

NEW JUNIOR CYCLE INFORMATION FOR PARENTS

PRESENTATION COLLEGE, CARLOW



CONTENTS OF THIS PRESENTATION

- Why change is needed in Junior Cycle
- What will be different?
- Key Skills and Statements of Learning
- Curriculum and Assessment

WHY CHANGE?

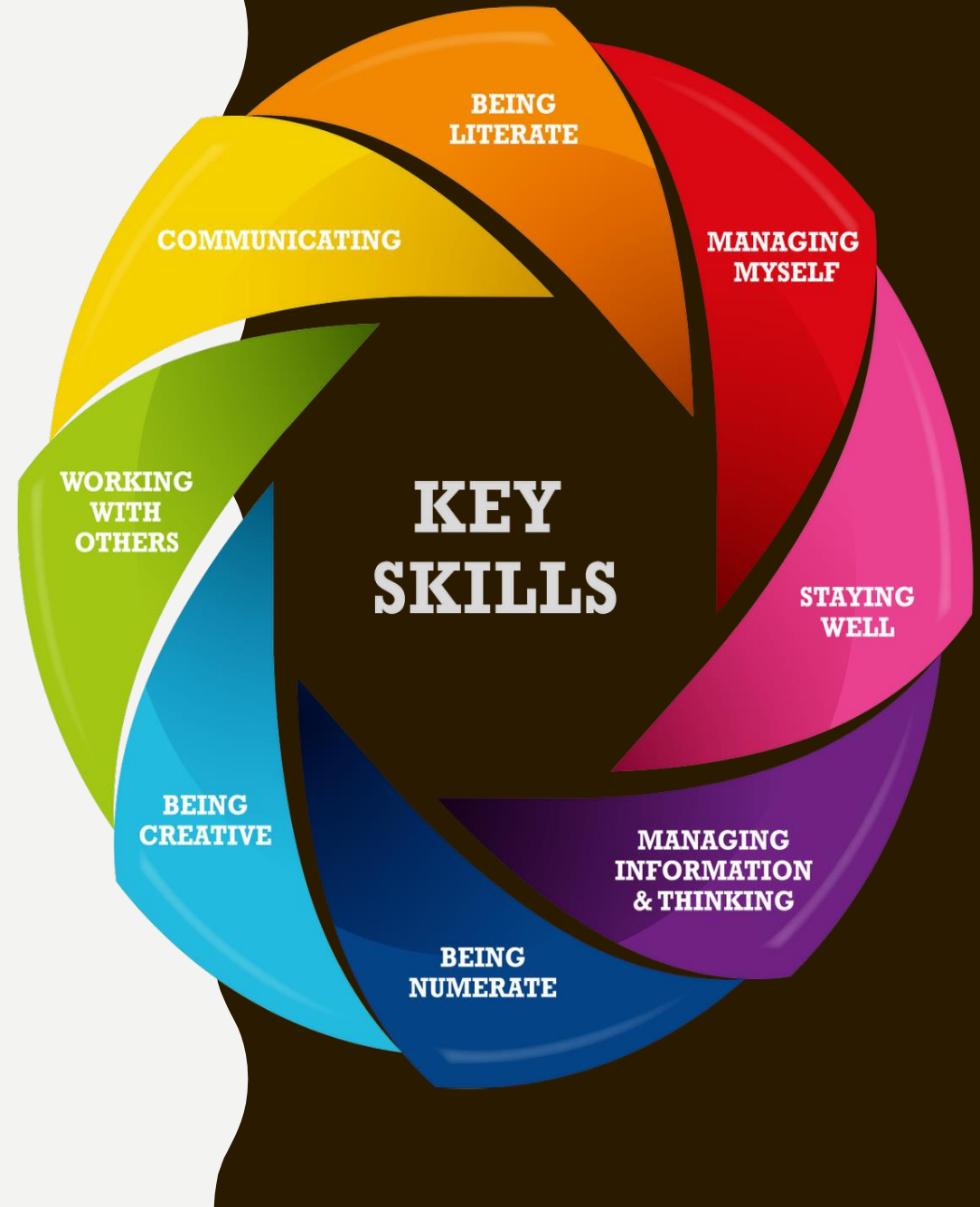
- Many students were turned off learning in Junior Cert
- The Junior Cert exam was dominating teaching and learning in many Irish classrooms
- There was too much emphasis on covering content
- The world has changed
- There was a narrow range of assessment activity - lots of tests!

