

An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Synopsis of the Aims and Rationale of Junior Cycle Subjects and their associated Classroom-Based Assessments (CBAs), including the Level 1 and Level 2 Learning Programmes

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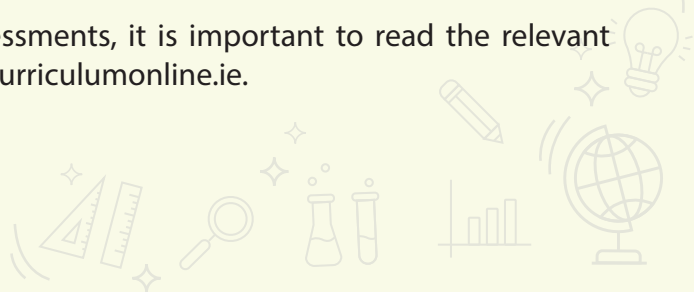


Synopsis of the Aims and Rationale of Junior Cycle Subjects and their associated Classroom-Based Assessments (CBAs), including the Level 1 and Level 2 Learning Programmes

This synopsis represents an overview of the aims and rationale of the Level 1 and Level 2 Learning Programmes, Junior Cycle subjects and their associated Classroom-Based Assessments. Each section outlines the aim of each subject, provides a visual representation of the structure of the course, and key details pertaining to the Classroom-Based Assessment. The information has been taken from the most recent subject Assessment Guidelines.

A separate document will be published providing an overview of the Short Courses and programmes associated with curricular Wellbeing, to include, Physical Education, Social Personal and Health Education (including Relationships and Sexuality Education) and Civic, Social and Political Education. Classroom-Based Assessments can be supported via a whole school discussion on their value for student learning in Junior Cycle. This will form part of Junior Cycle implementation in your school's context.

For a full understanding of these Classroom-Based Assessments, it is important to read the relevant subject Assessment Guidelines in full, available on www.curriculumonline.ie.



The Assessment Guidelines contain:

- General information on Classroom-Based Assessments
- Details of the nature and scope of the two Classroom-Based Assessments described in the curriculum specifications
- The Features of Quality used to decide the level of achievement in each Classroom-Based Assessment
- Guidelines for schools, teachers and students on completing Classroom-Based Assessments
- Details of the Assessment Task and how the school supports its completion
- The choice and flexibility required to support the interests and learning needs of all students

The Assessment Guidelines, when engaged with in conjunction with the Subject Specification and the Framework for Junior Cycle (2015), can support individual teachers and subject departments. They will further develop teachers' understanding of the dual approach to assessment at Junior Cycle, and lead to greater alignment of teaching, learning, assessment and reporting practices.

The NCCA calendar for CBAs additionally allows the school some autonomy to complete the Classroom-Based Assessment process at a time that best suits the school's particular context.



CONTENT

Level 1 Learning Programme..... 5

Level 2 Learning Programme..... 7

Applied Technology..... 9-11

Business Studies..... 12-14

Classics..... 15-17

Engineering..... 18-20

English..... 21-23

Gaeilge..... 24-26

Geography..... 27-29

Graphics..... 30-32

History..... 33-35

Home Economics..... 36-38

Jewish Studies..... 39-41

Mathematics..... 42-44

Modern Foreign Languages..... 45-47

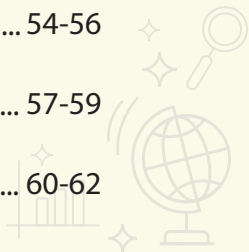
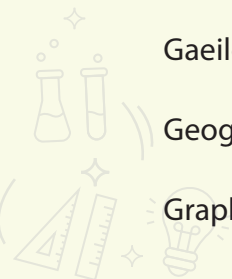
Music..... 48-50

Religious Education..... 51-53

Science..... 54-56

Visual Art..... 57-59

Wood Technology..... 60-62



Level One Learning Programmes – L1LPs

Structure of Specification



Students undertaking L1LPs are likely to be at an early stage of cognitive development. Consultation involving parents/guardians, schools and other professionals, working with the student, will determine the suitability of L1LPs for the student. It is most likely that students following a L1LP will have learning abilities within the range of low moderate to severe and profound, identified following a consultation with an educational and/or clinical psychologist. The majority of students with this level of learning ability are enrolled in special schools, with smaller class numbers and a higher ratio of staff to student. Others are in special classes in mainstream post-primary schools and a small number are included with their peers for some of the time in classes in mainstream schools.

Each student has their own Individual Education Plan (IEP) with specific and realistic goals set out by the teacher in conjunction with parents/guardians and the multi-disciplinary team that may be working with the student. The IEP, along with baseline assessments, will be used as the starting point for learning.

There are six Priority Learning Units (PLUs) at the heart of every L1LP. These PLUs explicitly identify and develop the key areas of learning needed to prepare the students for their future lives. When used as part of a learning programme these PLUs interconnect and overlap.

- Communication, language and literacy
- Numeracy
- Personal care and wellbeing
- Being part of a community
- The arts
- Physical education

Each PLU is divided into elements and these elements have a number of associated learning outcomes. The learning outcomes developed for L1LPs are broadly aligned with the indicators at Level 1 of the NFQ. Although teachers have the highest possible expectations for the students they teach, not all students have to achieve every PLU or indeed every learning outcome.

As each student is on an individual learning journey, a progression continuum has been developed with seven pathways of progression and descriptive indicators accompanying them. The continuum is set out in seven pathways—experiencing, attending, responding, initiating, acquiring, becoming fluent, and generalising—and for each of these there is a descriptor outlining what is involved at that pathway. Along with the student's IEP, the progression continuum supports the teacher in planning for next steps in teaching, learning and assessment.

Level 1 short courses relate to and can support the learning outcomes of the PLUs. They are curricular units developed to focus on a particular area of interest to students of junior cycle age. They will provide students with access to as broad a range of curriculum areas as possible. The NCCA have developed 3 short courses at Level 1.

- Food Glorious Food
- Looking Good, Feeling Well, Being Great
- Around the World in 80 Days

Schools have the autonomy to develop their own short courses also. The NCCA has developed a template and guidelines to support this process.

Level Two Learning Programmes – L2LPs

Structure of Specification



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to access the
Rationale

Students undertaking a L2LP are those with learning disabilities in the low mild to high moderate range of abilities. The target group in question represents a very small percentage of all students with special educational needs. The majority of students of junior cycle age in these categories are enrolled in special schools. Others are in special classes in mainstream post-primary schools, and some are in mixed-ability classes in these schools.

It is envisaged that, as far as possible, the students under consideration who are in mainstream settings will undertake their L2LPs in mainstream classes. Of course, there may be occasions when small group or one-to-one teaching is more appropriate. Occasionally, there may be a student undertaking L2LPs for whom recognition of learning in one or two subjects at Level 3 is also accessible. These students should be accommodated to undertake learning at both levels so all of their achievements may be recognised.

The students of Level 2 Learning Programmes need programmes that explicitly identify and develop the key areas of learning needed for adult living. These areas are set out as five Priority Learning Units (PLUs).

- Communicating and Literacy
- Numeracy
- Personal Care
- Living in a Community
- Preparing for Work

The PLUs are presented as self-contained units but when used in learning programmes will be integrated and developed in a wide range of learning contexts. Each PLU is described in general terms, followed by a summary list of the main elements of each PLU set out in a table. This is followed by more detailed learning outcomes associated with each of the elements. The learning outcomes describe what students will be able to do to demonstrate evidence of achieving the learning. The learning outcomes for each PLU are broadly aligned with the Level Indicators for Level 2 of the NFQ.

The students in question participate in a range of settings, in mixed-ability classes and special classes in post-primary schools, and in various types of classes and groups in special schools. One of the key aspects of these learning programmes is that students are provided with, and engage in, broad and balanced learning experiences, whereby their individual learning needs are also addressed.

Level 2 short courses relate to and can support the learning outcomes of the PLUs. They are curricular units developed to focus on a particular area of interest to students of junior cycle age. They will provide students with access to as broad a range of curriculum areas as possible. The NCCA have developed 3 short courses at Level 2.

