

Clonaslee College

Parent/Guardian Support Booklet

A guide to supporting your student through revision and the Junior Cycle examinations.

<u>Contents</u>	<u>Page</u>
• Introduction	2
• Why revise?	2
• Common barriers to revision and possible solutions	3
• Creating an effective study space	3
• Creating a study plan	4
• Organising your revision	5
• Our whole school active study strategy- POKER	6
• Creating effective mind maps	8
• Using flashcards effectively	9
• Helpful websites	9
• Setting target grades	10
• Dealing with exam stress	11
• Parent/guardian support workshop	12
• Advice for sitting exams	13
• Junior Cycle Examination Timetable 2025	14
• Appendixes 1-4: Study Templates, Calendar and JCT Parent/Guardian Information Sheet	15-19

Introduction

- The Junior Cycle exams are important exams. They are students' first experience of what a state exam is. The subjects and levels students take for Junior Cycle can consequently impact subject choice and level at senior cycle.
- If students manage to develop effective study habits and time management skills now, it will benefit them both in any future exams and in their future careers. Universities and workplaces are informing us that students are too reliant on being told what to do and that they need to become independent learners.
- The information in this booklet will help you to help your child make a good start on their revision and journey to success.

What commitment does the Junior Cycle programme require?

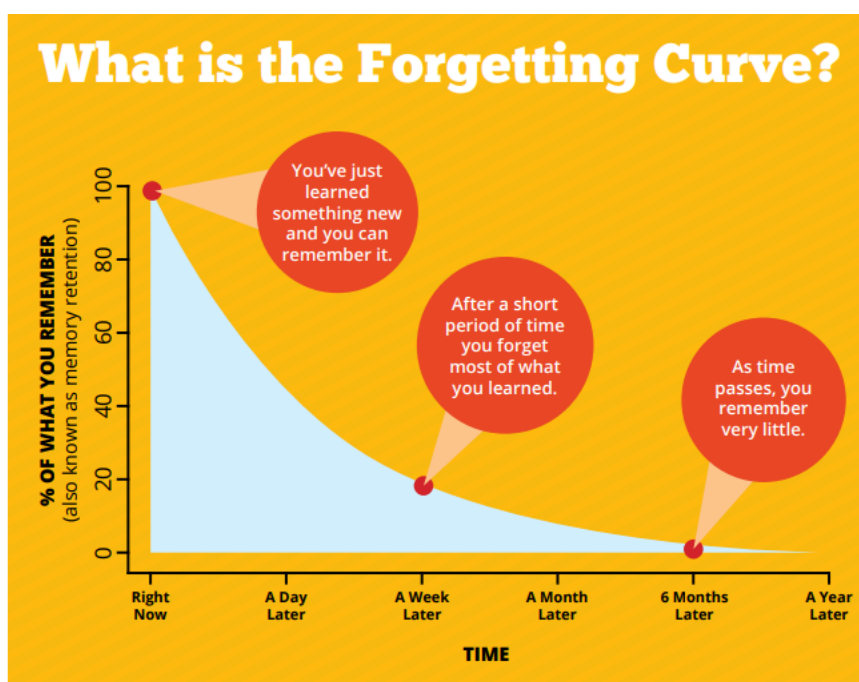
- **Attendance-** it is important that students attend school every day. New material is taught in every class and students need to be present to keep up with the pace of work. If a student is absent for a class, it is their responsibility to catch up on work missed.
- **Active Engagement-** Students must actively engage with the work in class. They must at all times behave in a way that supports a focused, calm learning environment. They must ask questions in order to address any concerns they have.
- **Work Ethic:** To succeed, students must take ownership of their own learning. They must complete all homework to the best of their ability and commit the necessary time to revise material and practice

Why revise?

Revision is essential to reinforce learning, to increase student knowledge, to improve your standard of writing, to develop exam technique and to boost student confidence.

Have you heard of the Forgetting Curve?

- When we learn something new, after a while we find that we can't remember what we learned. The Forgetting Curve shows us the decline of memory retention over time when there is no attempt to review it.
- We can beat the curve by doing quick and frequent reviews of material.
- Revision enables us to transfer information from our short-term/working memory into our long-term memory.
- Information that is stored in our long-term memory is easier to recall.



