



Junior Cycle: A broad education for your child

The new junior cycle places the student at the centre of the learning process. It allows for new ways of learning and a broader range of skills to be properly assessed.

Classroom Based Assessments

- ✓ Classroom-Based Assessments (CBAs) have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination.
- ✓ They will be used in the assessment of learning in subjects and in short courses. Classroom-Based Assessments (CBAs) will be assessed by the students' teachers and reported on to students and parents/guardians during junior cycle and in the JCPA.

Grading of subjects at Junior Cycle

Distinction	90 to 100%
Higher Merit	75 to 89%
Merit	55 to 74%
Achieved	40 to 54%
Partially Achieved	20 to 39%
(not graded)	0 to 19%

Current Second years 2018/2019

Classroom Based Assessments

Common level

	Classroom Based Assessment 1 2nd year	Classroom Based Assessment 2 3rd year	Assessment task 10 %
	Graded by teacher and will appear on their JCPA	Graded by teacher and will appear on their JCPA	Marked by State Examinations Commission
English	<p>Oral Communication</p> <p>Choose a topic or issue that is of interest or importance to them and they research it.</p> <p>Individual or group communication or presentation.</p> <p>During a period of 3 weeks, with support/guidance by the teacher.</p> <p>Recorded for the purposes of assessment</p>	<p>Collection of the Student's Texts</p> <p>Two texts chosen by the student from his/her collection of texts</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to the Collection of the Student's Texts</p> <p>Reflective piece of work</p>
Science	<p>Extended Experimental Investigation (EEI)</p> <p>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.</p>	<p>Science in Society Investigation (SSI)</p> <p>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.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Science in Society Investigation.</p> <p>Following completion of the second Classroom-Based Assessment in Year Three.</p> <p>Reflective piece of work</p>
Business	<p>Business in Action Group project</p> <p>Based on one of three options:</p> <ul style="list-style-type: none"> Enterprise in action 	<p>Presentation</p> <p>Individual presentation and investigation on a business-related topic</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p>

	<ul style="list-style-type: none"> • Economics in action • Finance in action <p>During a maximum of four weeks with support/guidance from teacher</p>	During a maximum of three weeks, with support/guidance from teacher	The Assessment Task will link to the Presentation (CBA 2)
MFL – French / German	<p>Oral Communication in the target language</p> <p>Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material</p> <p>During a maximum of three weeks, with support and guidance from teacher</p>	<p>Student Language Portfolio</p> <p>Three items chosen by the student from his/her collection Texts produced over time with support an</p>	<p>students complete a specified written task which is sent to the SEC for marking. Questions and answers will be in English</p> <p>The Assessment Task will be based on the Student Language Portfolio</p>
Visual Art	<p>From Process to Realisation</p> <p>Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work.</p> <p>During a maximum of four months with support/guidance from teacher</p>	<p>Communicate and Reflect</p> <p>Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback.</p> <p>During a maximum of three months with support/guidance from teacher</p>	<p>State certified final assessment</p> <p>Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works.</p> <p>They will present 2 artefacts for assessment by the SEC accompanied by a reflective piece</p>
Gaeilge	NB GAEILGE HAS BOTH CBA 1 & CBA 2 IN 3RD YEAR BUT STUDENTS WORK FROM 2ND YEAR ON CONTENT		
	<p>1 Language portfolio – Term 1 3rd Year</p> <p>The portfolio with samples of their work. may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded material (audio-visual and visual), texts, presentations completed etc.*</p>	<p>2 Communicative Task - Term 2 3rd Year</p> <p>3-4 minutes of an oral task recorded for the purposes of assessment</p> <p>– presentation, role play, interview alone or in a group.</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to the Presentation (CBA 2)</p> <p>This is a reflective piece of writing</p>

Current 1st years 2018/2019
Classroom Based Assessments
(2nd & 3rd year)
(2019/2020 & 2020&2021)
Common level

