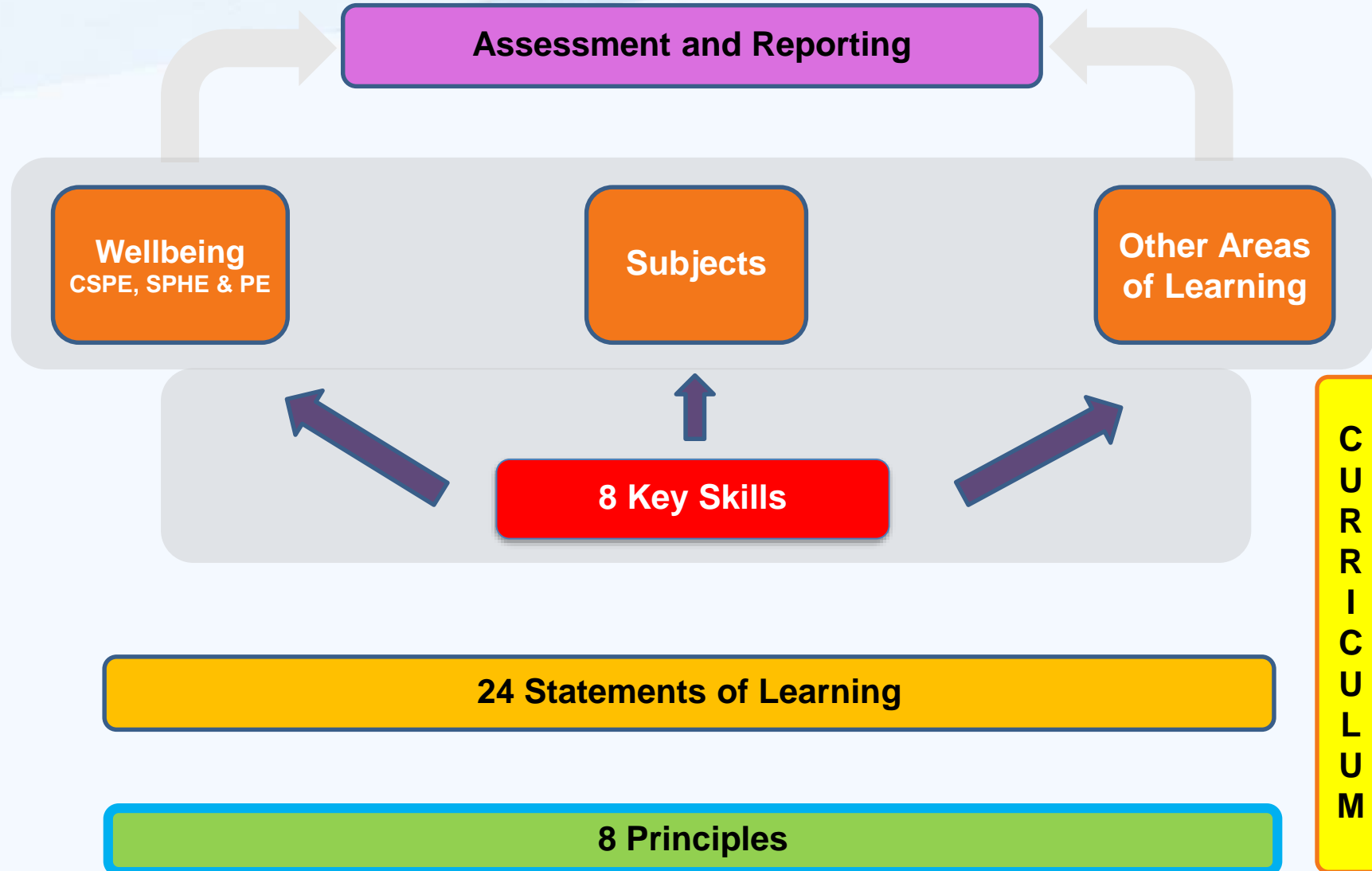
- Reduction in number of subjects
- Updated subject specifications
- An emphasis on Key Skills and preparation for life
- Reduction in duration of state examinations
- Ongoing assessment to support learning
- Quality reporting to parents and students



A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background. The text "Structure of the Junior Cycle" is written in a brown, cursive font across the middle of the image.

Structure of the Junior Cycle

Structure of the Junior Cycle?



Principles



8 Key Skills

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.





