

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela



# Overview

1. Our students
2. Structure of the Junior Cycle
3. Subjects, Short Courses, Wellbeing and Other Areas of Learning
4. Assessment and Reporting
5. Junior Cycle Profile of Achievement (JCPA)
6. CBA1 - 2nd Year 2022



# Our Students

Connecting  
primary  
and  
secondary

Settling in  
and making  
progress in  
first year

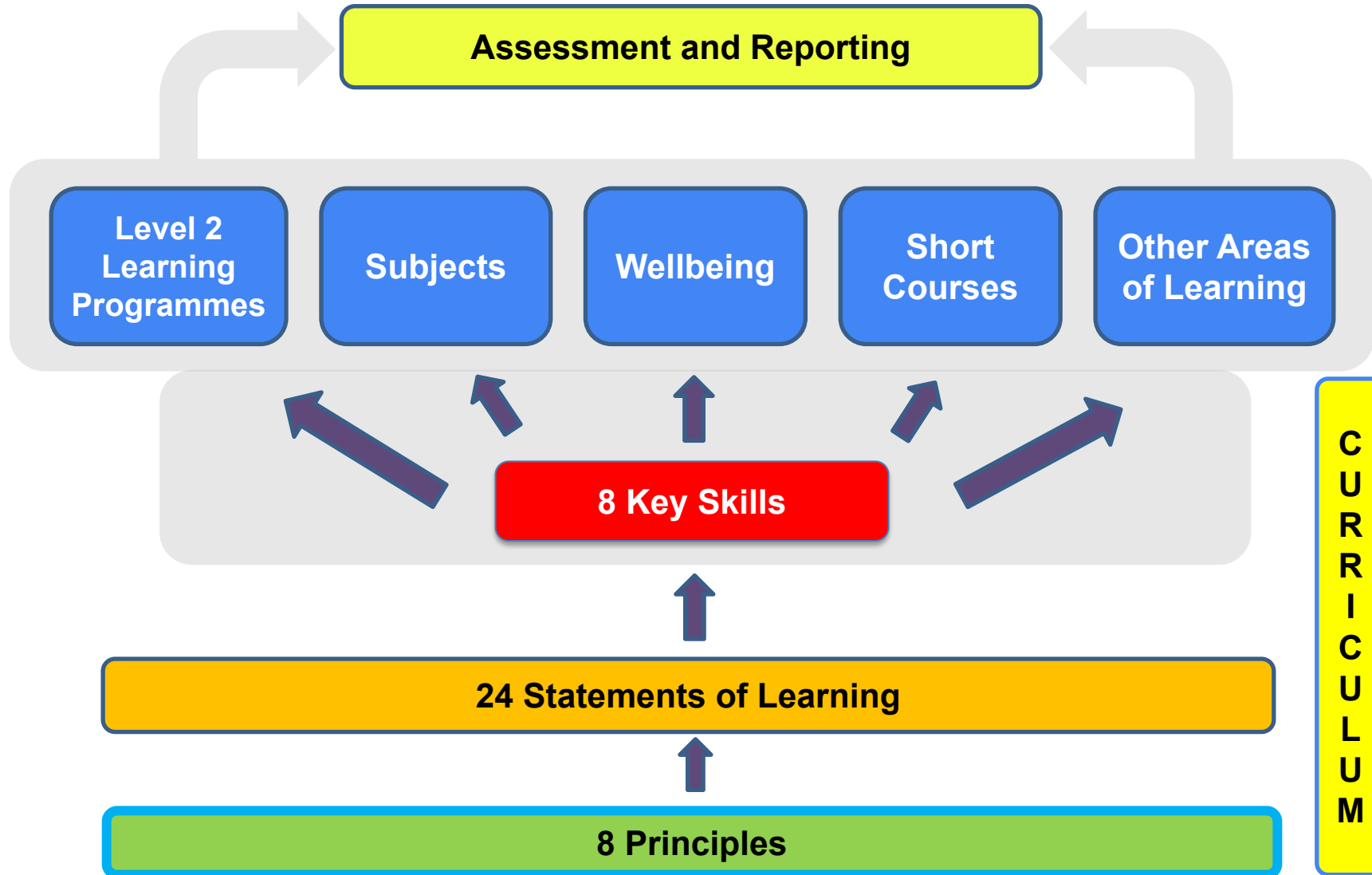
A  
purposeful  
second year

Ongoing  
assessment  
to support  
learning

Literacy and  
numeracy  
for learning  
and life



# Structure of the Junior Cycle



# Key Messages of Framework for Junior Cycle 2015

[LINK](#)

