Junior Cycle Information

At Presentation Secondary School

Presentation
KILKENNY

Overview

01 What is the Purpose of Junior Cycle?

02 The Junior Cycle Framework

03 The Junior Cycle Structure

04 Assessment

05 The Junior Cycle Profile of Achievement

06 Level 1 / Level 2 Learning Programme

01 The Purpose of Junior Cycle

To better support learning

Improved reporting in terms of a new grading system, new assessment formats and increased feedback allow for a more effective way of learning for our Junior Cycle students.

To develop a love of learning

The new structure of the Junior Cycle is created in a way that will allow students to become better at learning, making it easier for them to enjoy the learning process.

To develop key skills

The Junior Cycle focuses on eight key skills which students are given the opportunity to develop by engaging in a wide range of learning experiences.

To promote further study

By developing students' knowledge, key skills, and independent learning habits across a broad and balanced curriculum, the Junior Cycle creates a great foundation for students to continue their studies.

02 The Junior Cycle Framework

Assessment and Reporting

Subjects

Wellbeing

Other Areas of Learning

Short-Courses

CURRICULUM

FRAMEWORK

8 Key Skills

24 Statements of Learning

8 Principles

02 The Junior Cycle Framework

8 Principles

These principles inform the planning for and the development of the Junior Cycle at Presentation.

Key Messages:

- Flexibility in designing our programme
- Balance between knowledge and skills
- Dual approach to assessment
- Reporting a broader picture of learning
- Student wellbeing being central to the Framework

Wellbeing Focus

At Presentation, wellbeing in Junior Cycle is about young people feeling confident, happy, healthy and connected

Wellbeing Indicators:

- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware

02 The Junior Cycle Framework

24 Statements of Learning

The learning at the core of Junior Cycle is set out in these statements which are central to the planning of our Junior Cycle programme at Presentation.

Examples

To develop an awareness of personal values and an understanding of the process of moral decision making

Is a confident and competent participant in physical activity and is motivated to be physically active

Makes informed financial decisions and develops good consumer skills

Uses appropriate technologies in meeting a design challenge

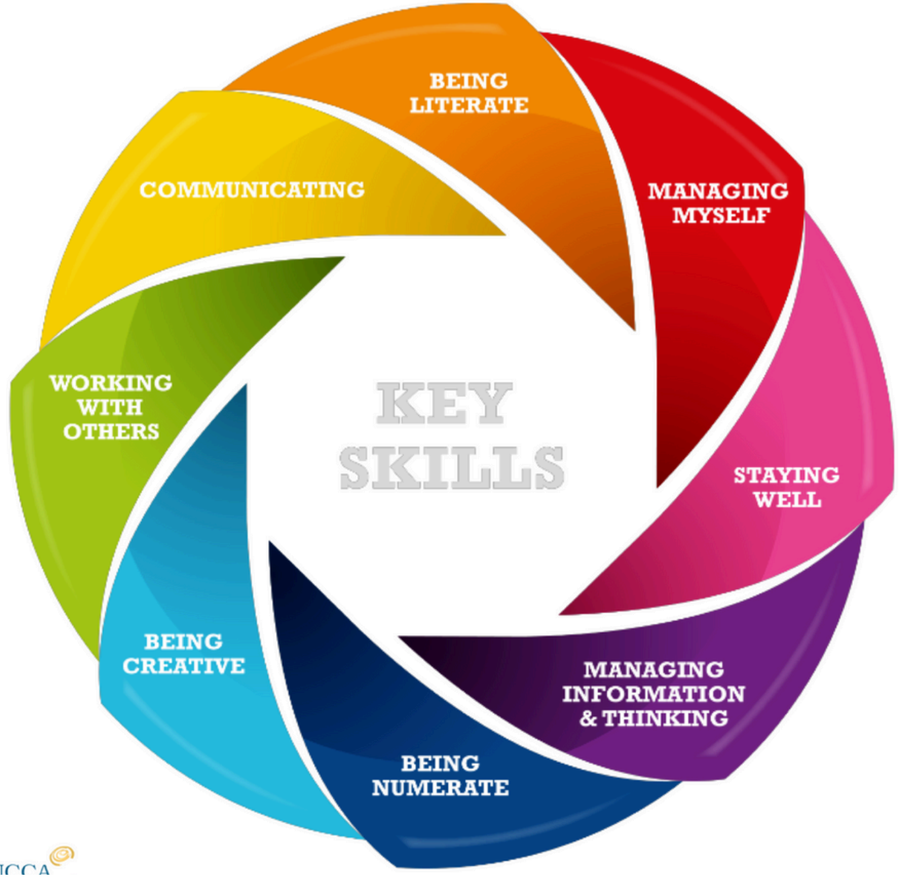
Explore the full 24 Statements on the NCCA.ie website