	Classroom Based Assessment 1 2nd year	Classroom Based Assessment 2 3rd year	Assessment task 10 %
	Graded by teacher and will appear on their JCPA	Graded by teacher and will appear on their JCPA	Marked by State Examinations Commission
English	<p>Oral Communication</p> <p>Choose a topic or issue that is of interest or importance to them and they research it.</p> <p>Individual or group communication or presentation.</p> <p>During a period of 3 weeks, with support/guidance by the teacher.</p> <p>Recorded for the purposes of assessment</p>	<p>Collection of the Student's Texts</p> <p>Two texts chosen by the student from his/her collection of texts</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to the Collection of the Student's Texts</p> <p>Reflective piece of work</p>
Science	<p>Extended Experimental Investigation (EEI)</p> <p>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.</p>	<p>Science in Society Investigation (SSI)</p> <p>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.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Science in Society Investigation.</p> <p>Following completion of the second Classroom-Based</p>

			<p>Assessment in Year Three.</p> <p>Reflective piece of work</p>
Business	<p>Business in Action Group project</p> <p>Based on one of three options:</p> <ul style="list-style-type: none"> • Enterprise in action • Economics in action • Finance in action <p>During a maximum of four weeks with support/guidance from teacher</p>	<p>Presentation</p> <p>Individual presentation and investigation on a business-related topic</p> <p>During a maximum of three weeks, with support/guidance from teacher</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to the Presentation (CBA 2)</p>
MFL – French / German	<p>Oral Communication in the target language</p> <p>Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material</p> <p>During a maximum of three weeks, with support and guidance from teacher</p>	<p>Student Language Portfolio</p> <p>Three items chosen by the student from his/her collection Texts produced over time with support an</p>	<p>students complete a specified written task which is sent to the SEC for marking. Questions and answers will be in English</p> <p>The Assessment Task will be based on the Student Language Portfolio</p>
Visual Art	<p>From Process to Realisation</p> <p>Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work.</p> <p>During a maximum of four months with support/guidance from teacher</p>	<p>Communicate and Reflect</p> <p>Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback.</p> <p>During a maximum of three months with support/guidance from teacher</p>	<p>State certified final assessment</p> <p>Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works.</p> <p>They will present 2 artefacts for assessment by the SEC accompanied by a reflective piece</p>
Gaeilge	<p>NB GAEILGE HAS BOTH CBA 1 & CBA 2 IN 3RD YEAR BUT STUDENTS WORK FROM 2ND YEAR ON CONTENT</p>		
	<p>1 Language portfolio – Term 1 3rd Year</p> <p>The portfolio with samples of their work. may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded</p>	<p>2 Communicative Task - Term 2 3rd Year</p> <p>3-4 minutes of an oral task recorded for the purposes of assessment</p> <p>– presentation, role play, interview alone or in a group.</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to the Presentation (CBA 2)</p>

	material (audio-visual and visual), texts, presentations completed etc.*		This is a reflective piece of writing
Maths	<p>Mathematical investigation</p> <p>A report may be presented in a wide range of formats</p> <p>A student will, over a three-week period, follow the Problem-solving cycle to investigate a mathematical problem.</p> <p>Problem-solving cycle: define a problem; decompose it into manageable parts and/or simplify it using appropriate assumptions; translate the problem to mathematics if necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem</p>	<p>Statistical Investigation</p> <p>A report may be presented in a wide range of formats</p> <p>A student will, over a three-week period follow the Statistical enquiry cycle.</p> <p>Statistical enquiry cycle: formulate a question; plan and collect unbiased, representative data; organise and manage the data; explore and analyse the data using appropriate displays and numerical summaries and answer the original question giving reasons based on the analysis section.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Statistical Investigation</p> <p>This is a reflective piece of writing</p>
History	<p>The Past in My Place</p> <p>Display</p> <p>Group, pair or individual</p> <p>During a maximum of 3 weeks with support/guidance from teacher</p> <p>Towards the end of Year 2</p>	<p>A Life in Time</p> <p>Written record</p> <p>Individual</p> <p>During a maximum of 3 weeks, with support/guidance from teacher</p> <p>Term 2 of Year 3</p>	<p>Students complete a specified written task which is sent to the SEC for marking</p> <p>The Assessment Task will link to A Life in Time (CBA 2)</p> <p>This is a reflective piece of writing</p>
Geography	<p>Geography in the news</p> <p>Structured inquiry through a response to a recent geographical event (s)</p> <p>Response to a media source Response may be presented in a wide range of formats</p> <p>Individual or group</p> <p>At the end of a threeweek period students will report on their inquiry, based on a recent media source, relating to a geographical event</p> <p>Second term of Year 2</p>	<p>My geography</p> <p>Structured inquiry into a geographical aspect (s) in a local area</p> <p>Geographical investigation Response may be presented in a wide range of formats Individual or group</p> <p>Students will, over a three-week period, investigate geographical aspects in a local area</p> <p>First term of Year 3</p>	<p>Students complete a specified written task which is sent to the SEC for marking The Assessment</p> <p>Task will link to My geography (CBA 2)</p> <p>This is a reflective piece of writing</p>