Junior Cycle Subjects

Junior Cycle Subjects

In St. Columba's College, students in Junior Cycle currently study:

9 Subjects

1 Short course (Digital Media Literacy)

Wellbeing (CSPE, SPHE & PE)

Religious Education

Core Subjects

English
Gaeilge
Maths
Science
History
Geography

Religious Education

Option Subjects

Business
Engineering
Graphics
Home Economics
Modern Foreign Languages
- French
- German
- Spanish
Music
Visual Art
Wood Technology

Short Courses

Digital Media Literacy

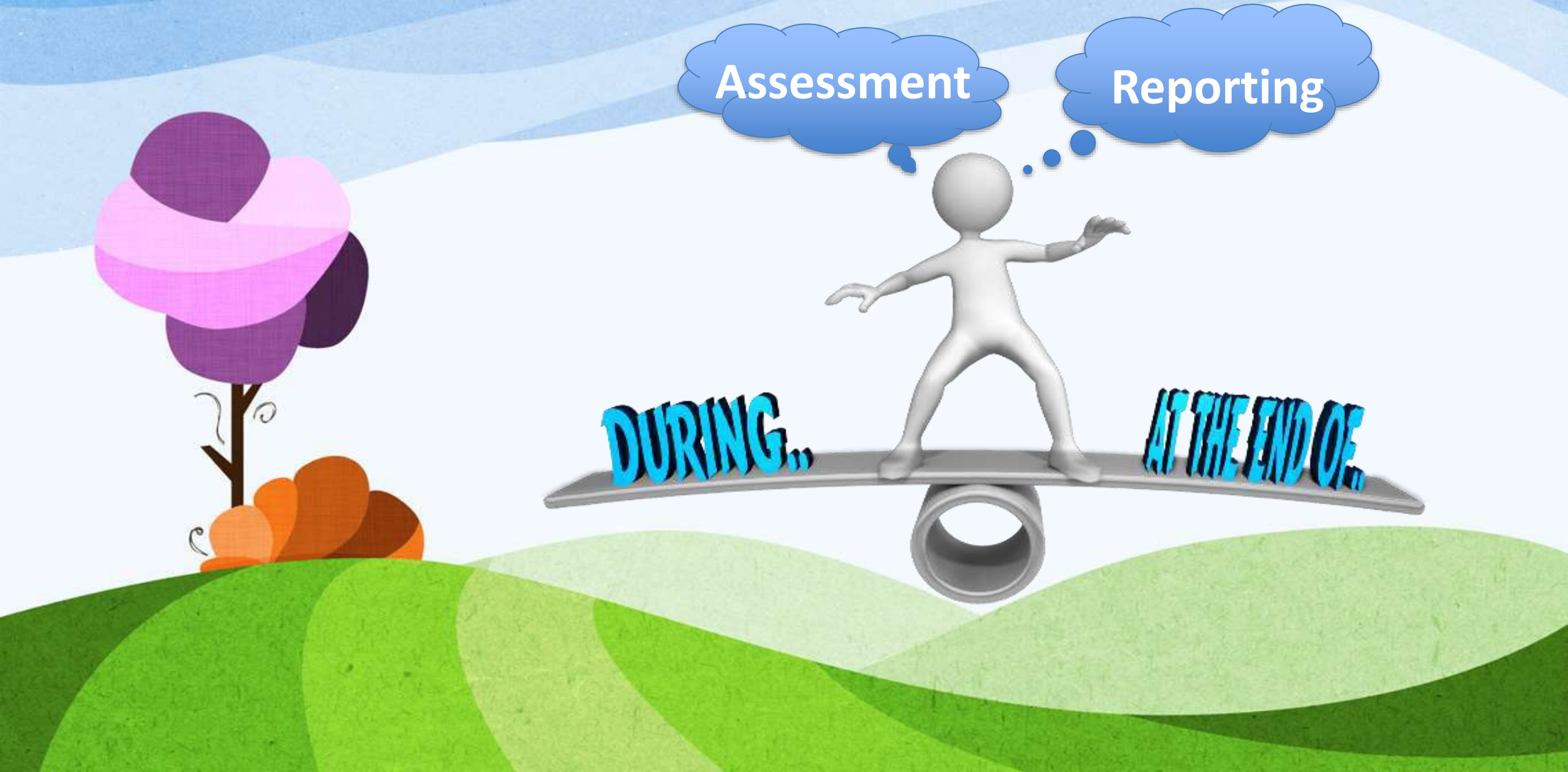
Wellbeing

SPHE
CSPE
Physical Education

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background. The word "Assessment" is written in a brown, cursive font in the center of the image.