- A Personal Project: Caring for Animals
- CSI: Exploring Forensic Science
- Enterprise in Animation

Schools have the autonomy to develop their own short courses also. The NCCA has developed a template and guidelines to support this process.

Applied Technology

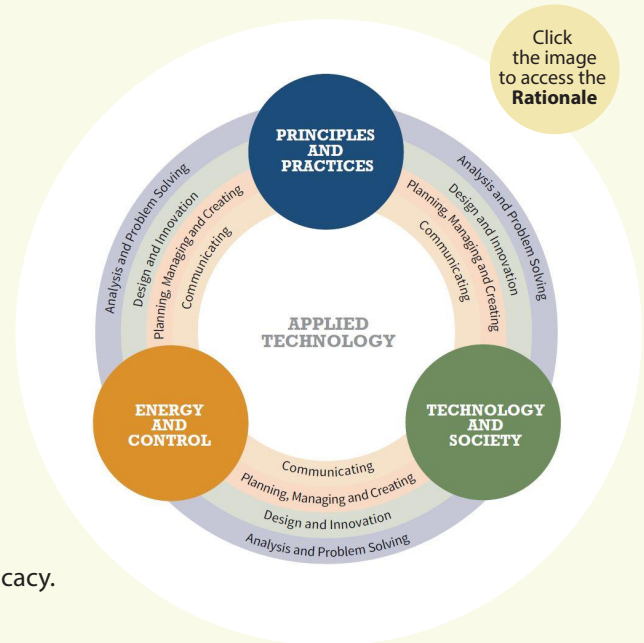
Structure of Specification



AIM

The study of Applied Technology at junior cycle aims to:-

- Enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems
- Promote the enjoyment of the study of the subject while developing a curiosity about the technological world
- Develop the ability of students to generate and evolve their ideas through an iterative process and communicate through appropriate media
- Develop students' resilience through constructive critique and support their learning in a 'safe failure' environment
- Encourage a disposition of enquiry, innovation, creativity, and self-efficacy.



Applied Technology



CBA One: Exploring the application of controlled systems in a local context

Student Learning

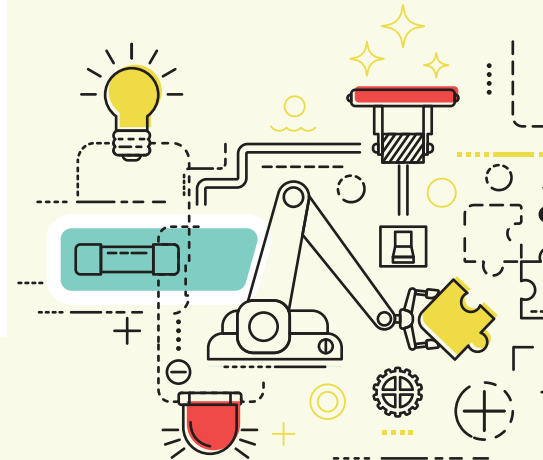
This is an investigation-based project that will provide students with the opportunity to individually or collaboratively explore the role of controlled systems in their local environment such as their classroom, school, community, etc. Students will engage in and document the four areas of activity in their learning logs; Research and Analysis; Function; Evaluating their Classroom-Based Assessment and Communicating their Classroom-Based Assessment.

How will students demonstrate their learning?

Through a learning log, students will capture what they have learned having investigated a controlled system in the setting of their choice. Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to the chosen topic.

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Second Year.



Applied Technology

CBA Two: Student self-analysis and evaluation



Student Learning

The student, individually, will conduct an analysis of their coursework and skills to date in Applied Technology. Students will focus their analysis and evaluation on a range of completed tasks or on a specific task. Students are expected to critically review their progress and identify areas of strength and areas for improvement, to inform their planning and decisions for the project.

How will students demonstrate their learning?

Each student will present on what they have learned having conducted the self-analysis and evaluation of their work to date. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to them. The student's response to their Classroom-Based Assessment can be produced in any format that is appropriate for capturing their reflection. Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it.

Length of Classroom-Based Assessment?

The CBA will be completed within a three-week period in Third Year and will inform the student's work on their SEC Coursework Brief.



Business Studies

Structure of Specification



AIM:

Business studies aims to stimulate students' interest in the business environment and how they interact with it.

It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

Click
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Rationale

Figure 2: The strands of junior cycle business studies



Business Studies

CBA One: Business in Action



Student Learning

Students will act as consumers, entrepreneurs, managers and decision-makers as they: plan and conduct research; analyse data and information; problem-solve and make decisions; use digital technology to manage information and take action.

They will learn and make informed decisions about, their own resources and issues of social, cultural and global importance. These are essential skills required for life, work and further education.

How will students demonstrate their learning?

This group-based research project comprises of four areas of activity: conducting research; evaluating information; developing action plans; and reporting findings. Students should collaborate with classmates in order to complete the project, but teachers should ensure that each student makes an individual contribution to the project and produces their own evidence to meet the Features of Quality for this assessment.

Length of Classroom-Based Assessment?

To be completed within a four-week window during Second Year.



Business Studies

CBA Two: Presentation



Student Learning

This Classroom-Based Assessment helps students to apply course learning to their daily lives, integrate theoretical ideas into practical contexts and begin to develop reflective skills. It is designed to build on the positive dialogue between students and teachers on business-related interests throughout the three years of study. The Presentation is an individual project. It comprises of three areas of activity:

- Investigating
- Making informed judgements
- Communicating

How will students demonstrate their learning?

Each student will present orally on what they have learned having examined a business-related topic. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to the chosen topic. Students can use a range of different support materials and tools, taking into account a school's unique context and the abilities and interests of the individual students.

Length of Classroom-Based Assessment?

To be completed within a three-week window during Third Year.



Classics

Structure of Specification



AIM:

This Classics specification aims to contribute to the development of an appreciation of the civilisations of the ancient Greek and Roman worlds and the ancient Greek and Latin languages.

The specification encourages student self-expression, promotes self-esteem and self-reflection, fires their imagination, encourages multicultural sensitivity, and therefore, supports the development of the whole person.

Students will develop the knowledge, skills and understanding necessary to engage with these unique civilisations, and in doing so, they will develop the visual literacy, critical skills and language competencies necessary to engage with today's diverse world.

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Rationale

FIGURE 2: THE STRANDS OF JUNIOR CYCLE CLASSICS

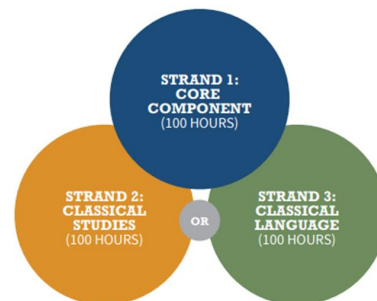
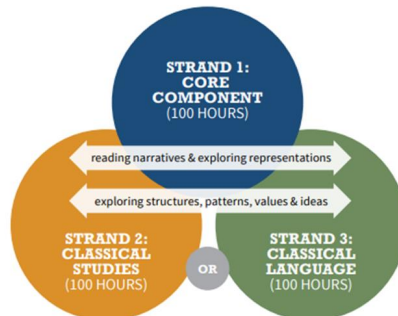


FIGURE 3: THE INTEGRATED NATURE OF STRANDS AND ELEMENTS



Classics



CBA One: Storytelling using myth

Student Learning

Students develop their own storytelling abilities by applying the techniques of storytelling to create their own myth, prepare storytelling guides, adapt an existing myth or perform a myth for an audience. When creating a myth, or adapting a myth to a new context, students will learn how to bring an idea from concept to realisation.

How will students demonstrate their learning?

Students can present their myth in a variety of ways, approaches, or in any way that reflects the essence of what it is they are trying to tell, the message or moral they are trying to get across.

Length of Classroom-Based Assessment?

Within a period of three weeks in Second Year.



Classics



CBA Two: Rome, centre of an empire OR Student language portfolio

Student Learning

If studying non-language course:
Rome, centre of an empire.

Non-Language: Students will compile a record of their imagined visit to a public building in the city of Rome. Students should select a building that is associated with a leisure activity, or with the political leader or emperor of the time.

If studying language course:
student language portfolio.

Language: Each student will develop a language portfolio. The student language portfolio focuses on the process of learning the classical language.

How will students demonstrate their learning?