Common Barriers and Possible Solutions

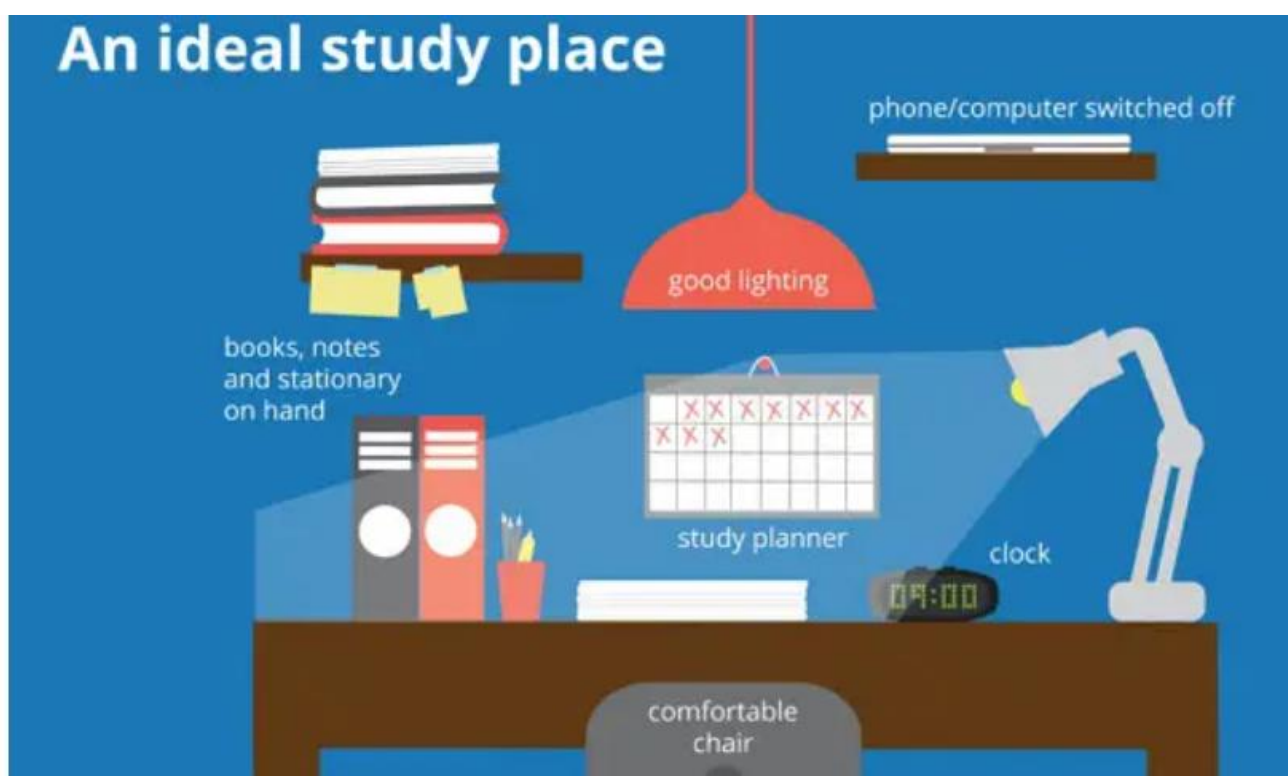
The following are common barriers to effective study, as suggested by our students, and some possible solutions:

Issue	Solution
<ul style="list-style-type: none"> • Not sure where to start 	<p>➔ For each subject, make a checklist of the topics you must revise. You can use this as a guide to help you breakdown your subjects and get you started revising.</p>
<ul style="list-style-type: none"> • Unsure how to study effectively 	<p>➔ Use our whole school study strategy, POKER, which can be used for any subject. This will ensure you are effectively studying in short bursts of 30-40 minutes</p>
<ul style="list-style-type: none"> • Time management 	<p>➔ You need to create a realistic study plan, which factors in all your subjects and the time you have available to study.</p>
<ul style="list-style-type: none"> • Too many distractions! 	<p>➔ You should not have a phone in the room as you study. If you use a timer app on your phone, then you should place it in 'Aeroplane Mode'. This will ensure you receive no notifications to distract you as you study. You should not have the tv or music playing in the background as you will not have these conditions recreated in an exam. You should designate a space to study away from others who could prove to be distracting.</p>

*Further guidance on how to create optimal conditions for study will be discussed in this booklet.

Creating an effective study space

- Create a comfortable and well-organised study space using guidelines suggested in the image below.
- If you do have space and can get set up in your own bedroom, try not to study while on your bed as this can make it difficult for you to separate relaxing or sleeping from studying.
- If you have to share a study space with a sibling, it can be helpful to have a chat with them about how best to share the space. It might mean that you should set your study timetable up so that you take breaks or lunch at a different time to them so you get some time to yourself.



Creating an Effective Study Plan

- It is not possible to create a revision plan that will suit every student in 3rd year. **The best study plan for you is one created by you.** We all have subjects that we are strong at and some other subjects that we need more time to work on. The level you are doing might also impact your study- you may need to allocate more study time to succeed at a higher-level subject.
- You will find two revision templates for creating a weekly study plan (Appendix 1 and Appendix 2) in this revision booklet. If these timetables do not work for you, make your own, however do not spend hours making it look pretty!
- Look at the time you have left between now and mocks and the Junior Cycle examinations, so you plan this time wisely. Make enough copies of the weekly timetable to take you up to the end of exams. Share your revision plan with your family so they can help encourage you to keep going!
- Balance revision time between different subjects. If you have an in-class exam coming up, plan appropriate revision leading up to it. Vary the subjects revised on one day. Do not presume that you can revise a topic once and that it will have entered your long-term memory.

Appendix 1:

- This shows the working week when you are at school, therefore that time has been blocked off. You will see that there is plenty of time remaining after school / at weekends!
- You should begin by filling in any prior commitments you have e.g music lessons, training, time to relax with family/friends etc.
- Then make a quick list of all of the tasks / revision you wish to complete in the week.
- This then needs transferring to the available time slots after school / during the weekend.
- Colour code each of the subjects as this will give you a visual aid as to how much time you have committed to revision on each subject.

Appendix 2:

- This template can be used for evenings and weekends, or just during your examinations period to plan your time wisely
- You should begin by filling in any prior commitments you have e.g music lessons, training, time to relax with family/friends etc.
- Then make a quick list of all of the tasks / revision you wish to complete in the week.
- This then needs transferring to the available time slots after school / during the weekend.
- Colour code each of the subjects as this will give you a visual aid as to how much time you have committed to revision on each subject.