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



Framework for Junior Cycle  
2015

DEPARTMENT OF EDUCATION AND SKILLS





## LINK

# 24 Statements of Learning





[LINK](#)



Mathematics  
Science

Music  
Art, Craft and Design  
Classics

History  
Geography

**24 Statements  
of Learning**

**Subjects**

**Key Skills**

English  
Irish  
German  
Spanish  
French

Home Economics  
Business Studies

# Wellbeing

400 hours over 3 years

- Physical Education
- Social, Personal and Health Education (including Relationship and Sexuality Education)
- Civic, Social and Political Education
- Guidance and other courses



A purple circle with a grey border. Inside the circle, the text "STUDENT WELLBEING IS AT THE HEART OF THE VISION OF A NEW JUNIOR CYCLE." is written in white, bold, uppercase letters.

**STUDENT  
WELLBEING IS AT  
THE HEART OF THE  
VISION OF A NEW  
JUNIOR CYCLE.**

# Why does wellbeing matter?

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.



# INDICATORS OF WELLBEING



## ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



## RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk



## CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



## RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



## RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



## AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?



Spirituality  
Ethics

**24 Statements  
of Learning**

Co-curricular  
activities

Guidance and  
Counselling

**Other Areas of  
Learning**

Pastoral  
Care

Visiting Speakers  
Debating

Citizenship  
Student Council

**Key Skills**

Sports



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

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

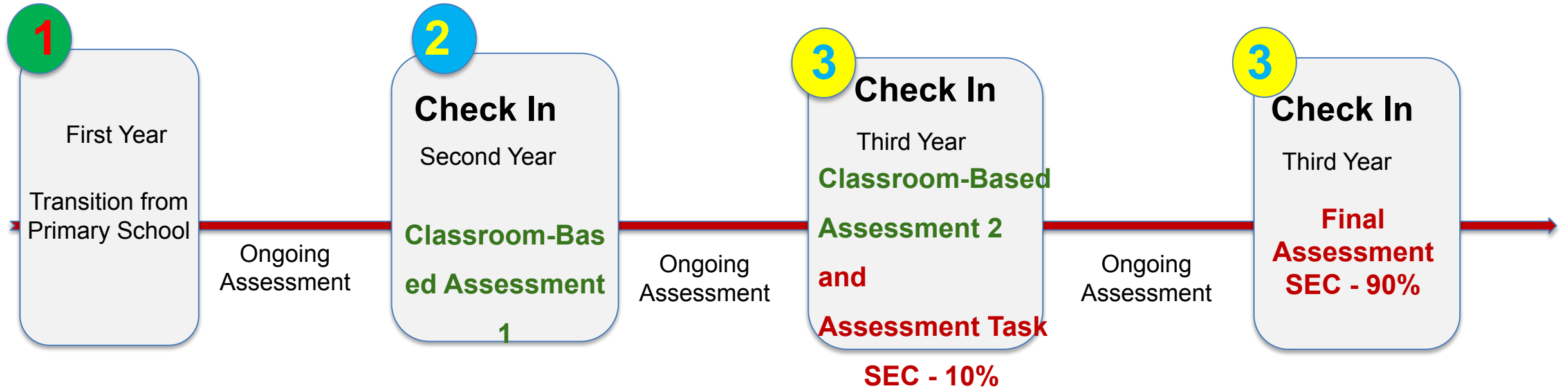
# **Assessment:**

Subjects

Short Courses



# One Subject's Journey



Ongoing assessment that supports student learning

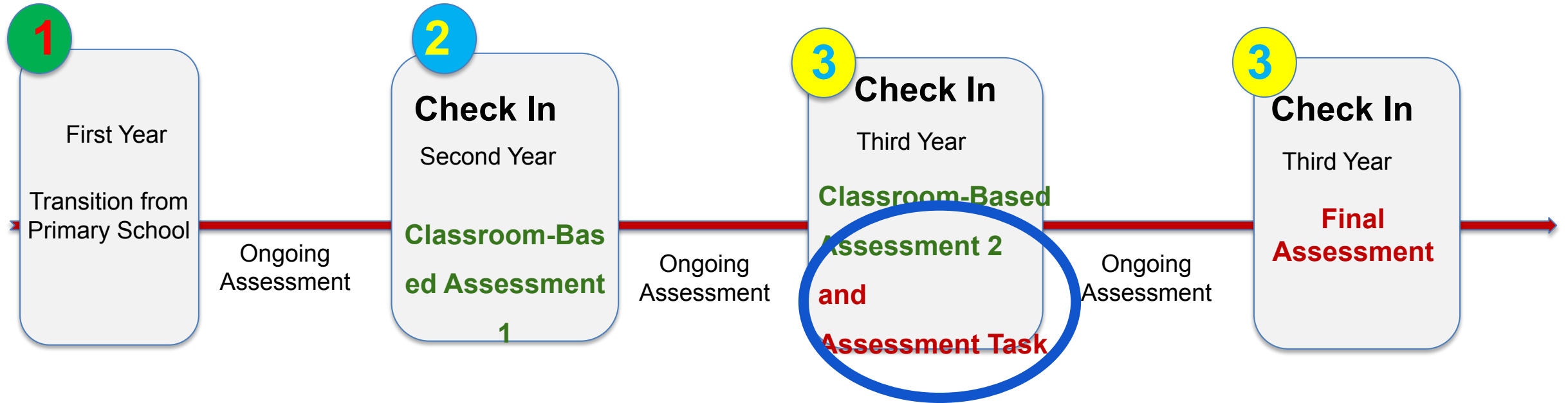
# Classroom-Based Assessment

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.

# One Subject's Journey



Ongoing assessment that supports student learning