Assessment

The purpose of assessment is to support learning



Assessment – A Changing Culture

- *Assessment focused on offering effective feedback*
- *Greater variety of assessment activity – “fit for purpose” and relevant to students*
- *Teachers talking to teachers about assessment – more collaboration.*
- *Students reflect on their learning*

Assessment

1. Formative Assessment – ongoing
2. Classroom Based Assessments (CBAs)
– 2nd and 3rd Year
3. 3rd year assessments 23rd-27th October
4. Assessment Tasks – 3rd Years (No ATs for 3rd years 2023/2024)
5. Practical Examinations – 3rd Year
6. State Examinations in June – 3rd Year

Classroom Based Assessments

- Opportunities to demonstrate their understanding and skills not assessed in formal examinations.
- CBAs include: presentations, written portfolio, practical work, designing and making activities, artistic performances, scientific experiments, research projects.
- A particular purpose of the CBAs is developmental feedback to students.

Classroom Based Assessments

Ensuring Quality

- Schools will organise Subject Learning and Assessment Review (SLAR) meetings
- Teachers will evaluate their assessment of students' work and ensure a common approach across the school, using the NCCA Features of Quality.

Classroom Based Assessments

CBA's will be reported on in the JCPA using the following descriptors:

- *Exceptional*
- *Above Expectations*
- *In Line with Expectations*
- *Yet to Meet Expectations*
- *Not Reported*

Assessment Tasks

- Students in 3rd year sit an Assessment Task on the skills and competences developed during CBA 2.

As current 3rd years (2023/2024 will only do one CBA, no Assessment Tasks will be done.

- Completed in class, under the supervision of the teacher, **during a specified week** in accordance with NCCA timeframe.
- Assessment Tasks (**10%** of Final Subject Grade) are marked by the State Examinations Commission.

Practical Examinations

- Subjects that have a practical examination towards the end of 3rd year – **do not** have an Assessment Task.

Junior Cycle Practical Subjects

Visual Art – 100%

Music - 30%

Home Economics – 50%

Engineering – 70%

Wood Technology – 70%

Graphics – 30%

State Examinations

- English, Irish and Maths specified at Higher & Ordinary levels
- All other subjects specified at a Common Level
- Short Courses do not have a written exam
- Duration of 2 hours or less
- Examination in June will account for 90% of the grade in subjects without a practical exam. (As 3rd years in 2023/24 will not do any Assessment tasks, their exams will be out of 100% with the exception of subjects mentioned previously)

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Reporting

Reporting in Junior Cycle

- Reporting occurs on an ongoing basis – Homework Journal, Parent Teacher Meetings and Term Reports.
- CBAs will be reported in the 2 weeks after the SLAR completion on the VSware system.
- **Junior Cycle Profile of Achievement (JCPA)**, will be awarded following the JC results

Junior Cycle Profile of Achievement

1. SEC State Examinations Results




Each subject is listed with the grade achieved.

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)

Junior Cycle Profile of Achievement

2. Classroom Based Assessments

The descriptors awarded for each subject and short courses are listed on the JCPA.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Mary Murphy 2020	
State Certified Final Examinations		Classroom-Based Assessments - Subjects	
Irish L2 (H)	Achieved	IRISH L2	Language Portfolio Communicative Task In line with Expectations Above Expectations
Mathematics (H)	B	ENGLISH	Oral Communication The Collection of the Student's Texts In line with Expectations Above Expectations
English (H) ^(H)	Achieved	BUSINESS STUDIES	Business in Action Presentation Above Expectations In line with Expectations
Business Studies (C)	Distinction	FRENCH	Oral Communication Student Language Portfolio Above Expectations Above Expectations
French (C)	Higher Merit	SCIENCE	Extended Experimental Investigation Science in Society Investigation In line with Expectations Above Expectations
Geography (H)	A	VISUAL ART	From Process to Realisation Communicate and Reflect In line with Expectations Exceptional
History (H)	C		
Science (C)	Higher Merit		
Visual Art (C)	Higher Merit		
Other Areas of Learning		Classroom-Based Assessments - Short Courses	
Mary took part in a school drama performance, learned to express herself and build her communication skills.		Digital Media Literacy	Above Expectations
Mary 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
Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.			
Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.		Wellbeing	
Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.		CSPE	Not Reported
		SPHE	Not Reported
		PE	Above Expectations
		Other Areas of Wellbeing	
		In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.	
		Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.	
		As part of the school's Wellbeing Programme, Mary participated in Lockers where she learned about the influence of social media, peer pressure and stereotypes in the digital world.	
Principal		Year head	Roll Number: 60478Q
Colman Candy 	Ann Howett 		Anytown Secondary School Anytown Co. Any County 
This JCPA recognises and records achievements in Junior Cycle.			

Other Learning Experiences

3. Other Areas of Wellbeing

Achievements relating to CSPE, SPHE and PE are reported.

4. Other Areas of Learning

Other Areas of Learning information is collected towards the end of 3rd year by the JCT Coordinator.

These include extra-curricular activities students were involved in such as debating, school teams, DEAR, competitions etc...

Thank you 😊

