



Junior Cycle – Glossary of Terms

Junior Cycle Framework	The document setting out the basis and structure of learning at Junior Cycle.
Principles	The Framework sets out 8 principles that underpin Junior Cycle: Engagement and participation; Learning to Learn; Choice and Flexibility; Quality; Wellbeing; Inclusive Education; Creativity and Innovation; Continuity and Development
Statements of Learning	The 24 Statements of Learning cover the broad spectrum of what students are expected to know by the end of Junior Cycle. Each subject covers some of the statements.
Key Skills	The 8 Key Skills cover areas that students are expected to develop their abilities over the course of the three years of Junior Cycle. Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and take responsibility for their own learning.
Other Areas of Learning	Students will have the opportunity to engage with a range of other learning experiences in their junior cycle programme. These other learning experiences could include activities relating to guidance, pastoral care and student support, a school's own religious education programme or co-curricular activities such as a science fair, musical performance or sporting activity. Others may include leadership training, school attendance initiatives or participation in a homework club. Some of the above activities may be documented in the Junior Cycle Profile of Achievement (JCPA).
Subject	Subjects are one of the ways students will engage in learning at Junior Cycle. English, Irish and Maths involve a minimum of 240 hours timetabled classes over the three years. They will be assessed at higher and ordinary levels. All other subjects are designed for a minimum of 200 hours and will be assessed at a common level.
Subject Specification	A new specification replaces the old Junior Cert syllabus in each subject. This document outlines the content, structure and principles of the learning to take place in that subject. Subjects are changing over to their new specification on a phased basis. The last subjects will begin working from the new specification for new First Years from September 2019.
Classroom-Based Assessments (CBAs)	Students complete two Classroom-Based Assessments (CBAs), one conducted in second year (CBA1) and one in third year (CBA2). CBAs will be undertaken at a common level. The nature of the CBAs for each subject is part of the subject specification. Some specific tasks involved in the CBAs may be issued by the NCCA in consultation with the SEC on an annual basis. CBAs involve students taking part in a specified activity, usually over an extended period of time, resulting in the production of a piece of work that is then awarded a grade descriptor by their subject teacher.



CBA Grade Descriptors	Once a student completes their CBAs, their teachers awards them a Grade Descriptor based on the Features of Quality (FoQ) set down by the NCCA. The Descriptors are: Exceptional; Above Expectations; In Line With Expectations; Yet to Meet Expectations. The Descriptors do not have percentage equivalents.
Assessment Task	Students complete the Assessment Task in the second half of Third Year. It is a written task that takes place during a normal class period. It requires students to reflect on the learning they have done during CBA2. The task is set by the National Council for Curriculum and Assessment (NCCA) and The State Examinations Commission (SEC) and is graded by the SEC as part of the final exam in June. The mark for the Assessment Task accounts for 10% of the grade awarded for the final exam.
Features of Quality	For each CBA, the NCCA has set down a broad range of criteria that teachers will use to place each students' work within one of the Grade Descriptor bands. These criteria are called Features of Quality (FOQ).
Short Course	Short Courses are like subjects but take only 100 hours of class time instead of 200 (or 240 in the case of English, Irish and Maths). They are not assessed by a final exam in June. Short Courses can be studied over the course of two or three years. Students at Ratoath College follow a short course in CSPE.
Wellbeing	Wellbeing is a central tenet of learning at Junior Cycle and is designed to enhance the physical, mental, emotional and social wellbeing of students. Wellbeing incorporates learning traditionally included in PE, SPHE and CSPE as well as a range of other learning opportunities. Wellbeing involves up to 400 hours of student engagement over the three years of Junior Cycle.
Junior Cycle Profile of Achievement (JCPA)	At the end of the three years of learning, each student receives a JCPA. The JCPA will reward achievement across all areas of learning – Subjects, Short Courses, Wellbeing, Priority Learning Units and Other Areas of Learning, depending on the student. The JCPA will have a nationally determined format and includes results Students will receive their JCPA in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.
Level 2 Learning Programmes (L2LPs)	L2LPs are suited to students with general learning disabilities. L2LPs build on prior learning but are essentially designed around priority learning units (PLUs) that focus on the social, personal and pre-vocational skills that prepare students for further study, for work and for life.
Priority Learning Units (PLUs)	The five PLUs that form the basis of L2LPs are: Communication and literacy; Numeracy; Living in a community; Preparing for work; Personal care