This can be presented in any format. The record should be accompanied by a model or other visual representation of the building.

Students select three items from their portfolio for assessment. One piece related to language acquisition, one related to authentic texts, and the third related to classical civilisation.

Length of Classroom-Based Assessment?

Three-week period in Third Year for non-language students.

Over the three years of Junior Cycle for language portfolio CBA.



Engineering

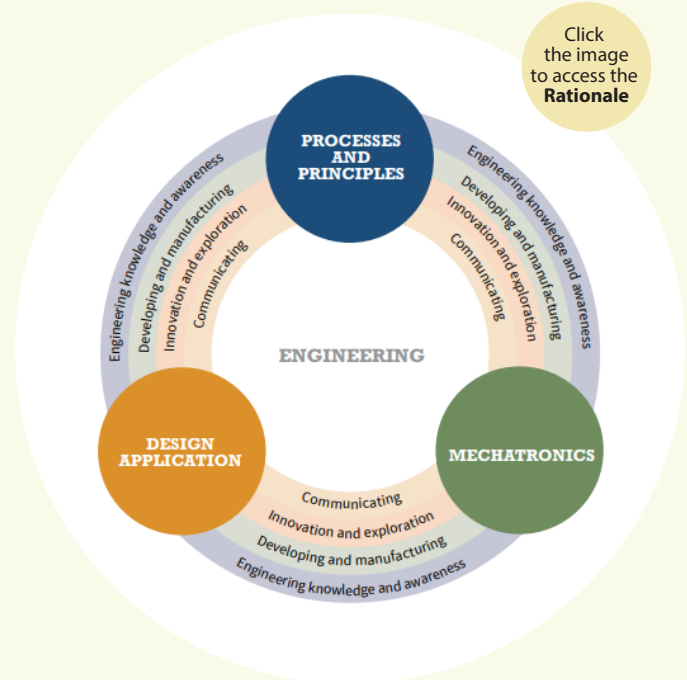
Structure of Specification



AIM:

The study of junior cycle Engineering aims to:-

- Enable students to develop the disciplinary skills and knowledge to engineer an end product
- Enable students to engage in goal-oriented problem solving, creating an awareness of engineering processes
- Develop the necessary skills and apply engineering processes to manipulate material to manufacture a product with efficiency, accuracy, precision and a high-quality finish
- Develop an engineering mindset through the exploration of contemporary engineering developments.



Engineering

CBA One: Engineering in action



Student Learning

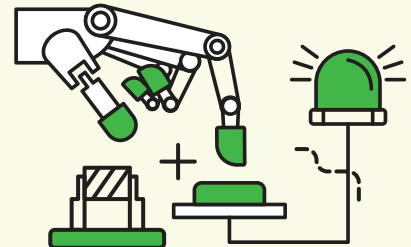
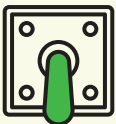
Students will investigate real-life applications of the processes and principles of engineering. Students can focus their investigation through the lens of a specific strand, a combination of two strands or can adopt an integrated approach across all three strands. The students will communicate their findings through any appropriate media.

How will students demonstrate their learning?

Students will capture the various stages of the Classroom-Based Assessment through a learning log that will be presented as part of their final submission. The learning log, that captures the student's work throughout the Classroom-Based Assessment, can be produced in a suitable format to be decided upon in agreement with the teacher.

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Second Year.



Engineering

CBA Two: Research and development



Student Learning

This Classroom-Based Assessment will encourage students to carry out research based on a theme which will be reflective of an aspect of the final project. The purpose of this CBA is to research, explore and present their findings through any appropriate media.

Classroom-Based Assessment 2 will inform the project assessment issued by the SEC.

How will students demonstrate their learning?

Students will present on what they have learned in any format that is appropriate for capturing their reflection. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to the theme. Students will be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it.

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Third Year.



English

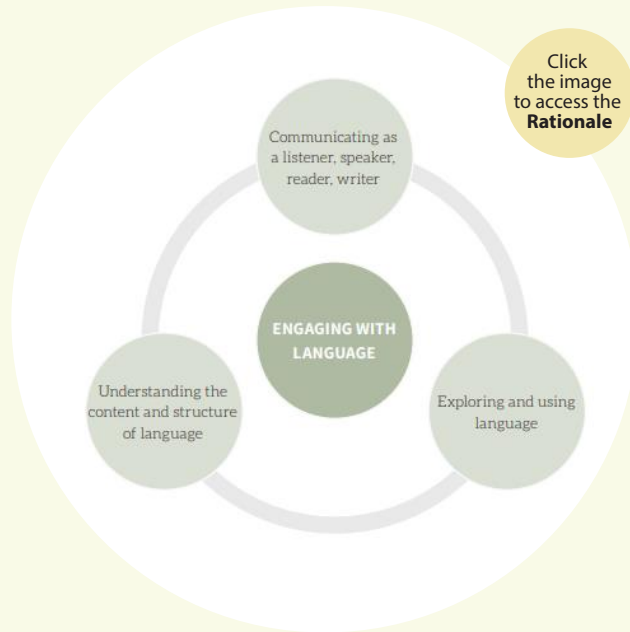
Structure of Specification



AIM:

English in junior cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners. More specifically it encourages all students:-

- To be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- To develop control over English using it and responding to it with purpose and effect through the interconnected literacy skills of oral language, reading and writing
- To engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- To develop an informed appreciation of literature through personal encounters with a variety of literary texts
- To use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- To gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication.



English

CBA One: Oral Communication



Student Learning

Students are given an opportunity to choose a topic or issue that is of interest or importance to them and to carry out an exploration over time. The development of basic research skills will be central here. This Classroom-Based Assessment provides useful opportunities for the study of a range of oral presentation styles. In addition, the task offers students opportunities, where appropriate, to collaborate with classmates.

How will students demonstrate their learning?

On completing the Oral Communication CBA, students may use the following formats:

1. Performance
2. Presentation
3. Interview
4. Response to stimulus material

These formats are open to interpretation by students and teachers. For example, a debate as a form of presentation, a radio interview, or commentary on a sporting or cultural event as a response to a stimulus, a comedy sketch, recitation, mock interview or parody as a form of performance.

Note that this list of examples is not intended to be exhaustive, but rather to suggest that student approaches to, and formats for, the oral communication Classroom-Based Assessment may vary and/or overlap. The Oral Communication CBA can be completed by the student as an individual or as a member of a group.

Length of Classroom-Based Assessment?

While oral communication will form part of everyday learning and teaching across years one and two, the preparation for and communication by students of their Oral Communication Classroom-Based Assessment must be completed over a period of three school weeks.



English

CBA Two: The Collection of Student's Texts



Student Learning

Creative writing is a vital part of English but students are not 'born' writers. They need to develop a voice and an identity, a good sense of audience, and an awareness of the process of writing. This is best done over time, with supportive feedback and scaffolding from the teacher.



How will students demonstrate their learning?

In the majority of cases, the work in the student's collection will arise from normal classwork.

Students will, during Years Two and Three, plan to complete and retain at least four texts.

Completion of this Classroom-Based Assessment in Year Three involves each student choosing two texts from their collection to submit for assessment.

Length of Classroom-Based Assessment?

The collection is developed across Second Year and Third Year. (Approx. 18 months)

The student's selection and reflection process for CBA 2 is completed in Third Year.



Gaeilge

Structure of Specification



AIM:

In the junior cycle specifications for Irish, students consolidate and deepen their understanding of Irish. Students are enabled to communicate in an effective, interactive, confident manner in formal and informal settings in the language community.

The fostering and development of awareness is emphasised; language awareness and cultural awareness as well as students' self-awareness as language learners. Junior Cycle Irish seeks to consolidate and develop the skills students bring to post-primary school. Students are empowered to assume ownership of their own learning; an important life skill.

Students are encouraged to:-

- Use language effectively and confidently, both personally and in communicating with other users in the language community
- Use the Irish language in a variety of contexts in the language community
- Enrich their Irish and speak and write it confidently and accurately
- Enjoy creative and innovative communication in Irish
- Express themselves through consolidation of their literacy skills
- Explore and create a wide range of texts in various ways, for learning, research, and recreation
- Have an appreciation and respect for literature in Irish so that they may enjoy literature and benefit from it
- Gain a better understanding of Irish culture and have respect and understanding for other cultures and languages.