http://

02 The Junior Cycle Framework

8 Key Skills

These eight key skills are required for successful learning by students across the curriculum and for learning beyond school life at Presentation



Key Skill	Key Skill Element
Being Literate	Expressing ideas clearly and accurately
Managing Myself	Setting and achieving personal goals
Staying Well	Being responsible, safe and ethical in using digital technology
Managing Information & Thinking	Thinking creatively and critically
Being Numerate	Expressing ideas mathematically
Being Creative	Exploring options and alternatives
Working With Others	Engaging in teamwork
Communicating	Using Language in various modes

03 The Structure of the Junior Cycle at Presentation

Short Courses

No final exam, assessed using the CBA (Classroom Based Assessment)
Examples: CSPE, SPHE, PE, Digital Media Literacy, Friends for Life, Choir, Guidance

Subjects

Subjects will have a combination of Classroom Based Assessments and an official state exam, except for Religion. Students will have 10 subjects in total.
5 Core Subjects: Maths, English, Irish, History, Religion (No final exam)
5 Option Subjects: Business Studies, Applied Technology, Visual Art, Spanish, French, Geography, Science, Graphics, Home Economics, Music

Other Areas Of Learning

Recognises the skills developed by students in school beyond subjects & short courses, but rather within the school community as a whole.
Examples: Sport, debating, student council

Wellbeing

400 hours of wellbeing will be delivered to our students over their 3 years at Presentation through short courses and their experiences of our policies here at the school.

04 Assessment

CBA 1 & CBA 2 → Project / Assessment Task → Final Exam set by the SEC → OAL - Other Areas of Learning → OAWB - Other Areas of Wellbeing

CBA's

- Formative Assessment
- CBA 1 in 2nd Year
- CBA 2 in 3rd Year
- Descriptor appears on JCPA

Task

- 10% of SEC Award
- Focused Reflection based on CBA 2

Final Exam

- 90% of SEC Award
- 2 Hour Exam
- HL or OL for English, Irish, Maths, common level for all other subjects

OAL's

- Record of student involvement in a range of areas of learning through in-school activities such as music, sport etc

OAWB's

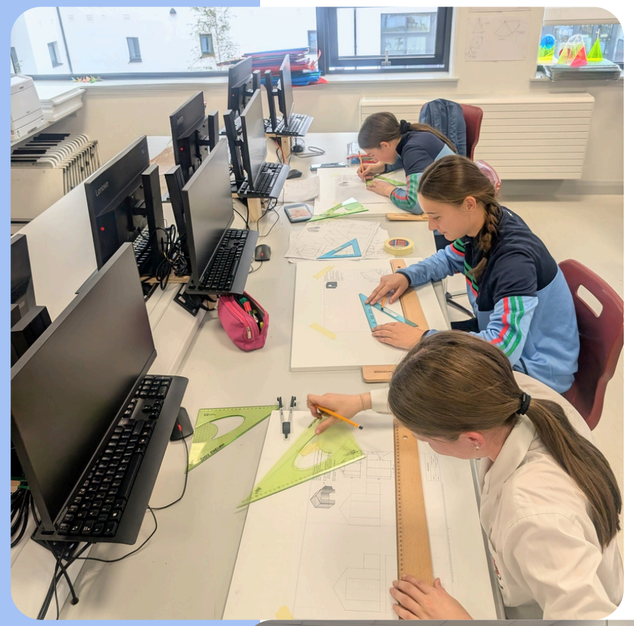
- Record of student interaction with the school's wellbeing programme