# 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 (SEC) 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

# Steps towards the **J**unior **C**ycle **P**rofile of **A**chievement (JCPA)

- Classroom-Based Assessments of subjects (and Short Courses if offered) will be completed in second and third-year and a descriptor awarded.
- Students will complete an Assessment Task after CBA2 and sit written SEC prepared examinations in June of third-year for subjects
- Assessment in Short Courses is school-based - descriptor awarded.
- Schools will report on student Wellbeing and student engagement and participation in the **O**ther **A**reas of **L**earning section (OAL) of the JCPA over the course of Junior Cycle



**JUNIOR CYCLE PROFILE OF ACHIEVEMENT**

Mary Murphy 2020

**State Certified Final Examinations**

**Classroom-Based Assessments - Subjects**

Irish L2 (20)	Achieved	World Lit	Language Portfolio	In line with Expectations
Mathematics (20)	B	Communicative Text	Communicative Text	Above Expectations
English (20) <sup>14</sup>	Achieved	Module 1	Self Communication	In line with Expectations
Business Studies (10)	Distinction	The Culture of the Student/Teacher	Business & Society	Above Expectations
French (10)	Higher Merit	Presentations	Presentations	In line with Expectations
Geography (20)	A	Oral Communication	Oral Communication	Above Expectations
History (20)	C	Student Language Portfolio	Student Language Portfolio	Above Expectations
Science (10)	Higher Merit	Extended Experimental Investigation	Science in Society Investigation	In line with Expectations
Visual Art (10)	Higher Merit	Flow Process to Realisation	Flow Process to Realisation	In line with Expectations
		Communicative and Culture	Communicative and Culture	Exceptional

**Other Areas of Learning**

Mary took part in a school drama performance, learned to express herself and build her communication skills.

Mary participated in the school Science Competition (Euro Explorers) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from concept to realisation.

Mary brought 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 cardance for the local community.

Mary was a member of the school manager team, where she contributed to testing and developed her confidence in physical activity.