Gaeilge

CBA One: Punann teanga (Language Portfolio)



Student Learning

Through engaging with and building their language portfolio over three years, students develop and reflect on their language acquisition across all five language skills. Pieces of student work will be in a wide range of formats including oral, audio-visual, written and multi-modal and in a variety of genres and styles including creative pieces (poems, songs, dramas, stories that the student composes themselves), projects, reflective pieces, blogs, recorded oral work, learning logs and responses to literary texts.

How will students demonstrate their learning?

Students choose three pieces of work from 2nd and 3rd year to demonstrate the development of their language skills. All students must include at least one piece of recorded oral work and at least one piece for which literature was a stimulus. Student choice is paramount in their selection of texts. For example, they may choose three pieces of recorded oral work, provided at least one of them is based on literature as a stimulus. Alternatively, they may choose three pieces based on literature as a stimulus, provided at least one of those is a piece of recorded oral work. Each piece is accompanied by a reflective note demonstrating the student's self-awareness as a learner.

Length of Classroom-Based Assessment?

While the language portfolio is built up as part of normal classroom work across the three years of junior cycle, only pieces of work from second and/or third year, which the student feels best demonstrate their language ability and other skills, are chosen for CBA purposes.

The student's selection and reflection process for the CBA is completed in term 1 in Third Year.



Gaeilge

CBA Two: Tasc Cumarsáideach (Communicative Task)



Student Learning

Learning centres on the developing skills in oral communication and oral interaction including shaping the style and format of the communicative task, using vocabulary and language register suited to the type of communication, demonstrating an awareness of the target audience, and the developing accuracy in syntax and language patterns. It may also include the development of basic research skills, time-management, self-management, collaboration with others and ownership of learning.

How will students demonstrate their learning?

Students work individually, in pairs or in groups to research a topic or issue of particular interest to them. Students are free to choose the format of their oral communication e.g., a presentation, an interview, role-play, a conversation in response to a stimulus, a performance /demonstration of a creative piece of their own (e.g., poem, song, dramatic piece or story) to best illustrate their oral and interactive competencies. The teacher must ask each student a number of unscripted, appropriate questions to help gauge student comprehension and capacity to respond. These unscripted questions may intersperse or follow the student's piece. They may be exploited to support and guide the student in their communication. In a T1 context only, other students may also pose questions to the presenting student that reflect the way a normal conversation might occur but with due regard for the student's chosen format.

Length of Classroom-Based Assessment?

While the student's communicative skills are developed over three years, the student has a three-week period in which to research /develop their communicative task for CBA 2 and present their work live to their teacher and peers (or group of peers).

NB: The Tasc Cumarsáideach is a live presentation and is not pre-recorded.



Geography

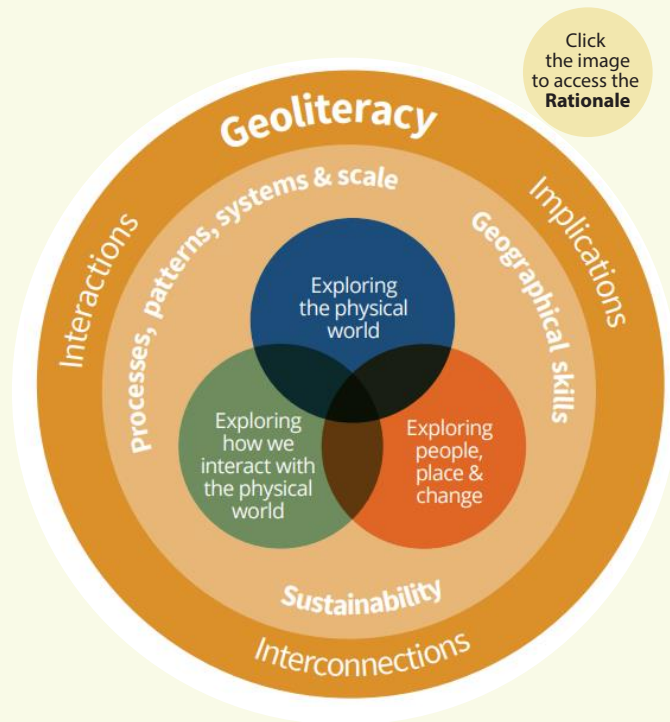
Structure of Specification



AIM:

To enable students to become geographically literate. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world.

It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems.





Geography

CBA One: Geography in the news

Student Learning

Students will undertake a structured inquiry into a recent significant geographical event on a local, national or global scale, reported in the media. They will analyse the significance of this event through the lens of the elements: processes; patterns; systems and scale; geographical skills and sustainability.

It will also provide students with opportunities to actively observe the interactions and interconnections between people, places, environment and spatial patterns.

How will students demonstrate their learning?

Students will demonstrate their learning by preparing a response to a recent geographical event reported in the media. It can be completed individually or in groups. Students may present their response using a wide range of formats.

Length of Classroom-Based Assessment?

Three-week window in Second Year.



Geography

CBA Two: My geography



Student Learning

Students undertake an active investigation in the form of a structured inquiry into a geographical aspect(s) in a local area. They will actively gather data e.g., through field work and apply their knowledge and skills. Students will demonstrate their understanding and application of the elements (processes; patterns; systems; and scale; geographical skills and sustainability) on their chosen geographical aspect. They will also have an opportunity to actively explore and engage with the interactions between people, places and the environment and consider the resulting implications.

How will students demonstrate their learning?

Students will demonstrate their learning by preparing a response to an investigation into the geographical aspect(s) of a local area. It can be completed individually or in groups. Students may present their response using a wide range of formats.

Length of Classroom-Based Assessment?

Three-week window in Third Year.



Graphics

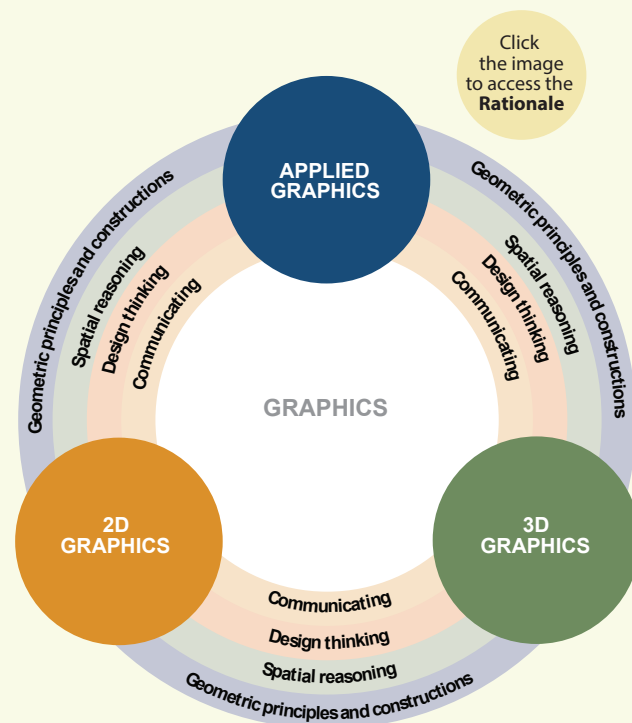
Structure of Specification



AIM:

The study of Graphics at junior cycle aims to:-

- Develop the student's creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities
- Encourage the development of the cognitive and practical dexterity skills associated with graphical communication
- Instil an appreciation of the role of graphics in the world around them - equip all students to make judgements on the best mode through which to represent their ideas and solutions
- Encourage the production of drawings that promotes the skills of communicating through graphics
- Develop students' cognitive and practical skills associated with modelling and graphical communication



Graphics

CBA One: Communicating through sketching



Student Learning

Communicating through sketching provides opportunities for students to engage in practical, authentic learning experiences giving them the opportunity to develop their skills to become competent in communicating through sketching. Students will be asked to choose a stimulus theme to graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques.



How will students demonstrate their learning?

Students will demonstrate their learning in this Classroom-Based Assessment by completing a sketched representation(s) which can be accompanied by additional work in any suitable format. This sketched representation should demonstrate evidence of the research of ideas conducted by the student, identified geometric concepts and two-dimensional and/or three-dimensional sketched representation(s).