When it comes to the end of the week, review how well it worked and make changes to the next week if you need to

Organising Revision- Revision Checklists

- For each subject make a list of the major topics you have covered – this is called a topic check list. If you find it difficult to list the topics ask your teacher, however many will already have provided this. Look below for an example of a JC History checklist.
- You can breakdown your topic into subheadings to help manage your revision.
- For each subject look at the topics and decide the order. Start with a topic you liked or found easy. Remember you do not have to revise the topics in the same order you covered them in class.
- Re-write the topic check list in the order you want to revise. Pin up the topic check list in your bedroom. Write the topics on your timetable too.
- Check your timetable to see which subject you have chosen to study and check the topic list for which specific part you have chosen to revise.

Sample Revision Checklist for History:



2024/2025 Clonastee College Junior Cycle History Revision Plan

Subject Knowledge- Revision Topics

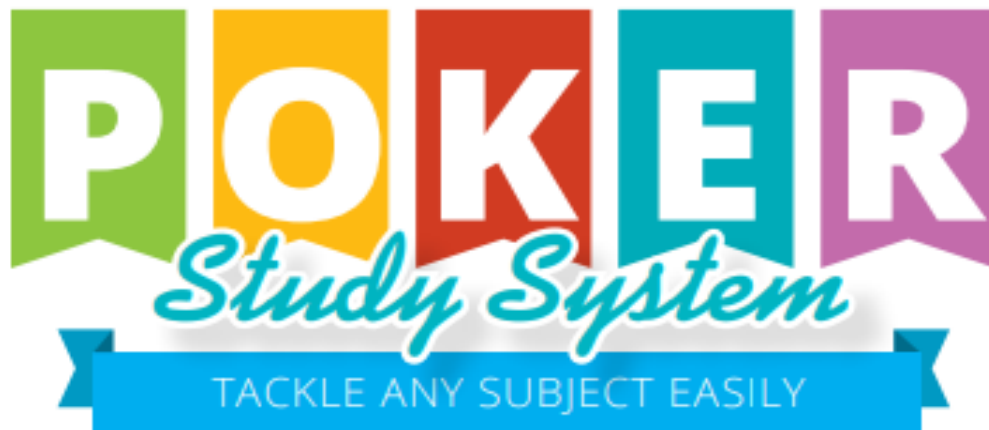
Job of the Historian/Archaeologist	Life in an Ancient Civilisation: Ancient Rome	Early Christian Ireland and the impact of Christianity	Life and Death in the Middle Ages	The historical significance of the Renaissance
The impact of Conquest and Colonisation	Martin Luther and the Reformation	The Plantation of Ulster and the growth of towns	The American Revolution	The 1798 Rebellion - Physical Force
The cause, course and consequences of The Great Famine	The Parliamentary Tradition - Daniel O'Connell & John Redmond	The impact of the GAA on Irish life	The rise of Nationalism and Unionism , 1911-1923	Life in Communist Soviet Russia
Life in Nazi Germany	World War II- Causes, Course and Impact	Genocide and The Holocaust	Impact of WWII on Ireland- North and South	The Cold War – Berlin, Korea and Cuba
The changing experience of women in 20 th century Ireland	The 1960s - an important decade in world history	The 1960s - an important decade in Irish history	The Troubles in Northern Ireland	The EU and Ireland's links with Europe
Patterns of Change- Technology		Patterns of Change- Health and Medicine		

Sample Topics/Subheadings:

Week of:	Topics and subheadings	Key Personalities	Keywords	
26 th August	<p style="text-align: center;"><i>The work of the historian and the archaeologist</i></p> <ul style="list-style-type: none"> - What is history? - Different types of sources - Primary vs secondary sources - Bias and propaganda - Chronology, timelines etc. - Where do historians get their sources - What is archaeology? - How do archaeologists find sites for excavation? - How do archaeologists date the objects they find? 		<input type="checkbox"/> Bias <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Propaganda <input type="checkbox"/> Fact <input type="checkbox"/> Opinion <input type="checkbox"/> Prehistory <input type="checkbox"/> Radiocarbon dating <input type="checkbox"/> Aerial photography <input type="checkbox"/> Conservation	<input type="checkbox"/> Geophysical survey <input type="checkbox"/> Dendrochronology <input type="checkbox"/> Pollen dating <input type="checkbox"/> Stratigraphy <input type="checkbox"/> Artefact <input type="checkbox"/> Evidence <input type="checkbox"/> Museum <input type="checkbox"/> Archive <input type="checkbox"/> Chronology <input type="checkbox"/> Excavate
9 th Sept	<p style="text-align: center;"><i>An Ancient Civilisation: Life in Ancient Rome</i></p> <ul style="list-style-type: none"> - Background/introduction- empire, Pompeii and Herculaneum - Life of a patrician - Life of a plebian - Entertainment and food - Life of women - Life of children - Life in the army - Life of a slave - Patterns of Change: Health and medicine - Achievements of Ancient Rome- influence/contribution to modern life 	<ul style="list-style-type: none"> - Julius Caesar - Spartacus 	<input type="checkbox"/> Aqueduct <input type="checkbox"/> Villa <input type="checkbox"/> Plebian <input type="checkbox"/> Patrician <input type="checkbox"/> Dole <input type="checkbox"/> Toga <input type="checkbox"/> Domus <input type="checkbox"/> Insulae <input type="checkbox"/> Stola <input type="checkbox"/> Orator	<input type="checkbox"/> Empire <input type="checkbox"/> Thermopolia <input type="checkbox"/> Frescos <input type="checkbox"/> Amphitheatre <input type="checkbox"/> Public baths <input type="checkbox"/> Manumission <input type="checkbox"/> Ludus <input type="checkbox"/> Centurion <input type="checkbox"/> Colosseum <input type="checkbox"/> Dowry

POKER- Our Whole School Study Strategy

Students are familiar with the POKER strategy and have participated in a whole school study skills session demonstrating POKER in action.