**Classroom-Based Assessments - Short Courses**

Digital Media Literacy	Above Expectations
Philosophy	In line with Expectations

**Wellbeing**

Self	Not Reported
Other	Not Reported
SA	Above Expectations

**Other Areas of Wellbeing**

In SPHE, Mary reflected on and learned about the changing patterns of teenage friendships and how best to manage relationships.

Mary completed a project in GCE where she learned about the social and economic impact of homelessness.

As part of the school's Wellbeing Programme, Mary participated in lessons where she learned about the influence of social media, peer pressure and stereotypes in the digital world.

Principal

Coleman Candy

Year Head  
 Ann Howett

Roll Number: 604780  
 Anytown Secondary School  
 Anytown  
 Co. Any County

This JCRA recognises and records achievements in Junior Cycle.

Grade Descriptor awarded by the SEC

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

Other areas of learning reflection

Subject CBA descriptors awarded by the School

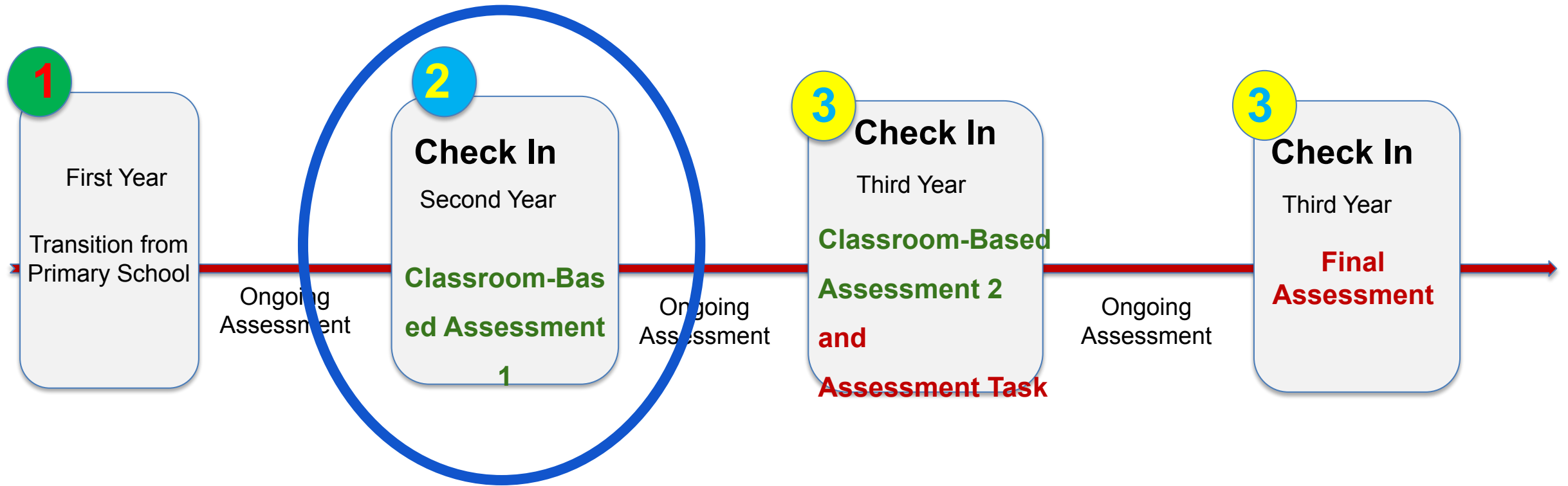
- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Short course CBA descriptors awarded by the school

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Wellbeing reflection

# One Subject's Journey



Ongoing assessment that supports student learning

# How do Classroom-Based Assessments take place?

- Details of the Classroom-Based Assessment are set out in the 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](#) has provided guidance on assessing these Classroom-Based Assessments
- **Features of quality** are described for each Classroom-Based Assessment