WHAT WILL BE DIFFERENT FOR YOUR CHILD?

- Smoother transition from primary to post-primary
- More actively involved in their learning
- Investigative approaches rather than being told
- Greater emphasis on literacy, numeracy and the key skills
- Improved feedback and reporting to parents/guardians

NEW JUNIOR CYCLE

- 8 Key Skills are being taught by all teachers in all subjects and Short Courses



Changes in Student Assessment

Each subject will have two CBAs, one at the end of 2nd Year and the other before Christmas in 3rd Year. Irish will take place in Third year



Each CBA will be followed by a Subject Learning And Review (SLAR) meeting



The results of the CBAs will be communicated to students and parents and kept on record in the school.



The results that are communicated to the students will be formative, giving a clear outline of how improvements can be made



The CBA in 3rd Year will be followed by an Assessment Task (AT), which will be forwarded to the State Exams Commission (SEC) in June



The students will receive the results of the terminal exam (which includes the AT) in mid-September from the SEC

Grades:

CBA

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

Grades in CBAs are awarded based on Features of Quality and following a SLAR meeting. There are no corresponding marks.

Junior Cycle

- | | |
|----------------------|---------------|
| • Distinction | 90-100% |
| • Higher Merit | 75 – 89% |
| • Merit | 55 – 74% |
| • Achieved | 40 – 54% |
| • Partially Achieved | 20 – 39% |
| • Not Graded | Less than 20% |



John Kelly

DOB: 21 June 1952

STATE CERTIFIED
FINAL EXAMINATIONS

Examination number: 456985

English (O) ⁽²⁾

Distinction

Irish (O) ⁽²⁾

A

Mathematics (H) ⁽²⁾

B

History (H) ^(2,3,4,5,6)

C

Geography (H) ⁽²⁾

D

French (O) ⁽²⁾

E

Business Studies (H) ⁽²⁾

NG

Science (H) ⁽²⁾

NG

C.S.P.E. (C) ⁽²⁾

B

Classroom-Based Assessments - English

Oral Communication

In line with expectations

Collection of Texts

Yet to meet expectations

Classroom-Based Assessments - Short Courses

Coding

In line with expectations

Physical Education

Yet to meet expectations

Artistic Performance

In line with expectations

philosophy

Yet to meet expectations

Other Areas of Learning



The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal

Year Head

Roll Number: 60090Q

The Assessment Task

- Students complete a **written assessment task in class** to be **submitted** to the **SEC** for marking as part of the state-certified examination.
- This will be allocated **10% of the marks** and is used to determine the grade **awarded by the SEC**.
- The assessment task will assess students in different aspects of their learning depending on the subject being assessed.
- The assessment task is **linked to the second classroom based assessment** in all subjects.

Other learning experiences

- Students will have the opportunity to engage with a **wide range of other learning experiences** as part of their junior cycle programme and these will be recorded on the JCPA – Junior Cycle Profile of Achievement.
- Other learning experiences play a critical role in ensuring that students are provided with **a broad and balanced educational experience**.
- These learning experiences could include student **participation in co-curricular and extra-curricular activities** such as; science club, school's sporting activities, debating, musical performance.

- Specific **learning opportunities that do not form part of subjects** such as; leadership training, activities relating to guidance, membership of school clubs or societies, membership of school's student council.
- **Engagements** that form **part of the formal timetabled curriculum** but **not reported on in other sections of the JCPA**, such as; engagement with the school's own Religious Education programme, or elements of the PE, SPHE, CSPE curriculum.