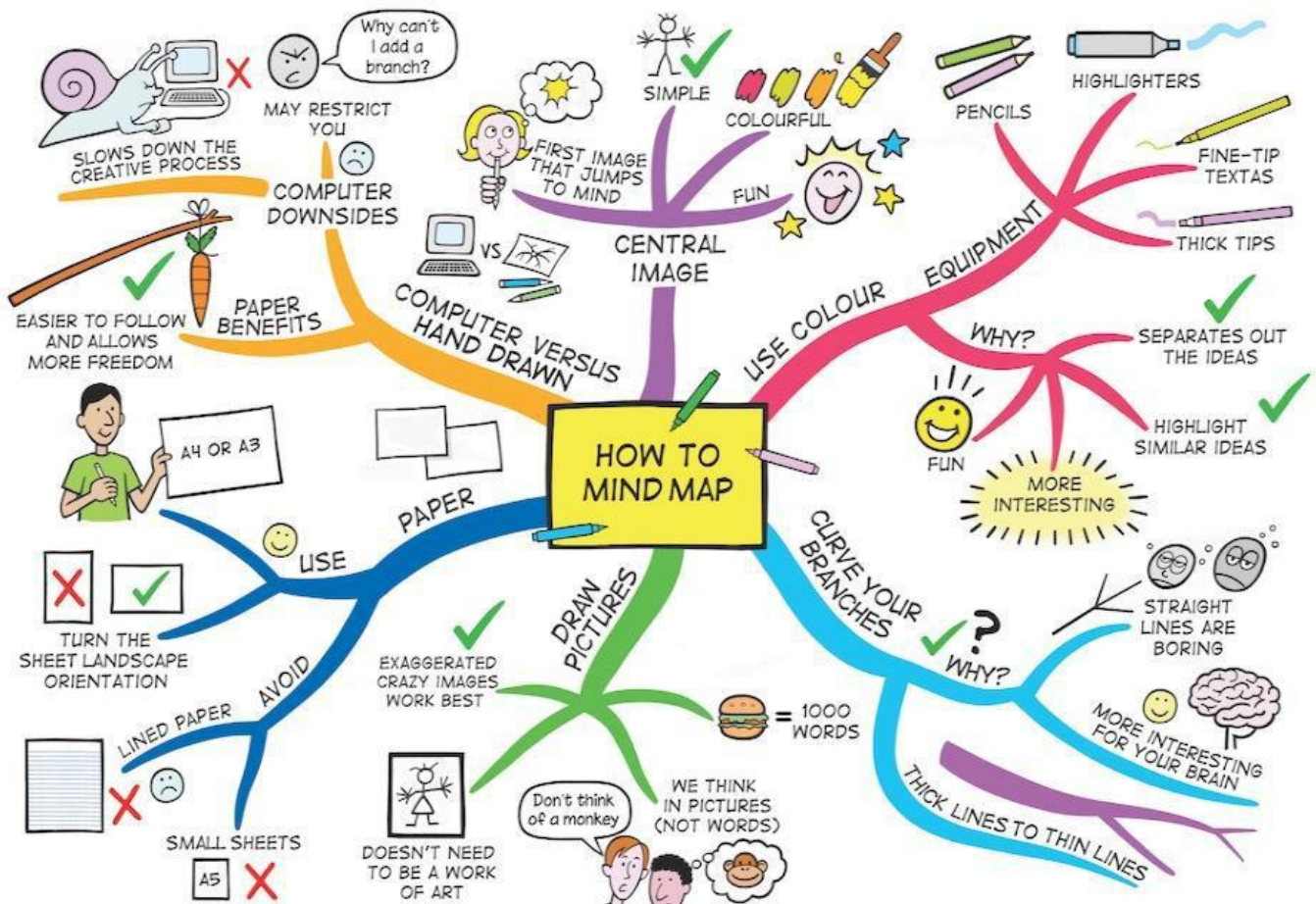


POKER Explained

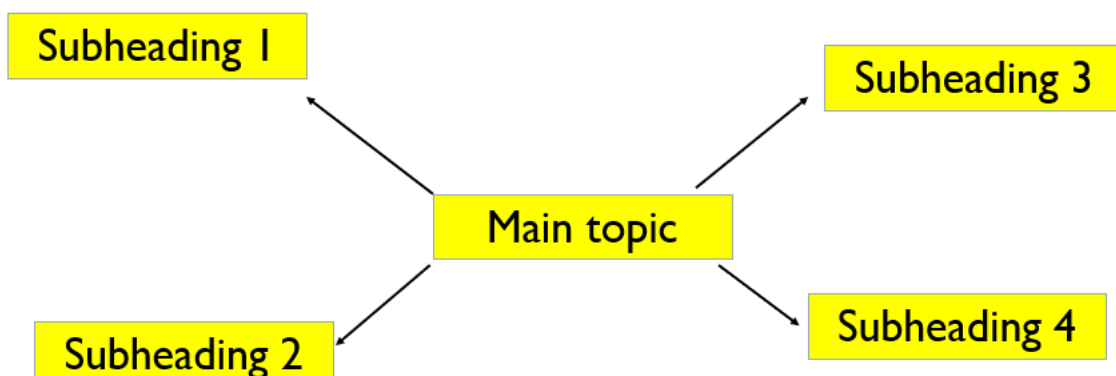
	<ul style="list-style-type: none">• Before you open any textbook, notes copy, revision sheets etc. all study should begin with a check-in on the topic.• A pre-test is a chance for you to see what you already know about the topic- this means that you are not wasting time studying material that is already in your head!• Write down all that you can recall about this topic from your own memory.• It is most effective if you do this in timed conditions.
	<ul style="list-style-type: none">• You should break down the topic into more manageable chunks.• How does this topic break down? Can you separate this topic into subheadings?• For example, in History, you may be able to break a topic down into the causes (the reasons why it happened), course (what happened) and consequences (the results/impacts of what happened)• Your textbook may be helpful for this activity- how does it break down each chapter?
	<ul style="list-style-type: none">• If you are familiar with the keywords within the topic, you should be more confident approaching a short or a long question.• What are the important subject specific keywords for this chapter?• Can you recall them?• Can you explain what they mean?• Can you use them in a sentence?• Once again, your textbook/class notes may be helpful here
	<ul style="list-style-type: none">• Build on the knowledge you already have by creating a mind map using the subheadings and keywords you have already identified.• Include diagrams and images – necessary for dual coding.• DUAL CODING involves giving your brain a verbal and a visual way of recalling the material. Look at guidelines for creating effective mindmaps on page 8.