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Second Year.



Graphics

CBA Two: Graphical presentation skills

Student Learning

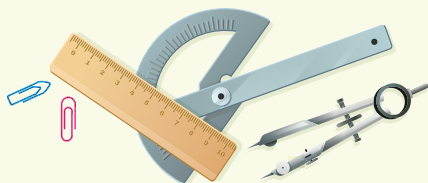
Graphical presentation skills provide opportunities for students to develop and demonstrate skills in researching and investigating the domain in which the SEC Student Project will be situated and present their findings graphically through any appropriate graphic media.

How will students demonstrate their learning?

Students will demonstrate their learning by creating a graphical presentation of a prescribed domain. Within this domain, students will conduct research and analyse their findings to compare concepts. These concepts will be graphically presented in any suitable format. As outlined in the Graphics Guidelines for the Classroom-Based Assessments, the SEC Student Project will link to the domain of CBA 2.

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Third Year.



History

Structure of Specification



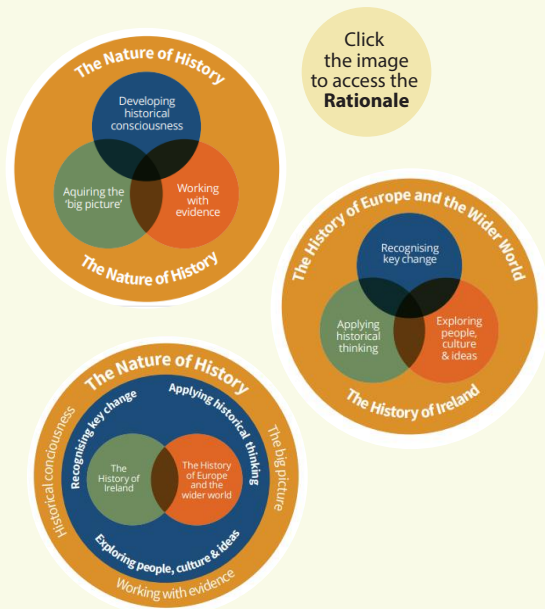
AIM:

The study of history at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today, and can help students to learn from the past when thinking about how to address the problems of today.





History

CBA One: The Past in my Place

Student Learning

The students will have the opportunity to develop the research skills of the historian. In groups, pairs or individually they will identify and investigate sources of evidence on a historical aspect or theme relating to the locality, place or personal/family history of the student.

How will students demonstrate their learning?

The students will demonstrate their learning by creating a display of their findings of the type you may encounter in a museum or library. The display will incorporate their reflections on their experience of conducting historical research.

Length of Classroom-Based Assessment?

Three-week window in Second Year.





History

CBA Two: A Life in Time

Student Learning

The students will have the opportunity to further develop the research skills of the historian. Individually, they will undertake a structured evidence-based enquiry into the historical life and experiences of a person of interest.

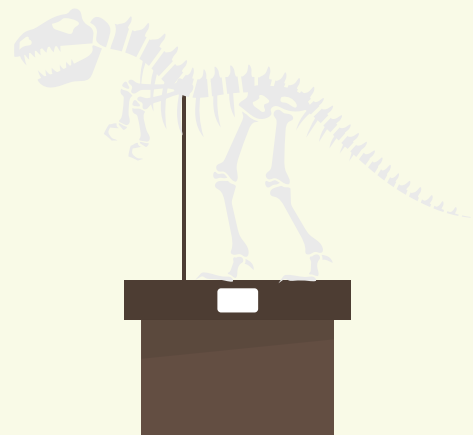


How will students demonstrate their learning?

The students will demonstrate their learning by composing a written record outlining their findings on the person they chose to investigate. The written record will be accompanied by a reflection note outlining their experience of historical research.

Length of Classroom-Based Assessment?

Three-week window in Third Year.



Home Economics

Structure of Specification



AIM:

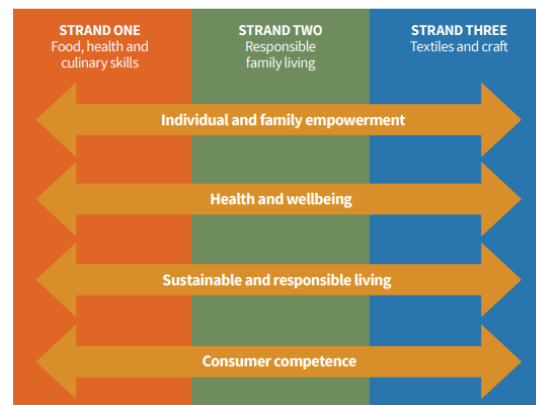
Home Economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society.

Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society.

Home Economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills.

Home Economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

Click
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to access the
Rationale



Home Economics

CBA One: Creative Textiles



Student Learning

Students will have the opportunity to demonstrate their practical textile and crafts' skills in a creative way. Students will actively engage with the design brief process and develop their knowledge, understanding, skills and values of many of the learning outcomes across strands 2 and 3.

How will students demonstrate their learning?

Students will make a textile item for an individual or the home i.e. recycle/upcycle a textile item for an individual or the home. They will submit a short concise written account of how they have applied the design brief process and a student reflection.

Length of Classroom-Based Assessment?

Second Year.
8-10 weeks, dependent on access to appropriate and specific resources.



Home Economics

CBA Two: Food Literacy Skills Brief



Student Learning

Students will use the design brief process to demonstrate their culinary and creative food literacy skills and nutritional knowledge in researching, analysing and planning of a food literacy brief for everyday living.

How will students demonstrate their learning?

Briefs will be issued by SEC. Students will follow the design brief process, undertake research, generate ideas and examine all aspects of the brief. Students will provide a short-written-account which will include a summary of teacher/peer feedback and a reflection.

Length of Classroom-Based Assessment?

Third Year.

Suggested length 3-4 weeks. Linked to the SEC practical food-skills examination.



Jewish Studies

Structure of Specification

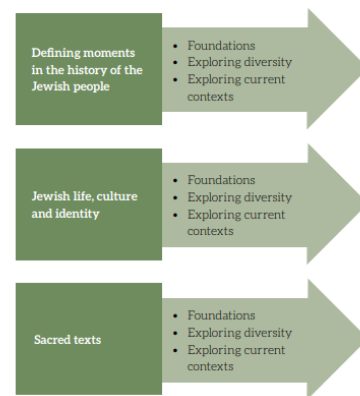


AIM:

Jewish Studies aims to enable students to: broaden their historical, literary, cultural and religious knowledge and understanding; foster an understanding of and respect for Judaism and its contribution to the western world and to promote some of the skills and attitudes that are important for intercultural living.

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Rationale

TABLE 3 THE INTEGRATED NATURE OF LEARNING ACROSS THE STRANDS AND ELEMENTS OF JEWISH STUDIES





Jewish Studies

CBA One: Living a Jewish Life Today

Student Learning

This CBA is designed to facilitate students in exploring the influence of one religious belief on an aspect of a Jewish person's everyday life. It invites students to look closely at one Jewish belief and to probe and discover how this might influence an aspect of a Jewish person's day to day life. This requires an understanding of how the daily life choices and decisions of the Jewish person are guided by the virtues and principles of Jewish ethics e.g., justice, truth, peace, compassion as well as Jewish sacred texts including biblical and rabbinic literature.

How will students demonstrate their learning?

Students may choose to present in a variety of formats – written, audio, performance or multimodal – such as scrapbook, blog, script for a broadcast, interview, speech, oral presentation, etc. Students may work individually and present individually. If they work in pairs or small groups, they can then choose to present individually or as a group, keeping in mind that each student will be assessed for their individual work against the Features of Quality.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Second Year.





Jewish Studies

CBA Two: Defining Moments in the History of the Jewish People

Student Learning

This CBA is designed to facilitate students in identifying and exploring key moments/events or people that influenced the Jewish people and shaped Jewish history. It also aims to prompt students to consider and draw conclusions about the significance of these moments/events or people.

How will students demonstrate their learning?