# English CBA1

Features of Quality for Oral Communication
<p><b>Exceptional</b></p> <p>The student's communication is remarkable for its fluency and its control of material used.</p> <p>The communication is imaginatively shaped to a very clear purpose.</p> <p>The student's engagement with the audience/listener is compelling and sustained.</p>
<p><b>Above expectations</b></p> <p>The student's communication is clear and convincing, and material has been very well chosen.</p> <p>Communication is fully shaped to its intended purpose.</p> <p>Engagement with the audience/listener is highly effective.</p>
<p><b>In line with expectations</b></p> <p>Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.</p> <p>Communication is shaped to a purpose.</p> <p>Engagement with the audience/listener is reasonably well sustained.</p>
<p><b>Yet to meet expectations</b></p> <p>Communication is unconvincing although some knowledge of the subject of the communication is shown.</p> <p>The purpose of the communication is often unclear.</p> <p>Engagement with the audience/listener is haphazard or poorly sustained.</p>

# History CBA1

Features of Quality: CBA 1: <i>The Past in my Place</i>	
<b>Exceptional</b>  A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	<p>The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose.</p> <p>The display shows exceptional understanding of the role of evidence in making historical judgements.</p> <p>The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.</p>
<b>Above expectations</b>  A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.	<p>The display reveals a strong sense of historical consciousness and is shaped to a clear purpose.</p> <p>The display shows very good understanding of the role of evidence in making historical judgements.</p> <p>The display clearly connects the local with a 'big picture' of the past in a very interesting way.</p>
<b>In line with expectations</b>  A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	<p>The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear.</p> <p>The display shows some understanding of the role of evidence in making historical judgements.</p> <p>The display makes some connections between the local and a 'big picture' of the past.</p>
<b>Yet to meet expectations</b>  A piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.	<p>The display shows little to no sense of historical consciousness and is not shaped in a purposeful way.</p> <p>The display shows little or no understanding of the role of evidence in making historical judgements.</p> <p>The display makes little or no connection between the local and a 'big picture' of the past.</p>

# Business Studies CBA1 - Individual

## Exceptional

- ✓ The report demonstrates the use of highly effective research methods to collect data and gather information from a wide range of sources
- ✓ The analysis and evaluation of the research findings is of excellent quality, demonstrating a consideration of different points of view, and the reliability of sources of information
- ✓ The report presents insightful conclusions or solutions based on a sound, evidence-based judgement of all the information available
- ✓ The presentation of the report is of an excellent standard and the structure very clearly communicates the findings.

## Above Expectations

- ✓ The report demonstrates the use of effective research methods to collect data and gather information from a range of sources
- ✓ The analysis and evaluation of the research findings is of very good quality, demonstrating some consideration of other points of view, and the reliability of sources of information
- ✓ The report presents clear conclusions based on an evidence-based judgement of the information available
- ✓ The presentation of the report is of a very high standard and the structure clearly communicates the findings.

## In Line with Expectations

- ✓ The report demonstrates the use of acceptable research methods to collect data and gather information from a range of sources
- ✓ The analysis and evaluation of the research findings is sufficient, although there is limited consideration of other points of view and the reliability of sources of information
- ✓ The report presents some conclusions and is linked to an evidence-based judgement of the information available
- ✓ The presentation of the report is of a good standard and the structure communicates the findings.

## Yet to Meet Expectations

- ✓ The report demonstrates the use of ineffective research methods to collect data with limited sources of information
- ✓ The analysis and evaluation of the research findings is poor, demonstrating little consideration of other points of view or the reliability of the sources of information
- ✓ The report presents conclusions, though the evidence on which it is based is flawed in places or it is not linked to an evidence base
- ✓ The presentation of the report is unclear, and the structure does not communicate the findings.

## CBA1 / 2nd Year / 2021-2022

January - May 2021	31/01	07/02	14/02		28/02	07/03	14/03	21/03	28/03	04/04		25/04	02/05	09/05	16/05
English															
Maths															
History															
Geography															
Science															
MFL															
Business St															
Classics															
PE															
Art															
Home Ec															
Music															

### Notes:

- Irish CBA1 is completed in 3rd Year
- CSPE CBA will be completed in 3rd Year
- There is no CBA for SPHE in this cycle
- Art, Music and HE are completed over a longer period of time and will have separate assessment components in 3rd Year