Profile of achievement. JCPA

The JCPA will include the following:

- ✓ State certified final examinations results.
- ✓ Classroom based assessments – subjects.
- ✓ Other areas of learning.

The JCPA will be issued in the autumn after third year.

WHAT ROLE CAN YOU PLAY?

- Research has shown that parental engagement in children's learning in the home makes the greatest difference to student achievement.
- We ask you to discuss your children's homework, reports, assessments etc
- We would ask you to consider going to library and getting books for your children to improve their literacy skills

SECOND YEAR CBA DATES



ART:

7th January - 12th April

Business CBA 1:

4th March - 12th April

Science CBA 1:

4th March - 12th April

MFL (French/German):

29th April - 17th May

English CBA 1:

29th April - 20th May

THIRD YEAR DATES TO REMEMBER

Classroom Based Assessment 2:

Business CBA 2:	12 th November - 7 th December
English Collection of Texts:	30 th November
Science CBA 2:	7 th December - 25 th January

Assessment Task:

English Assessment Task:	3 rd - 7 th December
Business Assessment Task:	10 th - 14 th December
Science Assessment Task:	28 th January - 1 st February

More Information

From NCCA – www.JUNIORCYCLE.IE

STATE EXAMINATIONS COMMISSION – ASSESSMENT
RESOURCES WWW.EXAMINATIONS.IE

www.jct.ie

HOW EXAM STRESS

AFFECTS MOM AND DAD

A RECENT STUDY AMONG PARENTS REVEALED:

25%

SAID THEIR OWN
MENTAL HEALTH
HAD BEEN
AFFECTED BY THE
PRESSURE OF
THEIR CHILDREN'S
EXAMS



25%

HAD OFTEN LOST
SLEEP WORRYING
OVER IT



★ 2 OUT OF 5 SAID THEY FELT
NOT GOOD ENOUGH AS PARENTS
FOR NOT KNOWING HOW TO HELP
THEIR KIDS WITH REVISION ★

33%

HAD OFFERED THEIR
KIDS MONEY AS
INCENTIVE



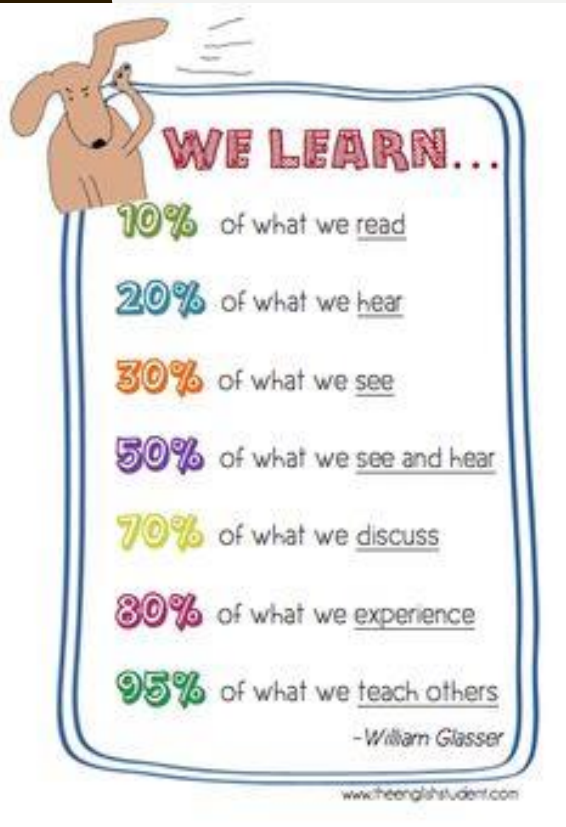
MORE THAN HALF
WOULD LIKE TO
KNOW HOW TO
SUPPORT THEIR
KIDS BETTER

1. Identify your child's best way to learn

Try to identify how your child enjoys studying best, and adopt strategies around that. For example, **kinaesthetic** learners like to learn via movement such as dancing, counting fingers, gestures or even acting. **Auditory** learners absorb information the best through sound such as songs and recordings, while **visual** learners study best through picture stories, shapes, mind maps and even paintings.

