

Junior Cycle

What's it all about?

A short informative presentation for parents

September 2021

Presentation Kilkenny



JC terminology

As students settle into secondary school, they will become aware of many new acronyms throughout Junior Cycle.

In the following slides, we take a look at the new language that you will hear your daughter discuss as she progresses through the years.



JCPA: Junior Cycle Profile of Achievement

Junior Cycle Profile of Achievement : This is the national certificate students will receive at the end of year three in Presentation Kilkenny.

It is replacing the Junior Certificate and unlike the former, the new JCPA, alongside other reporting arrangements in Junior Cycle, will offer students/teachers/parents/guardians a clear, broad picture of a child's learning journey over the three years of education.



JCPA: Junior Cycle Profile of Achievement

The JCPA captures student achievements in a number of assessment elements undertaken over the three years of junior cycle. These include the grades in the state-certified examinations in the summer of Third Year.

It will also report on students' achievement in Classroom-Based Assessments (CBAs) in subjects and short courses, and in Level 2 Learning Programmes (L2LPs) and, from 2021, achievements in Level 1 Learning Programmes (L1LPs).

From 2022, the JCPA will include reporting on wellbeing.



JCPA: Junior Cycle Profile of Achievement

The JCPA will also provide an opportunity for schools to acknowledge student achievement, participation or progress in other areas of learning that may have been included in the school's junior cycle programme.



JCPA: Junior Cycle Profile of Achievement

Finally, students' achievements in their terminal examination at the end of 3rd Year will be recorded through the use of descriptors.

These descriptors are as follows:

- Distinction 90 - 100%
- Higher Merit 75 - 89%
- Merit 55 - 74%
- Achieved 40 - 54%
- Partially Achieved 20 - 39%
- Not Graded 0 - 19%





JCPA: Junior Cycle Profile of Achievement

The terminal exam will account for 90% of the students overall grade. Students will sit these exams in June, the same as in previous years.

The other 10% will be allocated to an **Assessment Task** that each student will undertake in all subjects.

The **Assessment Task** is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Sample JCPA

Jane Smith		Presentation Kilkenny	
STATE EXAMINATIONS SUMMER 2019		CLASSROOM BASED ASSESSMENTS	
ENGLISH	DISTINCTION	ENGLISH CBA 1	EXCEPTIONAL
BUSINESS	HIGHER MERIT	ENGLISH CBA 2	IN LINE WITH EXPECTATIONS
SCIENCE	PARTIALLY ACHIEVED	SCIENCE CBA 1	YET TO MEET EXPECTATIONS
MFL	ACHIEVED	SCIENCE CBA 2	ABOVE EXPECTATIONS
RELIGION	A	SHORT COURSES	
TECHNICAL GRAPHICS	C	SPHE	IN LINE WITH EXPECTATIONS
VISUAL ART	MERIT	PE	EXCEPTIONAL
GEOGRAPHY	B		
OTHER AREAS OF LEARNING			
<ol style="list-style-type: none"> John demonstrated the skill of being responsible by taking part in the EDMUND RICE RUN to support people in need in our area. John displayed the skill of working with others through representing the school in U16 Basketball. John developed his Staying Well skills by being selected for and winning a student of the week for helping at School Open Night. 			



CBA: Classroom Based Assessment

Classroom Based Assessments are broken up into CBA 1 and CBA 2. In most subjects, CBA 1 occurs in 2nd Year and CBA 2 occurs in 3rd Year.

However, for a minority of subjects such as Irish, both CBAs take place in 3rd Year.

CBAs will be undertaken during a defined time period of usually 3 - 4 weeks of class time. Some subjects such as Home Economics and Visual Arts have a longer time frame however.



CBA: Classroom-Based Assessment

As the name suggests students are completing these tasks within their scheduled class time.

Classroom-Based Assessments allow students to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their oral communication and investigation skills.

CBAs will also be undertaken in Short Courses and all will be facilitated by the classroom teacher with students at the centre of the learning experience.



CBA: Classroom- Based Assessment

On the JCPA, Students achievements in both CBAs are reported on through the use of Descriptors.

These Descriptors are as follows:

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



Short Courses

Schools may offer short courses on their Junior Cycle programme. A short course is designed for approximately 100 hours of student engagement across two or three years of the Junior Cycle.

In Presentation Kilkenny , the short courses will revolve around the following 3 subjects.

- Social Personal and Health Education
- Civic Social and Political Education
- Physical Education



Short Courses

In addition, in Presentation Kilkenny we may also develop our own short courses to meet our students' needs.

Please note: from 2022 onwards, engagement with SPHE, CSPE and PE will be recorded under the new wellbeing section of the JCPA.



L2LPs: Level 2 Learning Programmes

In Presentation the Level 2 Learning Programmes are successfully running alongside the Junior Cycle.

The Learning Programmes are built around Priority Learning Units (PLUs) that develop the basic, social and pre-vocational skills of the students involved. In addition, students following L2LPs undertake 2 short courses which have also been aligned to Level 2 of the National Framework of Qualifications.

Many of our students completing the L2LP sit a number of Junior Cycle exams also.



OAL: Other Areas of Learning

The most important thing to remember is that an OAL is school related.

OALs record students' achievement, involvement and participation across a broad range of areas of learning through in-school activities in Junior Cycle. Activities participated in outside of school are not allowed to be considered in the Junior Cycle.

OALs should always be written in the 3rd person.



OALs: Other Areas of Learning

In Presentation, Students will start building their OALs from Christmas in 1st Year.

OALs are constructed under both parental and teacher supervision.

To build OALs, students will reflect on the 8 key skills of Junior Cycle along with JC Statements of Learning



OAL: Sample sentences

IMPORTANT: Use the key skills poster on the next slide to help you reflect on the skills you learned.

Notice how the OAL is in black and the SKILL you learned is in red.

- Sarah was a member of the school Camogie team where she represented the school at competition level reaching the semifinals of the Leinster Cup. This experience helped her develop her ability to work in a team and how to set and achieve personal targets.
- Sarah was a member of the school's student council. This helped her understand how meetings are run and how to organise charity fundraisers. Furthermore this developed her problem solving skills and her ability to innovate.

OALs: Junior Cycle Key Skills

MANAGING MYSELF

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

STAYING WELL

- Being healthy, physical and active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

COMMUNICATING

- Listening and expressing myself
- Using language
- Using numbers and data
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

BEING CREATIVE

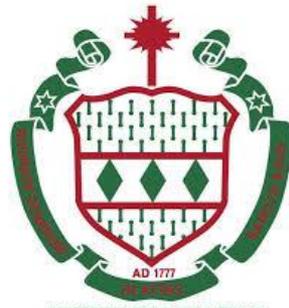
- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

WORKING WITH OTHERS

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

MANAGING INFORMATION AND THINKING

- Being curious
- Gathering, recording, organising, and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content



SOL

Junior Cycle Statements Of learning.

Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or 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
- 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 she/he 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 the 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 her/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

*L1 is the language medium of the school (Irish in Irish-medium schools); L2 is the second language (English in Irish-medium schools)



Wellbeing in the Junior Cycle

As previously mentioned, from September 2022 Wellbeing will be reported through the use of a Descriptor in SPHE, CSPE and PE.

The teacher will decide the descriptor to be included in the JCPA.

In addition, from September 2022, Students as well as constructing OALs will also be expected to construct Other Areas of Wellbeing (OAWB).

