

- **NJC FAQ**

1.What do you understand by the term CBA (Classroom Based Assessment)?

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. There is a need to avoid 'over-assessment' and the cumulative burden on students and teachers of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments will substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate.

Classroom-Based Assessments (CBAs) in Subjects Students will undertake two Classroom-Based Assessments facilitated by their teacher, one in second year and one in third year. Classroom-Based Assessments in all subjects will be specified at a common level. The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks depending on the subject in question.

In the case of a small number of subjects, (Art, Craft and Design, Music, Home Economics and the Technology subjects) the second CBA will involve practical work, or the creation of an artefact or a performance. As the finished artefact, practical work, or performance are currently marked by the SEC in these subjects, they will continue to be marked by SEC, together with the related accompanying written evidence, as appropriate.

CBAs will be undertaken by students within class time to a national timetable.

Q2. Are you aware of the new descriptors for CBAs (Classroom Based Assessments)?

When assessing the level of student achievement in a Classroom-Based Assessment against the learning outcomes, teachers will use 'on-balance' judgement in relation to the Features of Quality, which are set out in four level descriptors

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

Q 3 Do you know how much the Assessment Task is worth?

A : The AT is worth 10% . It takes place after the completion of the CBA 2 in 3rd year.

Q4 Are you aware of the new Grade Descriptors for the JCT?

A:

There are 2 new grading systems for the new Junior Cycle. One is for Final Examinations and another one for the CBAs.

Final Exam Grade Descriptors
Distinction 90-100%
Higher Merit 75-89%
Merit 55-74
Achieved 40-54
Partially Achieved 20-40%
Not Graded 0-19%

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

5. Do you understand what is meant by Other Areas of Learning?

OAL accounts for **school based learning** that your child will engage in as part of their Junior Cycle Profile of Achievement. It focuses on skills and knowledge achieved during 1st, 2nd & 3rd year in areas away from their subjects and curriculum.

6. Are you aware of the extra-curricular activities made available by the school that may be used for Other Areas of Learning?

OAL's might include student participation or success in: Sport/ leadership /Volunteer work/ Quizzes/ musicals/ charity work/ competitions etc.

Q7. Which of the following ways to access information about the New Junior Cycle do you prefer?

Information Night

Document sent with Summer Reports* - *parent preference*

School website

Junior Cycle for Teachers (JCT) website* - *staff preference*

Student Journal* - *student preference*

School text

Other - Please specify

Q8. What do you understand by the term Wellbeing?

Wellbeing will cross the three years of junior cycle. It will include learning opportunities to enhance the physical, mental, emotional and social **wellbeing** of students, developing strong, supportive relationships in **schools** and providing a safer, more inclusive environment for students to engage in their studies and learn. *(400 hours of Wellbeing over three years includes, C.S.P.E, Physical Education and S.P.H.E)*

The School will promote **student wellbeing** in all learning experiences by:providing an environment and curriculum that support **students** to develop knowledge, understanding and skills to manage their own health and wellbeing.

**Diagram p45 Wellbeing Guidelines*

[sample power point](#) - for perusal!

Q9. Ways to access information about the New Junior Cycle do you prefer

- Information night
- Document sent with summer report
- School website
- JCT website
- Student Journal
- School Text
- Other

Q10. New Junior Cycle Key Skills

MANAGING MYSELF

This key skill helps learners to understand themselves both as individuals and as learners so that they can develop personal goals and plans. It also helps them develop strategies to make considered decisions, to take action and to reflect on their progress.

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

STAYING WELL

This key skill recognises that learners' overall wellbeing must be supported alongside their intellectual development. Being healthy, physically and emotionally, being socially active and being able to take care of oneself and of others helps learners become happy and confident. This key skill also helps young people become positive and engaged in their learning and supports them in the safe and ethical use of digital technology.

- Being healthy, physical and active
- Being social
- Being safe
- Being spiritual
- Being confident

- Being positive about learning
- Being responsible, safe and ethical in using digital technology

COMMUNICATING

This skill helps learners develop good communication skills in all aspects of life, using a variety of media. As well as developing literacy skills it also develops learners' confidence in communicating, expressing opinions, writing, making oral presentations and performing.

- Listening and expressing myself
- Using language
- Using numbers and data
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

BEING CREATIVE

This skill enables learners to develop their imagination and creativity as they explore different ways of doing things and of thinking. Students learn to stay with challenges or tasks to completion and to learn from their experiences.

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

WORKING WITH OTHERS

This skill helps learners develop good relationships and to appreciate the value of cooperating to reach both collective and personal goals. Students also learn to value diversity and to engage in collaborative work aimed at making the world a better place.

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

MANAGING INFORMATION AND THINKING

This key skill helps learners gradually improve their capacity to search for information from different sources. They also develop their skills in judging and discriminating between information types and sources and they develop strategies for organising information so that they can understand it and use it later. This skill also develops learners' thinking skills so that they can become more skilled in higher order reasoning and problem-solving.

- Being curious

- Gathering, recording, organising, and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

Q11. Key indicators of Wellbeing unpacked

Active: Taking part in a physical activity that raises my heart beat i.e. walking, running, climbing a stairs, hockey, football, basketball etc.

Aware: Being aware of my thoughts, feelings, behaviours and values and making sense of them. Understanding how learning helps me improve.

Connected: Feeling part of my school, my friendships and my community. Understanding that my actions and my relationships with others have an impact on my wellbeing, the wellbeing of others, my community and the world.

Resilient: Having the coping skills to deal with challenges in my life, to know where to go for help and knowing that with effort I can achieve.

Respected: Feeling that I am listened to and valued. I have happy relationships with my friends, classmates and teachers. I always show care and respect to everyone.

Responsible: Taking action to improve my wellbeing and that of others e.g. healthy eating choices, knowing when my safety is at risk, helping a friend in need.