• This mind map should be clear and contain all the main pieces of information for the topic you are revising.• Your mind-map can be used as a one-page revision source going forward.
	<ul style="list-style-type: none">• After the process of revision, you need to check in on how effective your revision has been.• It may be helpful to go back to your initial pre-test sheet, get a different colour pen- what can you add to it now? What have you learned since?• You could attempt the end of chapter questions.• The best way to check if you have revised this topic effectively is to look at past exam papers on examinations.ie, see if you could answer a question on that topic with confidence now!

Etch and Sketch- Creating Effective Mindmaps

- We need to move beyond opening the book and reading notes and considering this to be effective study. Student notes often end up being the book repeated word for word. Instead you should create mindmaps.
- This is an alternative way to make notes because your brain likes colour and pictures which help your memory. A study in the US gave participants 10,000 images to look through. They then added 10 other images. 95% of participants could identify the foreign images. This highlights that pictures stay in your brain.
- **Advantages of mindmaps:** You only need to write down what's important, you can easily show how things link up, all the information you need is on one page and when you have made a pattern, your brain will remember the whole shape of the topic.

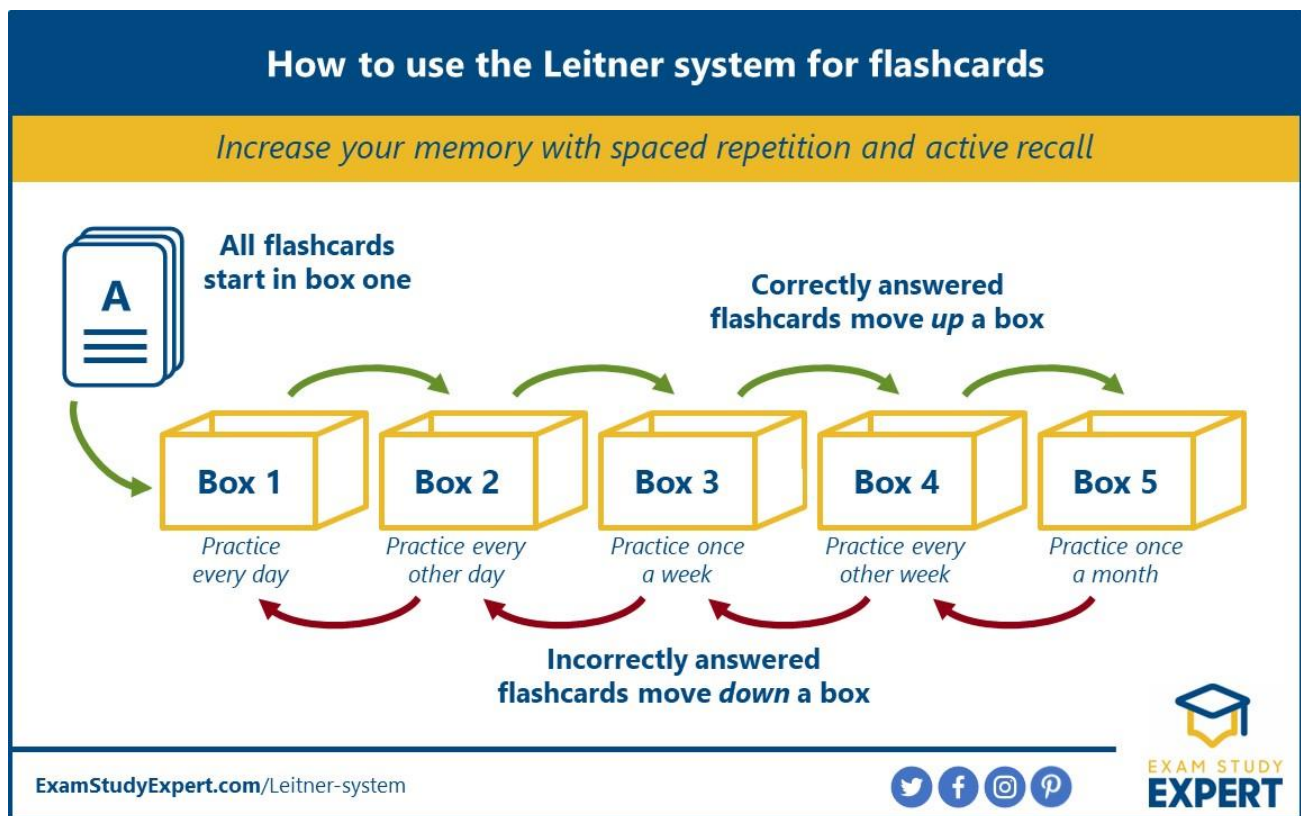


You may wish to use the following mindmap template:



