



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 specification for Modern Foreign Languages, Guidelines for the Classroom-Based Assessments and the Assessment Task.

www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

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



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Learning Journey - MFL

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

Final Examination

 End of Year 3

 Based on a sample of the Learning Outcomes.
 Set and marked by the SEC.
 Breakdown of final mark awarded by SEC:
 10% Assessment Task
 90% Final Examination (35% of which is allocated to an aural component)

Assessment Task

 Year 3
 End of Term 1

 Based on the Learning Outcomes of CBA2. Set by NCCA & marked by SEC. Accounts for 10% of Final Examination

Student Language Portfolio CBA 2

 Year 3
 End of Term 1

 School based assessment, followed by SLAR. Reported in JCPA using Descriptors

Oral Communication CBA 1

 Year 2
 Final Term

 School based assessment, followed by SLAR. Reported in JCPA using Descriptors

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
 for teachers

Junior
 Cycle
 Information
 on
 Modern
 Foreign
 Languages



Junior Cycle Modern Foreign Languages (MFL) refers to French, German, Italian and Spanish. These subjects encourage all students to:

- actively engage in language activities and tasks, developing the capacity to understand written and spoken language
- communicate effectively and confidently in the target language in familiar contexts through a range of media
- develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
- enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
- be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
- appreciate their own and other cultures
- develop skills that they can apply to other areas of study and to their lives.

Learning Outcomes

The Modern Foreign Languages specification identifies a broad range of learning outcomes that describe **the knowledge, understanding, skills and values** students should be able to demonstrate after their three years of studying a MFL at a Junior Cycle level.

The learning outcomes are set out across three strands and students will experience these through engaging learning experiences as part of their language learning journey.

Structure of the Specification



Student engagement and learning is optimised by a fully integrated experience of the three strands of **(i) Communicative Competence, (ii) Language Awareness, and (iii) Socio-cultural Knowledge and Intercultural Awareness.**

The Communicative Competence strand is concerned with developing students' ability to communicate meaningfully in the target language.

The Language Awareness strand enhances the students' general awareness about languages, how they work and what best supports them in learning languages.

The Socio-cultural Knowledge and Intercultural Awareness strand gives students access to new cultural dimensions and encourages them to reflect on their own culture.



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 class time and 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 pen and paper timed exam. For example, the 1st CBA undertaken in 2nd year is an oral communication task. This CBA offers students the opportunity to focus on an aspect of the target country /countries; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest. Students are able to communicate their findings through a range of formats. Over the three years of junior cycle, each student develops a language portfolio that will include a broad range of texts. For the 2nd CBA which takes place in 3rd Year, a student will choose 3 pieces from their portfolio to present.

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 and is linked to the 2nd CBA. The AT is a written task completed by students during class time and is sent to the State Examinations Commission, along with the Final Examination, for correction. It accounts for 10% of the final grade, with the written exam accounting for the other 90% (35% of which is allocated to an aural component). Results of the CBAs and the overall SEC result are recorded on the **Junior Cycle Profile of Achievement (JCPA).**