Students may choose to report in a variety of formats – written, audio or multimodal - such as an essay, poster, PPT, audio or video presentation, etc. If students work in pairs or small groups they can choose to report individually or complete a group report, remembering that each student will be assessed for their individual work against the Features of Quality.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Third Year.



Mathematics

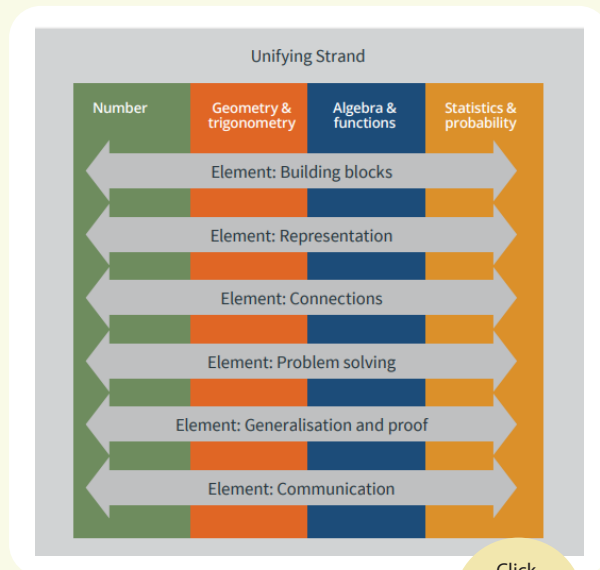
Structure of Specification



AIM:

The aim of junior cycle mathematics is to provide relevant and challenging opportunities for all students to become mathematically proficient so that they can cope with the mathematical challenges of daily life and enable them to continue their study of mathematics in senior cycle and beyond. In this specification, mathematical proficiency is conceptualised not as a one-dimensional trait but as having five interconnected and interwoven components:-

- Conceptual understanding—comprehension of mathematical concepts, operations, and relations
- Procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- Strategic competence—ability to formulate, represent, and solve mathematical problems in both familiar and unfamiliar contexts
- Adaptive reasoning—capacity for logical thought, reflection, explanation, justification and communication
- Productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence, perseverance and one's own efficacy.



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Rationale

Mathematics

CBA One: Mathematical Investigation



Student Learning

Students engage with the mathematical problem-solving cycle; defining the problem statement, finding a strategy and translating it to mathematics (if necessary), engaging with the problem and solving it if possible, and interpreting the solution in the context of the original problem. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.

How will students demonstrate their learning?

Students research a question that they have about the world around them or that they have explored in the course of their mathematical studies. Students will produce a report and submit their research records. They have choice around the format of their report and possibilities to collaborate.

Length of Classroom-Based Assessment?

Three-week window in Second Year.



Mathematics

CBA Two: Statistical Investigation



Student Learning

Students engage with the statistical enquiry cycle; designing the investigation, identifying the variables of interest and choosing reliable, valid measurement methods for gathering data on each variable, gathering, organising and managing the data, analysing and interpreting the data in the context of the original question. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.

How will students demonstrate their learning?

Students research a statistical question that they have about the world around them or that they explored in the course of their mathematical studies. Students will produce a report and submit their research records. They have choice around the format of their report and possibilities to collaborate.

Length of Classroom-Based Assessment?

Three-week window in Third Year.



Modern Foreign Languages

Structure of Specification

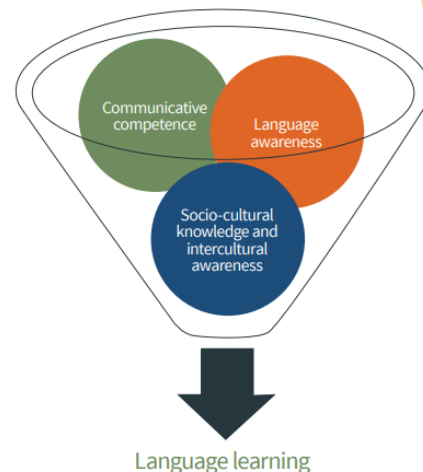


AIM:

The Specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)³ and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.

More specifically it encourages all students to:-

- Actively engage in language activities and tasks, developing the capacity to understand written and spoken language
- Communicate effectively and confidently in the target language in familiar contexts through a range of media
- Develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
- Enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
- Be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- Appreciate their own and other cultures
- Develop skills that they can apply to other areas of study, and to their lives.



Click
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Rationale

Modern Foreign Languages

CBA One: Oral Communication

Student Learning

The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of spoken production and spoken interaction. However, other skills e.g., reading, writing, listening, basic research, managing myself, managing information & thinking, may be developed alongside to support and scaffold development of the student's oral communication skills and to develop student autonomy in learning.

The student will focus on an aspect of the target language countries or culture; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest.

Each student may choose to work individually, as part of a pair or as part of a group. While students develop knowledge, understanding and skills in their modern foreign language, how they will choose to work - individually, in a pair or in a group - reflects the student-centred approach.

How will students demonstrate their learning?

To complete the oral communication task, students choose a format that supports spoken production and/or spoken interaction. The following is a list of suggested formats:

- Interview
- Role-play
- Presentation
- Conversation in response to stimulus material

The teacher must ask each student a number of unscripted, stage-appropriate questions to help gauge student comprehension and capacity to respond. These unscripted questions may intersperse or follow the student's piece. They may be exploited to support and guide the student in their communication.

Length of Classroom-Based Assessment?

Three weeks in Second Year.



Modern Foreign Languages

CBA Two: The Student Language Portfolio



Student Learning

The student maintains a Student Language Portfolio across the three years of language learning in junior cycle to support their development as an increasingly autonomous and skilled language learner.

Students learn a lot from the process of language acquisition when they are taught and guided in how to exploit a portfolio for multiple purposes:

- as a living workspace
- to curate work
- to track and enact feedback
- to curate learning strategies
- to reflect on their learning

By working in this manner, the student develops confidence in interaction and a greater awareness of the process of language acquisition.

The student is encouraged to exploit all aspects of the Student Language Portfolio (SLP) to evidence their learning. The student may use feedback and further learning from their SLP to redraft texts as they progress through junior cycle so they best reflect their progress as a language learner.

How will students demonstrate their learning?

The Student Language Portfolio (SLP) will include a broad range of items such as written texts, projects, audio-visual materials, learning logs, self and peer feedback, teacher feedback, student reflections and learning goals. It is recognised that in this context the student's created texts may be presented in different formats—handwritten, digital, multi-modal, and so on.

Completion of the Classroom-Based Assessment process involves the student choosing texts from their SLP, with support and guidance from their teacher. The student has agency in selecting the three texts (audio, written, and audio-visual texts) from across 2nd and 3rd year that they feel best represent their learning and best reflect their ability as a language learner, judged against the Features of Quality. A minimum of one text will be in oral format. The student submits a Student Reflection Note with each of the three selected texts to their teacher by an agreed date.

Length of Classroom-Based Assessment?

Submission date/deadline.

Third Year.

Whilst the student begins compiling a portfolio of their language learning from First Year onwards, only texts (oral, written, digital) which are created in Second and Third Year of their junior cycle can be submitted for this Classroom-Based Assessment and, ultimately, for reporting in the JCPA.

The student completes the selection and reflection process for the CBA in Third Year.

MFL teachers decide in conjunction with school leadership a deadline for submission of the three chosen texts.

Music

Structure of Specification



AIM:

This music specification aims to contribute to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person.

Students will develop the knowledge, skills and understanding necessary to produce and engage with authentic and original music, that is both theirs and the music of others. In doing so, they will develop the music literacy, critical skills and language necessary to engage with today's musical world.