Using Flashcards Effectively

- You can purchase revision cards from any stationary shop or you can use online flashcards, accessible on websites such as Quizlet
- Physical cards can be carried around and can be used whenever you have a spare moment.
- Remember:
 - Always write the subject in the top right hand corner of the card
 - Always put a title on the card
 - Number the cards
 - Cards covering the same topic and/or subject should be kept together using an elastic band or treasury tag in the top left corner.
- The Leitner system is most effective means of using flashcards. This is a way of constantly retesting yourself until you are certain the content has gone into your long term memory.



Helpful Websites

- <https://www.studyclix.ie/>
- <https://www.examinations.ie/exammaterialarchive/>
- <https://revisewise.ie/junior-cycle/>
- <https://www.khanacademy.org/>
- <https://www.scoilnet.ie/>
- <https://www.youtube.com/@ExamRevision/playlists>
- <https://studynotes.ie/topic/junior-certificate>

Target Grades

- Target grades are grades that are personal to every student.
- Student should set a grade they would expect to achieve in each subject. These grades become a goal to work towards to achieve.
- According to the educational research carried out by Professor John Hattie, self-reported grades are the best way of improving student attainment (that is how well you do in exams)
- In order to be effective, target grades should be SMART targets.

S	M	A	R	T
				
SPECIFIC	MEASURABLE	ACTIONABLE	REALISTIC	TIMEBOUND
Be clear and specific so your goals are easier to achieve. This also helps you know how and where to get started!	Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.	Are you able to take action to achieve the goal? Actionable goals ensure the steps to get there are within your control.	Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.	A date helps us stay focused and motivated, inspiring us and providing something to work towards.

Target Grade Template

Use the template provided to review your mock grades and set new target grades for your Junior Cycle exams.

Subjects	Mock Grade	Target Grade for JC
English		
Irish		
Maths		
History		
Geography		
Science		
Business Studies		

Dealing with Exam Stress

- If stress affects you, ensure you incorporate the following strategies to aid with exam anxiety during your revision.



If you are struggling, ask for help!

- Teachers are subject experts; they are here to support and guide you as you approach your exams. Help yourself by asking for help!
- If there is something you are struggling with, pop up your hand and ask or ask after class.

**A PROBLEM SHARED
IS A PROBLEM HALVED**

Free Parent/Guardian Webinar

Parents are invited to use the QR code below to sign up to the following free online course facilitated by Kildare Education Centre which deals with supporting students throughout their exams.

Supporting Adolescents Through Exam Stress

Supporting teachers and parents to enable their exam students to succeed

Exam time is one of life's most stressful events for many. This webinar will help identify practical techniques for parents and teachers of adolescents to minimise stress and anxiety caused by exams. There will be an exploration of the different symptoms of exam stress and how these can be different for everyone. This webinar will explore how the brain and the body respond to stress and how routine, sleep and managing expectations are important for reducing stress and anxiety/ CBT skills for exam stress will also be explored.

Primary discussion topics:

- Importance of Routine
- Stress and Cognitive Function
- The Internal Workings
- Managing Expectations
- Practical Techniques.



Date: Wednesday, 12th February, 2025

Time: 19:00- 20:00

Facilitator: Nicola Culloty. Nicola began her career journey as a primary school teacher where she devoted over two decades to nurturing young minds in the classroom. Driven by a passion for mental health and wellbeing, Nicola returned to the academic world and earned her Masters in Cognitive Behavioural Therapy in 2019. She has since completed a Diploma in Traumatology and PTSD and a further Diploma in Coaching. In 2020m she founded Full Circle CBT, an organisation offering online therapeutic support to individuals of all ages, Nicola's experience extends beyond therapy; she conducts training workshops for schools and organisation, equipping them with essential tools to foster mental health awareness in their communities. Nicola has provided training and workshops to many schools, organisations and government agencies over the last number of years. She has worked closely with NALA, Mary Immaculate College of Education, TUSLA, the institute of Guidance Counsellors, European School Verse, ECSI and many more.



Sitting Exams

The night before:

- Only attempt light revision from your revision notes, not any totally new revision.
- Get all the equipment you need (4 black/blue pens, 2 red pens, 2 pencils, ruler, rubber, colours calculator, etc.) ready the night before. The last thing you want is to be rushing around looking for stuff in the morning.
- Always take a watch with you into the exam
- Bring a calculator for EVERY exam. One of the key skills of Junior Cycle is being numerate- you may be asked a quick sum in other subjects, and you need to be prepared for this.
- Try to get a good night's sleep – put away the screens!

On the day:

- Get up in plenty of time.
- Make sure you have everything you need before you leave home.
- If you want to, do some last-minute revision by flicking through your notes.
- Don't spend too long waiting outside the exam room as this can make you feel more nervous.
- Make an agreement with your friend not to talk about the exam.
- Make an agreement with yourself that **you will not leave any exam early**. This means you are giving yourself the best chance of success. Each Junior Cycle paper is only two hours. You should be busy until the final minutes writing responses or reviewing your answers.