04 Assessment

Focus on OAL's (Other Areas of Learning)

ACTIVITY EXAMPLES

- Open Night
- Talent Show
- First Year Entrance Exam Volunteer
- Musical Performance
- Multicultural Day
- Stand Up Week
- Subject Celebration Day
- Workshops (E.g Shoebox Appeal)
- Student Council
- Clubs (E.g Choir, Diamond Art)
- Sports (E.g Camogie, Hockey)
- Home Economics Housekeeper
- Student Enterprise Programme
- Mentoring Programme
- 2nd Year Trip to Spain
- Young Social Innovators
- Retreat
- Religious Ceremonies
- Young Scientist
- Bake Sale
- Awards (E.g Spirit of Nano)



04 Assessment

Focus on CBA's (Classroom Based Assessments)

- CBA's provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.
- CBA's take place in the classroom over a number of weeks, depending on the subject
- The tasks 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.
- CBA's facilitate developmental feedback to be given to students. They can review this feedback and identify what they have done well and where they can improve.

04 Assessment

CBA's (Classroom Based Assessments)

- **Some Subject Specific CBA Examples:**

Business Studies CBA 1
Students work in groups to come up with a marketing mix for a new product

Maths CBA 1
Students investigate a mathematical problem of their choice. For example, students choose to investigate the cost of a bedroom makeover using as much Maths as possible in their investigation.

History CBA 1
Students produce an individual project entitled "The Past in my Place" where they research a place in their local area or county of historical significance.

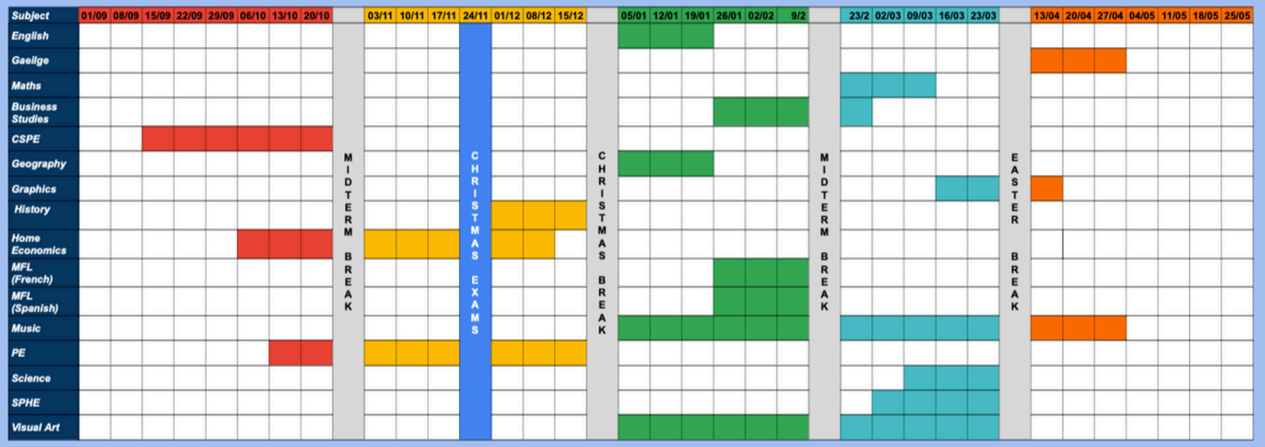
04 Assessment

CBA’s (Classroom Based Assessments)

- The CBA calendar is shared with students and is also displayed on our School Website
- We aim to ensure that CBA’s are spread throughout the year as much as possible to avoid students being overwhelmed by doing multiple CBA’s at one time
- CBA Calendar 2025 / 2026