2. Create a great learning environment

A good atmosphere and comfortable learning space can lead to productive learning and revision. Ensure your child has what they need to thrive, whether it's sufficient light and quiet, or a comfortable chair and the necessary stationery.



3. Get them to teach

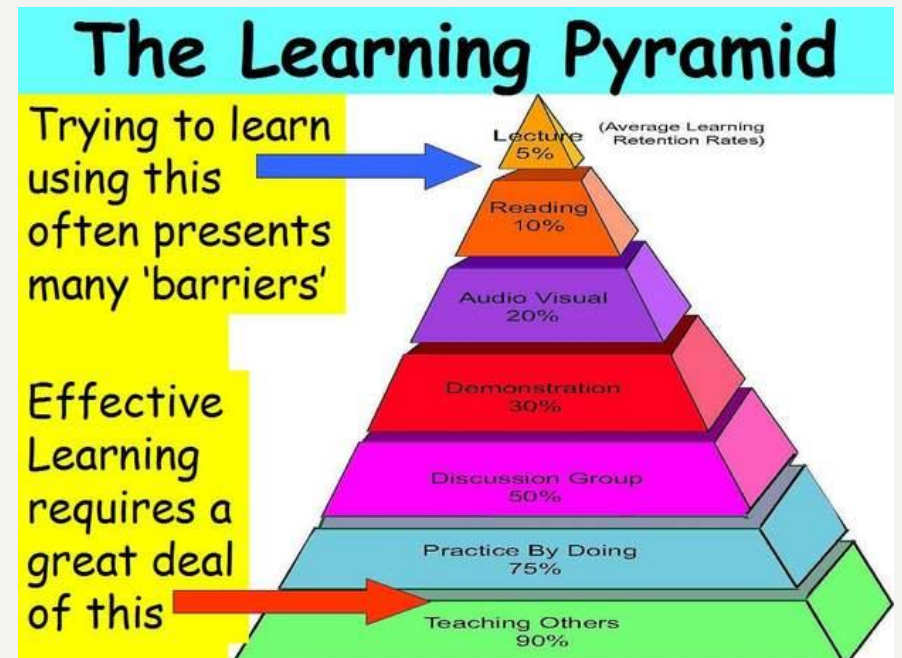
A good way to get children to understand what they are learning, or to just practice their revision, is for them to “teach” you. Ask your child to pretend they’re the teacher, and go through a mock “lesson”.

4. Spread out revision

It’s difficult for anyone to concentrate on learning for long periods of time, so ensure your child is taking short breaks between revision bursts.

5. Support them

Studying is not always fun or easy, so praise your children when they are working hard. Encourage rather than threaten, as kids don’t need more stress during exam pressure. If they do get stressed, try to respond to their emotions by listening, reassuring them, or hugging them. Once they’ve calmed down, you can deal with practical solutions, such as setting up a revision timetable, or getting the necessary help they might need.



1

GET ENOUGH SLEEP



so that your brain has the opportunity to consolidate new knowledge.

2



BREAK STUDY TIME INTO SMALL CHUNKS

Space your learning over multiple days.

3

Know Your Body. Study when you are at your **MOST ALERT.**

4

TURN HEADINGS INTO QUESTIONS

and read paragraph by paragraph for comprehension.



5

TEST YOURSELF FREQUENTLY

when you study, so you can practice retrieving information.



6. Ensure they're sleeping sufficiently

Sleep is important to not only give children mental and physical rest, but to consolidate what's been learnt during the day. Ensure their room is dark as light interferes with melatonin (the hormone needed for sleep) production. The blue light emitted by tablets and phones can also be disruptive to sleep.

7. Set up rewards

Incentivise studying and exams not necessarily through material rewards or “prizes”, but through fun activities that children can look forward to after a series of revisions or after an exam. Incentives can include a dinner out at a restaurant, or watching sport or series together. Or better yet, ask them what they want to do the most.