Figure 2: The strands of Junior Cycle Music

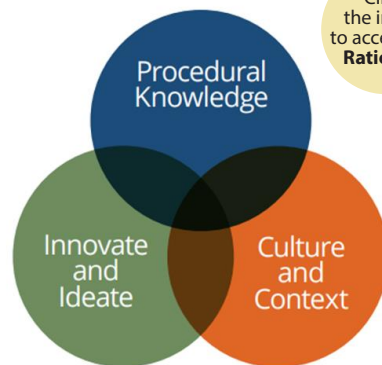
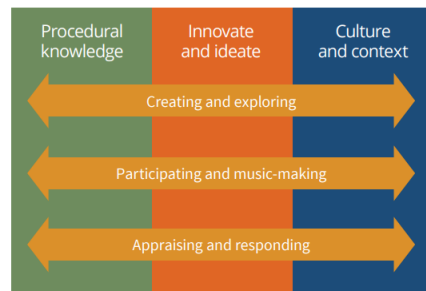


Figure 3 : The integrated nature of strands and elements



Music

CBA One: Composition Portfolio



Student Learning

An opportunity to celebrate students' achievements as creators of music artefacts by compiling a collection of their musical ideas. Through this process, students will develop their musical voice and their identity. When composing music for their chosen audience, students will learn how to bring an idea from concept to realisation.

How will students demonstrate their learning?

The learning is focused on the developmental nature and process of creating and composing music. There is no restriction on the types, styles, genres, or choices the students make. Two pieces from the portfolio will be presented in written, digital, visual, audio or any other format for assessment purposes. A student reflection must be included with each of the pieces submitted. Students will include any draft work relating to these pieces, although this work will not be assigned a descriptor.

Length of Classroom-Based Assessment?

Learning begins from First Year.

As per NCCA Assessment Guidelines will take place towards the end of Second Year.

The latest date for completion of this learning is issued annually by the NCCA.



Music

CBA Two: Programme Note



Student Learning

The student will prepare a programme note to illuminate the content of their three pieces for their practical performance in an interesting and relevant way. While this illumination is important for the audience, it also enriches the performance by the student.



How will students demonstrate their learning?

Learning will be demonstrated through the provision of background information which provides important insights into the composer's intentions, and an understanding of the wider context of the music to be performed. Providing the listener with aural signposts and interesting anecdotes about the composer/piece, enlightens and informs their experience. Any format is acceptable for assessment purposes.

Length of Classroom-Based Assessment?

Learning begins from First Year. As per NCCA Assessment Guidelines will take place two weeks in advance of the practical examination, towards the end of term two or the start of term three, in Third Year. The piece is completed in a period of up to, but no more than, three weeks.



Religious Education

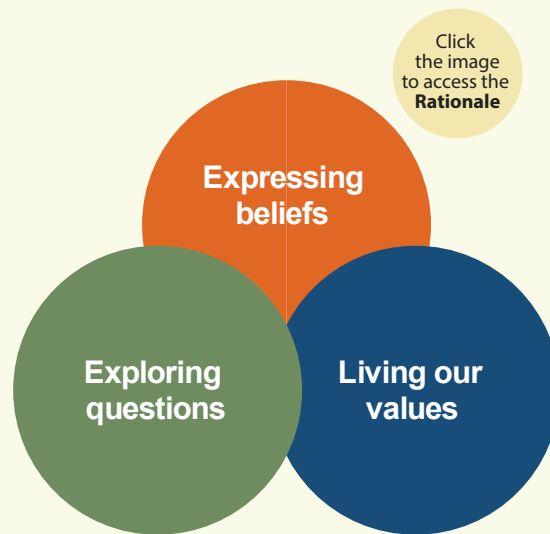
Structure of Specification



AIM:

Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world.

It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.



Religious Education

CBA One: A Person of Commitment



Student Learning

This CBA is designed to facilitate students in undertaking an investigation into a person of personal interest

- who has shown personal commitment to a particular religious belief or a non-religious world-view
- who is recognised as having made a positive impact on the life of others/the world, either past or present
- whose religious beliefs or world-view has directly influenced how or why they have had a positive impact on the world

This CBA invites students to consider the role that commitment to beliefs (whether religious or non-religious) can play in a person's life and to examine how people live out their beliefs.

How will students demonstrate their learning?

Students are asked to research and report on the person they have chosen. Students have autonomy in selecting how they will report on their research. It can be an individual or group report, remembering that each student will be assessed for their individual work against the Features of Quality. The learning may be presented in a wide range of formats - written, audio, performance or multimodal - such as an essay, scrapbook, blog, script for a broadcast, letter, obituary, speech, oral presentation, interview, etc.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Second Year.



Religious Education

CBA Two: The human search for meaning



Student Learning

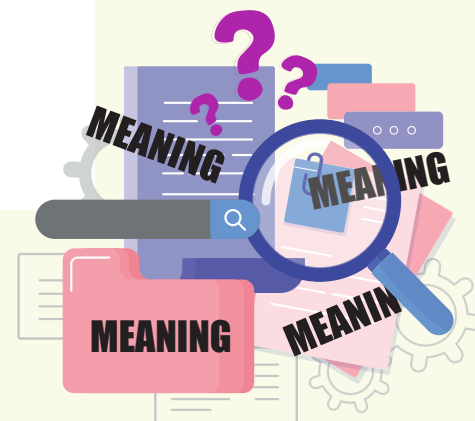
This CBA is designed to support students in exploring artistic, architectural, or archaeological evidence that shows ways people have engaged in the human search for meaning and purpose in life. It aims to develop their curiosity and understanding about the many ways that humans have expressed the search for meaning – a quest that transcends cultural and generational boundaries.

How will students demonstrate their learning?

Students may choose to report in a variety of formats – written, audio or multimodal – such as an essay, poster, PPT, audio or video presentation, etc. If students work in pairs or small groups they can choose to report individually or complete a group report, keeping in mind that each student will be assessed for their individual work against the Features of Quality.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Third Year.



Science

Structure of Specification



Click
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to access the
Rationale

AIM:

Science in junior cycle aims to develop students' evidence-based understanding of the natural world and their ability to gather and evaluate evidence: to consolidate and deepen their skills of working scientifically; to make them more self-aware as learners and become competent and confident in their ability to use and apply science in their everyday lives. More specifically it encourages all students:-

- To develop a sense of enjoyment in the learning of science, leading to a lifelong interest in science
- To develop scientific literacy and apply this in cognitive, affective and psychomotor dimensions to the analysis of science issues relevant to society, the environment and sustainability
- To develop a scientific habit of mind and inquiry orientation through class, laboratory and/ or off-site activities that foster investigation, imagination, curiosity and creativity in solving engaging, relevant problems, and to improve their reasoning and decision-making abilities
- To develop the key skills of junior cycle to find, use, manage, synthesise, and evaluate data; to communicate scientific understanding and findings using a variety of media; and to justify ideas on the basis of evidence
- To acquire a body of scientific knowledge; to develop an understanding of Earth and space and their place in the physical, biological, and chemical world and to help establish a foundation for more advanced learning.

Figure 2: The strands of the specification for junior cycle science

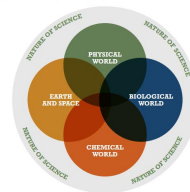


Figure 3: The elements of the contextual strands and the unify strand, showing the integrated nature of the specification

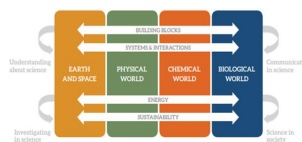
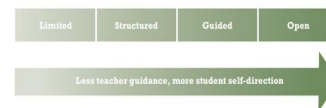


Figure 4: Continuum of inquiry





Science

CBA One: Extended Experimental Investigation

Student Learning

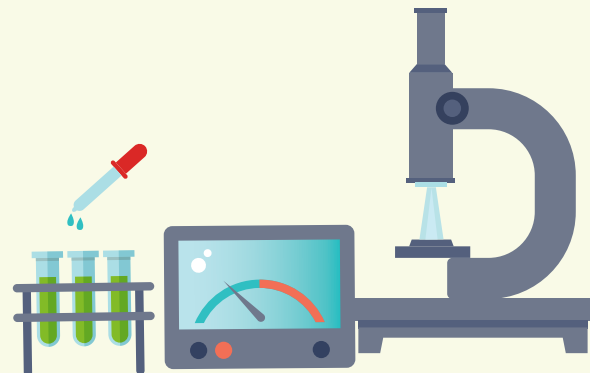
A student will, over a three-week period, formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypothesis, generate and analyse primary data, and reflect on the process, with support/guidance from the teacher.

How will students demonstrate their learning?

Through submitting a report and research records in a format of their choice.

Length of Classroom-Based Assessment?

To be completed within a three-week window in Second Year.