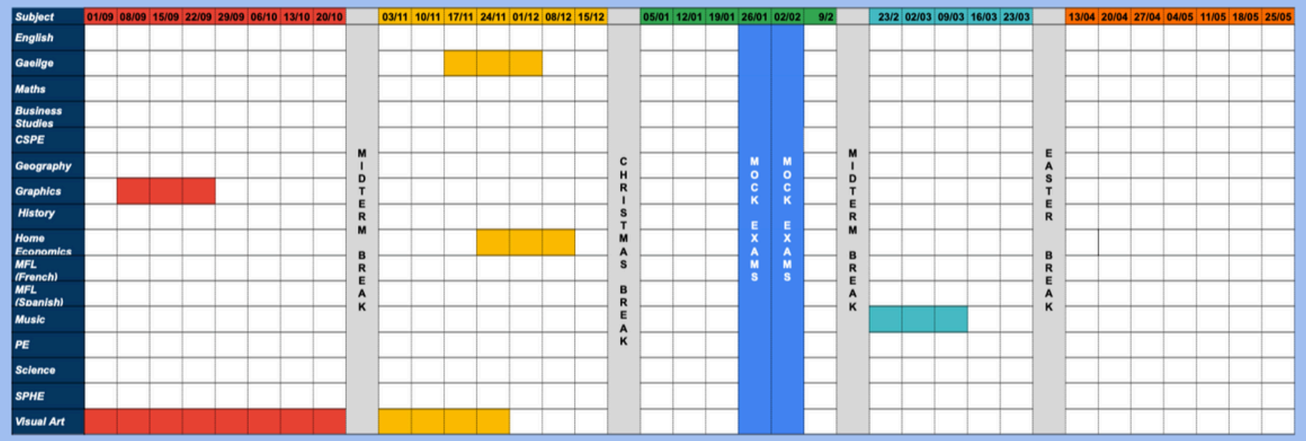
Presentation KILKENNY

2nd Year CBA Calendar 2025 - 2026



Presentation KILKENNY

3rd Year CBA Calendar 2025 - 2026



04 Assessment

CBA's (Classroom Based Assessments)

- **Achievements in CBAs are reported on using the following descriptors:**

Exceptional Reflects the Features of Quality to a very high standard.

Above Expectations Reflects the Features of Quality very well.

In Line With Expectations Reflects the Features of Quality well.

Yet to Meet Expectations Describes a piece of work that falls someway short of the demands of the CBA and its associated Features of Quality.