Budget your time:

- Work out how much time you can devote to each question or section. The inside page of each exam paper will give you guidelines on how long to spend on each section.
- As you take the exam you may find yourself falling behind schedule – don't panic just work a little faster.
- Don't fall into the trap of spending most time answering the questions you know least about. Give them a go but don't be afraid to move on.
- Ensure that you stay for the full two hours of the exam.

Tackling the Questions

- Read every question at least twice. - you must specifically answer the specific question that is being asked. Be aware that questions may have more than one part to them.
- It is helpful to circle the verbs (the action words) of the question and to underline the important words to keep you focused on the question.
- Work out how long and detailed the answer needs to be by looking at the space you are given and the number of marks available.
- For essay-type questions outline the main points you intend to include in your answer in the optional roughwork box. Without a plan you are likely to stray from the point or forget important points.
- If you are asked to draw diagrams, make sure that you clearly label the diagrams.
- If you run out of space, use the 'Additional Material' pages. Your exam will be scanned and marked online; this ensures the examiner will see all your responses clearly. Make a note that you have continued the question on the extra pages provided and ensure you label the question clearly.

Junior Cycle 2025 Exam Timetable



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CYCLE EXAMINATION

TIMETABLE 2025

Each candidate should note carefully the dates and hours, as fixed on this official timetable, for the examinations in the subjects in which he/she intends to present himself/herself. The Commission will not be responsible for any errors which may occur in the reproduction of this timetable by outside agencies. Candidates are required to be in attendance at least half an hour before the examination begins in the subject in which they first present themselves.
The start time for all Junior Cycle afternoon examinations is 1.30p.m.

JUNE	SUBJECT	TIME
	H = Higher Level O = Ordinary Level C = Common Level	
WEDNESDAY 4	English - H & O ----- Religious Education - Common Level	9.30 – 11.30 ----- 1.30 – 3.30
THURSDAY 5	Irish T1 - H & O (incl aural) Irish T2 - H & O (incl aural) ----- Geography - Common Level	9.30 – 11.30 9.30 – 11.30 ----- 1.30 – 3.30
FRIDAY 6	History - Common Level ----- Mathematics - H & O	9.30 – 11.30 ----- 1.30 – 3.30
MONDAY 9	Science - Common Level ----- Business Studies - Common Level	9.30 – 11.30 ----- 1.30 – 3.30
TUESDAY 10	Graphics - Common Level Italian (incl aural) - Common Level ----- French (incl aural) - Common Level	9.30 – 11.30 9.30 – 11.30 ----- 1.30 – 3.30
WEDNESDAY 11	Home Economics - Common Level ----- Spanish (incl aural) - Common Level	9.30 – 11.00 ----- 1.30 – 3.30
THURSDAY 12	German (incl aural) - Common Level ----- Wood Technology - Common Level	9.30 – 11.30 ----- 1.30 – 3.00
FRIDAY 13	Jewish Studies - Common Level Music - Common Level ----- Engineering - Common Level Classics - Common Level	9.30 – 11.30 9.30 – 11.00 ----- 1.30 – 3.00 1.30 – 3.30
MONDAY 16	Applied Technology - Common Level	9.30 – 11.00

Weekly Study Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>Morning</i>	7-8						
	8-9						
	9-10						
	10-11						
	11-12						
<i>Afternoon</i>	12-1						
	1-2						
	2-3						
	3-4						
	4-5						
<i>Evening</i>	5-6						
	6-7						
	7-8						
	8-9						
	9-10						

Appendix 2- Study Plan Template

Week Beginning:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

□	□
□	□
□	□
□	□
□	□

Appendix 3- Academic Calendar

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Appendix 3- Academic Calendar

April 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



CBA's will be undertaken during a defined time period within normal class contact time and to a national timetable. Students will complete one CBA in second year and one in third year in most subjects.

CBA's will be reported on in the JCPA using the following descriptors:-

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

Once the second Classroom-Based Assessment (CBA) is completed, students in third year will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. This Assessment Task will account for 10% of the overall mark for the final examination. Specific arrangements are made for Visual Art, Music, Home Economics and the Technology subjects. At the end of third year, students will sit the final SEC examination in June, which will account for 90% of the SEC grade.

Short Courses

Schools may offer short courses on their junior cycle programme. A short course is designed for approximately 100 hours of student engagement across two or three years of the junior cycle. Short courses have been made available by the NCCA in Coding, Chinese Language and Culture, Digital Media Literacy, Artistic Performance, Philosophy, Civic, Social and Political Education, Physical Education and Social Personal and Health Education. Schools may also develop their own short courses to meet their students' needs.

Other Areas of Learning

Students will have the opportunity to engage with a range of other learning experiences as part of their junior cycle programme and these can be recorded on the JCPA. 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 engagement in a science fair, a musical performance or a debating competition.

They could also include extracurricular activities, such as:

- membership of the school student council or school clubs and societies
- participation in school sporting activities

Reporting in Junior Cycle

A new reporting structure at junior cycle will contribute to the personal and educational development of students. It will support and underpin ongoing learning and assessment.

Schools will regularly:

- Provide information to parents about their child's achievement and progress
- Support students in their learning by suggesting next steps and providing feedback to help students' self-evaluation

The reporting process at junior cycle will culminate in the award of the JCPA to students. The JCPA was awarded for the first time in Autumn 2017.