Science

CBA Two: Science in Society Investigation

Student Learning

A student will, over a three-week period, research a socio-scientific issue, analyse the information/secondary data collected, evaluate the claims and opinions studied and draw evidence-based conclusions about the issues involved, with support/guidance from the teacher.

How will students demonstrate their learning?

Through submitting a report and research records in a format of their choice.

Length of Classroom-Based Assessment?

To be completed within a three-week window in Third Year.



Visual Art

Structure of Specification



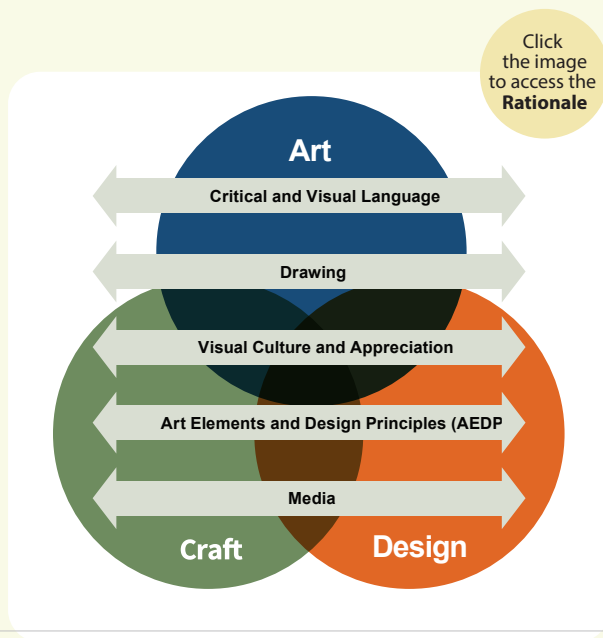
AIM:

Visual Art at junior cycle aims to provide the student with a set of personal attitudes and qualities as well as skills and processes and a sense of the aesthetic.

Through practical engagement in the areas of art, craft and design students will develop self-confidence, inquisitiveness, imagination, and creativity. They will also develop authentic, real world problem-solving capacities and the capacity to work, over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks.

Within the safe space of the art class, students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating. They will sometimes fail, and learn that failure can often be a hugely positive learning experience. Students will develop the knowledge, skills and understanding necessary to produce and to engage with authentic and original art, craft and design work.

In so doing, they will begin to develop the visual literacy, critical skills and language necessary to engage with contemporary culture. This will further contribute to the students' understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.



Visual Art

CBA One: From Process to Realisation

Student Learning

Students may work individually or in groups of up to three.

Using their Visual Art sketchpad, students:

- Research and explore theme(s) issued by the NCCA
- Use primary sources appropriate to their selected theme
- Develop and refine their ideas and skills through an artistic process
- Realise an artefact primarily in one of the Visual Art strands (Art, Craft or Design)

How will students demonstrate their learning?

Students may work individually or in groups of up to three.

Students will record their research and developmental work, annotations and reflections in their Visual Art sketchpad.

Students will complete and present a realised artefact (2-dimensional artefact, 3-dimensional artefact, installation, site-specific sculpture, animation, film, etc.).

Length of Classroom-Based Assessment?

The teacher has the professional autonomy to decide the start date, duration and finish date to suit their students and context within a national timetable/window specified annually by the NCCA.



Visual Art

CBA Two: Communicate and Reflect

Student Learning

Students will work individually.

The third year of Visual Art will involve a project-brief issued by the SEC. The brief will specify three themes which will of necessity serve as the brief for CBA 2 (Phase 1) and the Final Assessment (Phase 2). Using their Visual Art Sketchpad students;

- Research, experiment and develop ideas and techniques from a range of primary sources based on the theme(s) in the brief
- Develop their ideas and skills primarily through two strands not carried out in CBA 1

How will students demonstrate their learning?

Students will record their research, experimentation, developmental work, annotations and reflections in their Visual Art sketchpad.

Students will use the material from their Visual Art sketchpad to present or discuss their initial thoughts, ideas, and experimentations and how they might shape their work for the Final Assessment.

Based on feedback, students reflect upon their work and the direction in which they will take it for Phase 2.

Length of Classroom-Based Assessment?

The project brief is issued by the SEC in early September and is carried out in two phases during the year. The first phase is CBA 2. The teacher has the professional autonomy to decide the start date, duration and finish date to suit their students and context within a national timetable/window specified annually by the NCCA.

(Phase 2-Final Assessment involves separate work to be submitted to the State Examinations Commission.)



Wood Technology

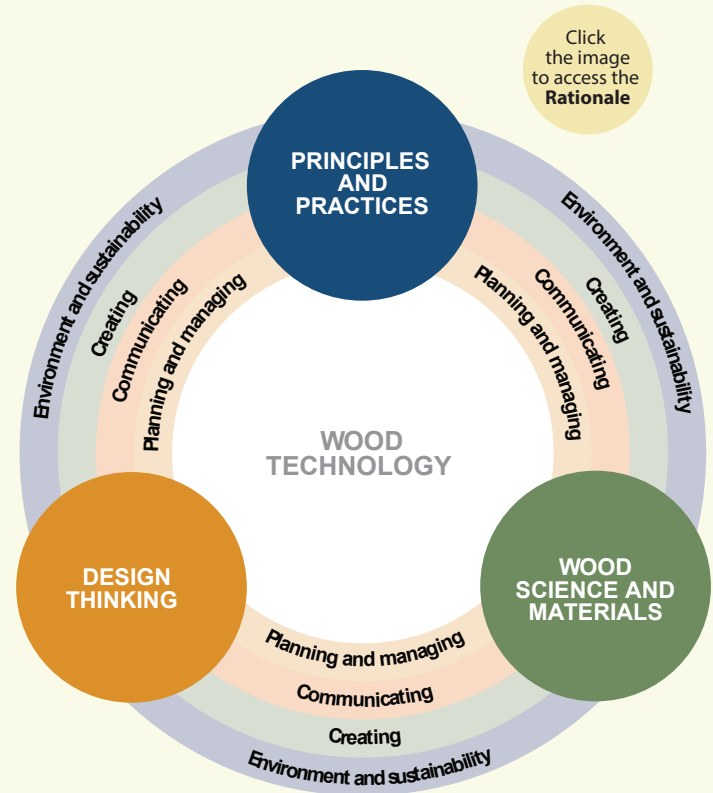
Structure of Specification



AIM:

The study of Wood Technology at junior cycle aims to:-

- Enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to design and create artefacts of value
- Empower students through designing and making, whilst developing an awareness of sustainability and the use of natural resources
- Develop a range of core design skills and relevant manipulation skills through modelling and processing wood and other materials
- Develop the confidence and resilience of students through engagement with the uncertainty of design challenges
- Encourage students' innovation and creativity through recognition and appreciation of their capacity to design and create.



Wood Technology

CBA One: Wood science in our environment



Student Learning

Students will explore a wood-science related issue within a local/global context. They will analyse the information/data collected, evaluate, and present the findings of their research of the issue they have investigated, with support/guidance from the teacher. It is important to instil in students a curious disposition where they are free to experiment and encouraged to explore new and challenging opportunities and to reflect on the process.

How will students demonstrate their learning?

Each student will present what they have learned having investigated a topic of their choice through their learning log. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to the chosen topic. Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it. The learning log can be produced in any format that is appropriate for capturing the ideas of the students. Students may present models or prototypes as part of their submission to support their learning log.

Length of Classroom-Based Assessment?

This CBA will be completed within a maximum of three weeks during Second Year.



Wood Technology

CBA Two: Student self-analysis and evaluation



Student Learning

The student, individually, will conduct an analysis of their coursework and skills to date in Wood Technology. Students will focus their analysis and evaluation on a range of completed tasks or on a specific task. Students are expected to critically review their progress and identify areas of strength and areas for improvement, with a view to informing their planning and decisions for the project.



How will students demonstrate their learning?

Each student will present on what they have learned having conducted the self-analysis and evaluation of their work to date. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to them personally. The student's response to their Classroom-Based Assessment can be produced in any format that is appropriate for capturing their reflection. Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it.

Length of Classroom-Based Assessment?

The CBA will be completed within a three-week period in Third Year and will inform the student's work on their SEC Coursework Design Brief.



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