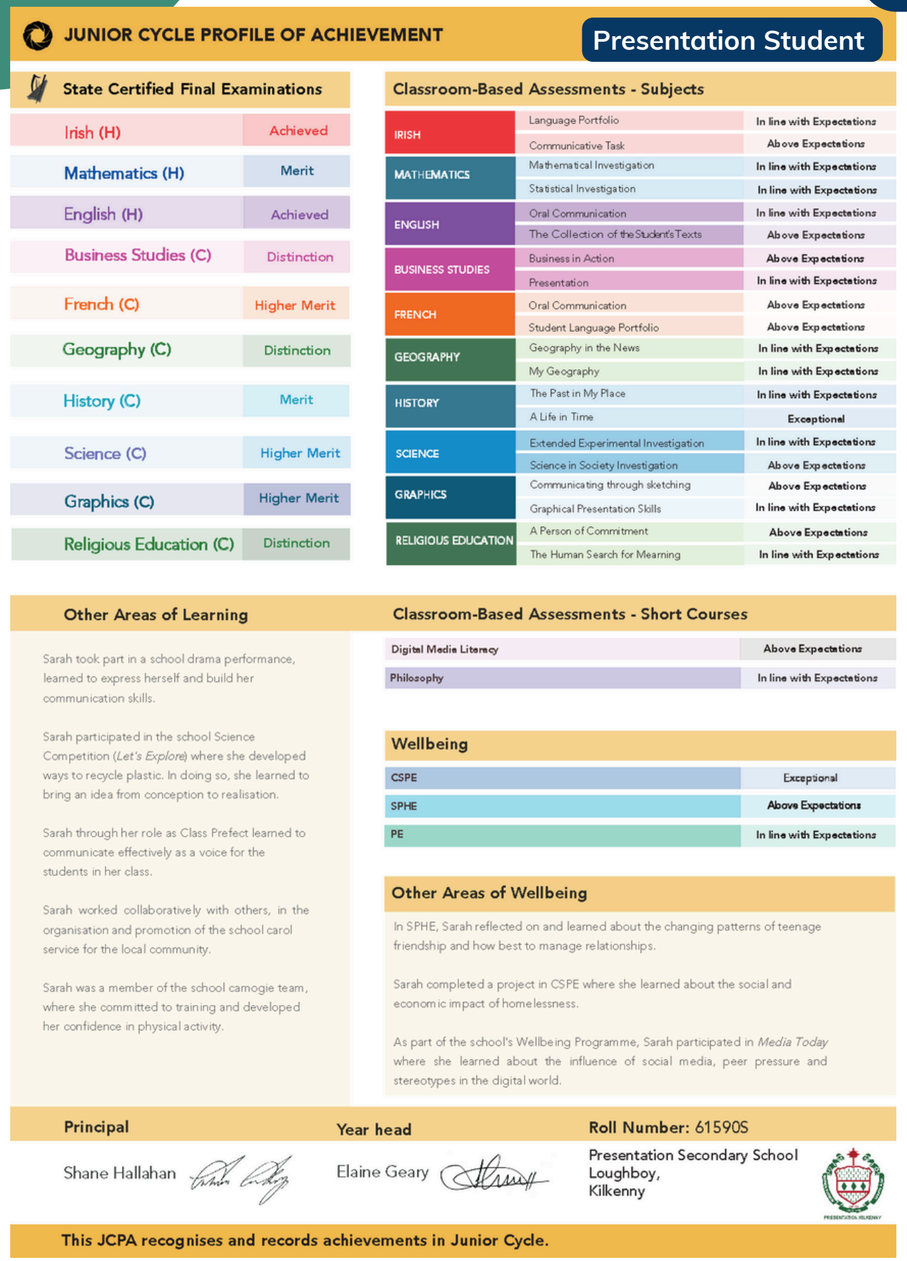
04 Assessment

Focus on the Final Exam

- The State Examinations Commission set a final exam all subjects in June apart from the short courses that each student takes part in
- Rather than a percentage, the following descriptors will be used to identify the percentage bracket that the student has achieved:

Grade Descriptor	Grade Achieved
Distinction	85% - 100%
Higher Merit	70% - 84%
Merit	55% - 69%
Achieved	40% - 54%
Partially Achieved	20% - 39%
Not Graded	0% - 19%

05 The Junior Cycle Profile of Achievement



JUNIOR CYCLE PROFILE OF ACHIEVEMENT — Presentation Student

State Certified Final Examinations

Irish (H)	Achieved
Mathematics (H)	Merit
English (H)	Achieved
Business Studies (C)	Distinction
French (C)	Higher Merit
Geography (C)	Distinction
History (C)	Merit
Science (C)	Higher Merit
Graphics (C)	Higher Merit
Religious Education (C)	Distinction

Classroom-Based Assessments - Subjects

IRISH	Language Portfolio	In line with Expectations
	Communicative Task	Above Expectations
MATHEMATICS	Mathematical Investigation	In line with Expectations
	Statistical Investigation	In line with Expectations
ENGLISH	Oral Communication	In line with Expectations
	The Collection of the Student's Texts	Above Expectations
BUSINESS STUDIES	Business in Action	Above Expectations
	Presentation	In line with Expectations
FRENCH	Oral Communication	Above Expectations
	Student Language Portfolio	Above Expectations
GEOGRAPHY	Geography in the News	In line with Expectations
	My Geography	In line with Expectations
HISTORY	The Past in My Place	In line with Expectations
	A Life in Time	Exceptional
SCIENCE	Extended Experimental Investigation	In line with Expectations
	Science in Society Investigation	Above Expectations
GRAPHICS	Communicating through sketching	Above Expectations
	Graphical Presentation Skills	In line with Expectations
RELIGIOUS EDUCATION	A Person of Commitment	Above Expectations
	The Human Search for Meaning	In line with Expectations

Other Areas of Learning

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

Sarah 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.

Sarah through her role as Class Prefect learned to communicate effectively as a voice for the students in her class.

