



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 Framework for Junior Cycle (2015), the Junior Cycle Science Curriculum specification and Guidelines for the Classroom-Based Assessments and 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.

Within your own subject department in your school. Collaboration with teaching colleagues is promoted through professional time allocations.



Follow [@JCforTeachers](https://twitter.com/JCforTeachers) on Twitter and directly with the Science Team using [@jctscience](https://twitter.com/jctscience)

We have a team of full-time advisors who can be contacted by email at info@jct.ie

Learning Journey - Science

A dual approach to assessment, involving classroom-based assessment across the three years of junior cycle 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.

<p>Extended Experimental Investigation CBA 1</p> <p>.....</p> <p>Year 2 Final Term</p> <p>.....</p> <p>School based assessment, followed by SLAR. Reported in JCPA using descriptors</p>	<p>Science in Society Investigation CBA 2</p> <p>.....</p> <p>Dec/Jan of Year 3</p> <p>.....</p> <p>School based assessment, followed by SLAR. Reported in JCPA using descriptors</p>	<p>Assessment Task</p> <p>.....</p> <p>Term 2 of Year 3</p> <p>.....</p> <p>Based on the Learning Outcomes of CBA2. Set by NCCA & marked by SEC. Accounts for 10% of SEC Grade</p>	<p>Final Assessment</p> <p>.....</p> <p>End of Year 3</p> <p>.....</p> <p>Based on a sample of the Learning Outcomes. Set and marked by the SEC. Accounts for 90% of SEC Grade</p>
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An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

Junior Cycle Information on Science



Junior Cycle Science encourages all students to

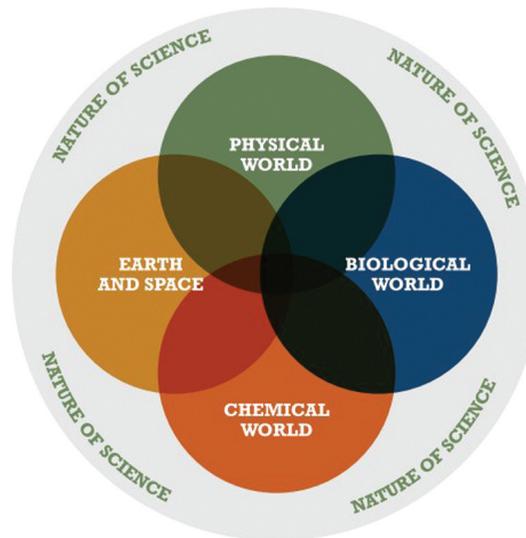
- develop an evidence-based understanding of the natural world
- develop their ability to gather and evaluate evidence
- consolidate and deepen their skills of working scientifically
- become more self-aware as learners and become competent and confident in their ability to use and apply science in their everyday lives.

Learning Outcomes

The learning to be experienced by students in Junior Cycle Science is described in learning outcomes. These are statements that describe the understanding, skills and values students should be able to demonstrate following their three years of Junior Cycle. There are 46 learning outcomes in Junior Cycle Science, spread across five strands.



Structure of the Specification



There are 4 contextual strands- Earth and Space, Physical World, Biological World and Chemical World and these are unified by a fifth strand – The Nature of Science. This unifying strand includes learning how science works, carrying out investigations, communicating in science and developing an appreciation of the role and contribution of science and scientists to society. There is a strong focus on scientific inquiry.

Changing approach to Assessment

A 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

Classroom-Based Assessments (CBAs) are completed during class time. The first CBA is an Extended Experimental Investigation which occurs late in second year. The second CBA is a Science in Society Investigation and this happens early in third year. Students can choose from a variety of investigation topics. A variety of formats can be used to present evidence of student learning. The assessment is similar to the ongoing assessment that occurs every day in every class.

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 guardians and students.

An Assessment Task (AT) follows the 2nd CBA in 3rd year. It is a written task completed by students during normal class time and 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).