Home Economics	<p>Creative Textiles</p> <p>This is an individual project.</p> <p>Students will produce evidence of the application of the design brief process to one of the following options:</p> <p>Make a creative textile item for an individual or the home</p> <p>OR</p> <p>Recycle or upcycle a creative textile item for an individual or the home</p>	<p>Food Literacy Skills Brief</p> <p>This is an individual submission.</p> <p>Students will utilise the design brief process to research, generate ideas and possible solutions for their food literacy skills brief, drawn from a list of briefs issued by the State Examinations Commission</p>	<p>The final examination consists of a</p> <p>practical food skills examination (50% weighting of externally assessed examination) and a written examination (50% weighting of externally-assessed examination).</p> <p>Both are set out and externally marked by the State Examinations Commission.</p> <p>The food literacy skills briefs and guidelines for the practical food skills examination will be issued annually by the State Examinations Commission.</p>
-----------------------	---	--	--

Grading of CBA's

- ✓ Student Achievement in a Classroom-Based Assessment is based on subject specific learning outcomes and Features of Quality.
- ✓ The Features of Quality are clearly specified by the NCCA and are the same for every school in the country
- ✓ They are set out in four level descriptors

Classroom Based Assessment Descriptors
Exceptional
Above Expectations
In Line with Expectations
Yet to Meet Expectations

Final State Examinations

- ✓ Students will still sit a final written exam that is set marked and resulted by the SEC
- ✓ The written exam will be no longer than 2 hours and all subjects will be examined at a common level apart from English, Irish and Mathematics which will have 2 levels (Higher and Ordinary)

- ✓ Exams will still be held in June
- ✓ The Assessment Tasks will be sent to the SEC with the written papers after the exam to be marked.
- ✓ The results of the State Exams will be first issued in September.
- ✓ The results of the State Exams, Classroom Based Assessment and Other Areas of Learning will be reported on the Junior cycle Profile of Achievement (JCPA)

Other Areas of Learning

- ✓ Students involvement in other areas of learning outside the classroom will also be reported on within the new junior cycle.
- ✓ These can include sporting, musical, social, cultural, pastoral, scientific, entrepreneurial and other activities that they take part in during their time in Junior Cycle.



John Kelly

DOB: 21 June 2001



STATE CERTIFIED
FINAL EXAMINATIONS

Examination number: 456085

English (O)

Distinction

Irish (O) ⁽²⁾

B

Mathematics (H)

B

History (H)

C

Geography (H)

D

French (O) ⁽²⁾

C

Business Studies (H)

B

Science (H)

B

Technology (H)

B

C.S.P.E. (C)

A

Religion (H)

A

Classroom-Based Assessments - English

Oral Communication

Exceptional

Collection of Texts

Exceptional

Classroom-Based Assessments - Short Courses

Coding

Above expectations

Physical Education

Exceptional

Other Areas of Learning



Principal

Ms Mary Ryan

Year Head

Mr. Jack Quigley

Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94 HXW5



Anytown Secondary School