Student Wellbeing

Your child's wellbeing is of central importance to his/her educational success and overall happiness. Wellbeing will become a core part of your child's junior cycle experience. This area of learning includes, amongst others, Physical Education (PE), Civic, Social and Political Education (CSPE), Social, Personal and Health Education (SPHE) [including Relationship and Sexuality Education (RSE)] and Guidance.

Level 2 Learning Programmes

There is a new junior cycle pathway for students with particular special educational needs called Level 2 Learning Programmes (L2LPs).

These are being successfully implemented in special schools and are available for some students in mainstream post-primary schools also. Students completing this programme will have their results reported on the JCPA.

Level 1 Learning Programmes (L1LPs)

A Level 1 Learning Programme was launched in May 2018

For further information on the new Junior Cycle visit:-
www.curriculumonline.ie for subject and short course specifications and information regarding assessment

www.jct.ie for teacher CPD information and general information regarding the new junior cycle



Follow us on Twitter @JCFforTeachers

Junior Cycle Information for Parents of Post-Primary Students



An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
 for teachers

Junior Cycle: A broad education for your child

The junior cycle will place 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. This leaflet aims to inform parents of post-primary school students about the key changes underway.

Principles, Key Skills and Statements of Learning

Underpinning the new junior cycle are a set of principles, key skills and statements of learning. These will ensure that your child receives a rich educational experience that has both breadth and depth. Your child will have access to a varied curriculum of knowledge, understandings, skills and values.

Eight principles underpin the framework for Junior Cycle. These inform the planning for, as well as the development and implementation of, junior cycle programmes in all schools. The eight principles of Junior Cycle are:-

- Learning to Learn
- Choice and Flexibility
- Quality
- Creativity and Innovation
- Engagement and Participation
- Continuity and Development
- Inclusive Education
- Wellbeing

Eight key skills permeate across the entire curriculum

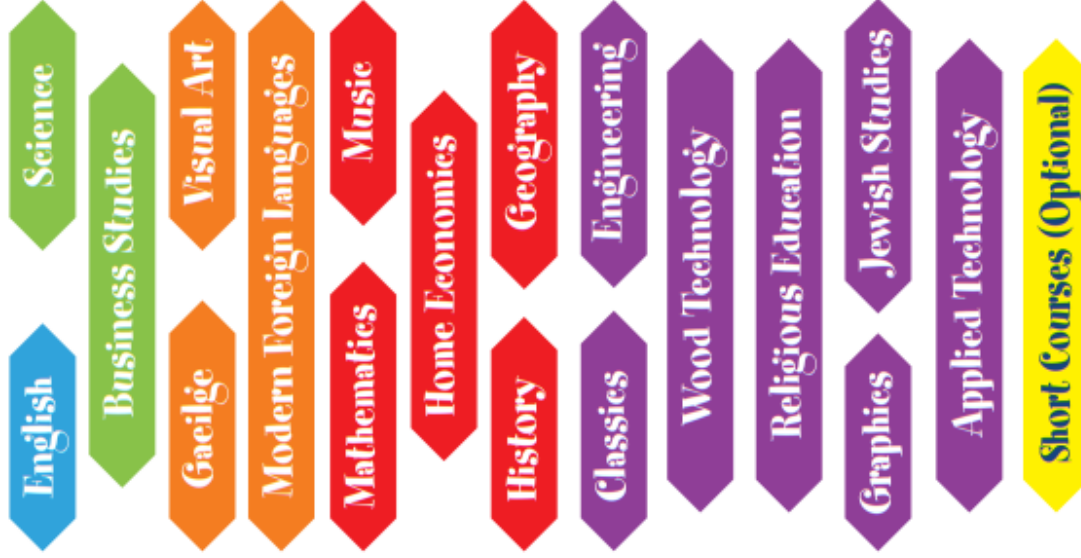


Through engaging with the key skills students will:

- be more actively engaged with learning
- take greater ownership of their learning
- have a critical engagement with digital technology
- be encouraged to problem solve and think critically and creatively

The twenty-four statements of learning describe what your child should know, understand and value having participated in junior cycle. Schools will ensure that all statements of learning feature in the programme offered to their junior cycle students.

A student entering First year will experience all Junior Cycle subjects through their new specifications



How student achievement at Junior Cycle will be assessed
The most significant change in the new Junior Cycle is in the area of assessment. A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination can enable the appropriate balance between preparing students for examinations and facilitating creative thinking, engaged learning and better outcomes for students. From Autumn 2017, junior cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:-

1. Subjects (State Examination and Assessment Task)
2. Classroom Based Assessments
3. Short courses
4. Other Areas of Learning
5. The Wellbeing Programme

Subjects

Schools will be able to choose from a total of 21 different subjects for inclusion on their junior cycle programme. All subjects are being revised and each one will have its own specification replacing what was previously known as a syllabus. Each specification describes the learning that takes place as part of the student's study of a subject in junior cycle. By 2019 all new subject specifications will have been introduced. Students can study a maximum of 10 subjects for the JCPA, and if their school offers short courses they can study 9 subjects plus 2 short courses or 8 subjects plus 4 short courses for certification purposes.

The state examination that students sit in their subject at the end of their junior cycle will also be graded differently. Instead of A, B, C, D, E, F and NG the following descriptors will now be used:

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%

Classroom Based Assessments

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

**THERE ARE NO SECRETS TO
SUCCESS. IT IS THE RESULT OF
PREPARATION, HARD WORK, AND
LEARNING FROM FAILURE.**

Colin Powell

Good luck!