Sarah worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Sarah was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

Classroom-Based Assessments - Short Courses

Digital Media Literacy	Above Expectations
Philosophy	In line with Expectations

Wellbeing

CSPE	Exceptional
SPHE	Above Expectations
PE	In line with Expectations

Other Areas of Wellbeing

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

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

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

Principal Shane Hallahan

Year head Elaine Geary

Roll Number: 61590S

Presentation Secondary School
Loughboy,
Kilkenny

This JCPA recognises and records achievements in Junior Cycle.

- The JCPA is in addition to the Junior Cycle SEC results, it encompasses all areas of learning experienced over the 3 year period.

05 The Junior Cycle Profile of Achievement

Subjects Taken

Final Exam and Project/Assessment Task

Junior Cycle Grades
- Distinction
- Higher Merit
- Merit
- Achieved
- Partially achieved
- Not graded

Other Areas of Learning

JUNIOR CYCLE PROFILE OF ACHIEVEMENT — Presentation Student

State Certified Final Examinations

Irish (H)	Achieved
Mathematics (H)	Merit
English (H)	Achieved
Business Studies (C)	Distinction
French (C)	Higher Merit
Geography (C)	Distinction
History (C)	Merit
Science (C)	Higher Merit
Graphics (C)	Higher Merit
Religious Education (C)	Distinction

Classroom-Based Assessments - Subjects

IRISH	Language Portfolio	In line with Expectations
	Communicative Task	Above Expectations
MATHEMATICS	Mathematical Investigation	In line with Expectations
	Statistical Investigation	In line with Expectations
ENGLISH	Oral Communication	In line with Expectations
	The Collection of the Student's Texts	Above Expectations
BUSINESS STUDIES	Business in Action	Above Expectations
	Presentation	In line with Expectations
FRENCH	Oral Communication	Above Expectations
	Student Language Portfolio	Above Expectations
GEOGRAPHY	Geography in the News	In line with Expectations
	My Geography	In line with Expectations
HISTORY	The Past in My Place	In line with Expectations
	A Life in Time	Exceptional
SCIENCE	Extended Experimental Investigation	In line with Expectations
	Science in Society Investigation	Above Expectations
GRAPHICS	Communicating through sketching	Above Expectations
	Graphical Presentation Skills	In line with Expectations
RELIGIOUS EDUCATION	A Person of Commitment	Above Expectations
	The Human Search for Meaning	In line with Expectations

Other Areas of Learning

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

Sarah 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.

Sarah through her role as Class Prefect learned to communicate effectively as a voice for the students in her class.

Sarah worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Sarah was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

Classroom-Based Assessments - Short Courses

Digital Media Literacy	Above Expectations
Philosophy	In line with Expectations

Wellbeing

CSPE	Exceptional
SPHE	Above Expectations
PE	In line with Expectations

Other Areas of Wellbeing

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

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

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

Principal	Year head	Roll Number: 615905
Shane Hallahan	Elaine Geary	Presentation Secondary School Loughboy, Kilkenny

This JCPA recognises and records achievements in Junior Cycle.

Subject CBAs

CBA 1

CBA 2

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

Short Course CBAs

Wellbeing Programme CBAs

Other Areas of Wellbeing

PRESENTATION KILKENNY

06 Level 1 & 2 Learning Programmes

- Level 1 & Level 2 Learning Programmes are available for a small group of students with significant special educational needs.
- Aligned with Level 2 and Level 1 of the National Framework of Qualifications (NFQ)
- Priority Learning Units (PLUs) and short courses have been designed to facilitate effective learning opportunities for students accessing these programmes.
- At Presentation, we use a hybrid approach where this group of students can also experience their PLU learning outcomes by accessing the mainstream classroom
- The PLU's achieved by students accessing L1/L2LP, will appear on their JCPA

PLU's
Communication and Literacy
Numeracy
Personal Care
Living in a Community (L2LP only)
Preparing for Work (L2LP only)
Being Part of a Community (L1LP only)
The Arts (L1LP only)
Physical Education (L1LP only)

THANK YOU FOR LISTENTING

QUESTIONS?

056 77 65684

cmccarthy@preskilkenny.ie