



Where can I get more information?

- www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the English specification and Guidelines for the Classroom-Based Assessments and the Assessment Task. A list of texts for the student cohort of 2017-2020, 2018-2021, 2019-2022 & 2020-2023 is also available.
- www.jct.ie – This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.
- www.examinations.ie – for sample examination materials
- Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.
- JCT has a team of full-time advisors who can be contacted by email at: info@jct.ie

 Follow us on Twitter [@JCforTeachers](https://twitter.com/JCforTeachers) and directly with the English Team [@jctEnglish](https://twitter.com/jctEnglish)

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students.

Learning Journey - English

Final Assessment
.....
End of Year 3
.....
Based on a sample of the Learning Outcomes.
Set and marked by the SEC.
Accounts for 90% of Final Assessment

Assessment Task
.....
Following completion of CBA 2 in Year 3
.....
Linked to CBA2. Set by NCCA.
Assessed by SEC.
Comprises 10% of Final Assessment

Collection of the student's texts CBA 2
.....
Year 3
.....
School based assessment, followed by SLAR. Reported in JCPA using Descriptors

Oral Communication CBA 1
.....
Year 2
.....
School based assessment, followed by SLAR. Reported in JCPA using Descriptors

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

**Junior Cycle
Information
on
English**



Junior Cycle English encourages all students to

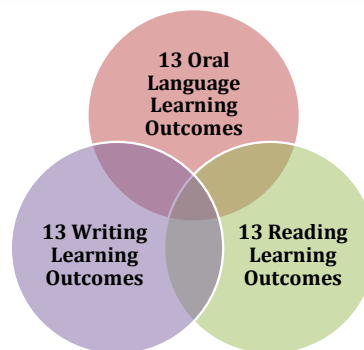
- develop an informed appreciation of literature through personal encounters with a variety of literary texts
- be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- develop control over English, using it and responding to it, with purpose and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

Learning Outcomes

The English specification identifies 39 learning outcomes that describe **the knowledge, understanding, skills and values** students should be able to demonstrate after their three years of Junior Cycle.

Students will experience all of these learning outcomes through rich texts and engaging learning experiences.

Structure of the Specification



"The student's language learning is marked by a fully integrated experience of oral language, reading and writing."
(Specification, pg. 9)

22 learning outcomes have been identified as most relevant for **first year** students. The purpose of this is to build on their experience of English in primary school. These are identified in the specification by the symbol **O**. A further group of learning outcomes are marked to indicate those which may be assessed in the **Final Examination**. These learning outcomes are denoted in the specification by the symbol *****.

Guidelines for Choosing Texts

In 1st year there is a list of indicative texts that teachers can choose from to encourage regular reading for pleasure. The list is not exhaustive. In 2nd and 3rd year, there is a list of prescriptive texts that teachers must choose from. Details are available on www.curriculumonline.ie

Changing Approach to Assessment

A new dual approach to assessment increases the prominence given to classroom-based assessment and formative assessment: students learn best when teachers provide feedback that helps students to understand how their learning can be improved. Classroom-Based Assessments (CBAs) are completed during normal class time. They will closely resemble what happens on a daily basis in the classroom. CBAs aim to create opportunities for students to demonstrate their learning in areas that are difficult to capture in a timed pen and paper exam. For example, the first CBA which happens during 2nd year, is an oral communication task. It offers students the opportunity to research an area of their choice and communicate their findings through a range of communication formats.

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Teachers' judgement is recorded for the purpose of the Subject Learning and Assessment Review meeting and for the school's reporting to parents and students.

An Assessment Task (AT) will follow the second CBA in 3rd year. The AT asks students to reflect on the process of writing and is completed by students during class time. It is sent to the State Examinations Commission (SEC) along with the Final Examination for correction. It accounts for 10% of the Final Examination mark.

Results of the CBAs and the SEC result are recorded on the Junior Cycle Profile of Achievement (JCPA).