



Junior Certificate Option Subjects

Glanmire Community College

Outline

- This presentation will outline the following:
 - An illustration of education progression in Ireland National Framework Qualifications (NFQ)
 - Overview of the **Framework for Junior Cycle**
 - General overview of Curricular Provision at Junior Cycle (Subjects)
 - A guide to **Researching** your Option Subject Choices

Education Progression



Primary School
(Level 1)

Junior
Certificate (Level
2-3)

Senior Cycle

- Transition Year (L3)
- L.C. Applied (L4)
- Leaving Cert (L4 & L5)

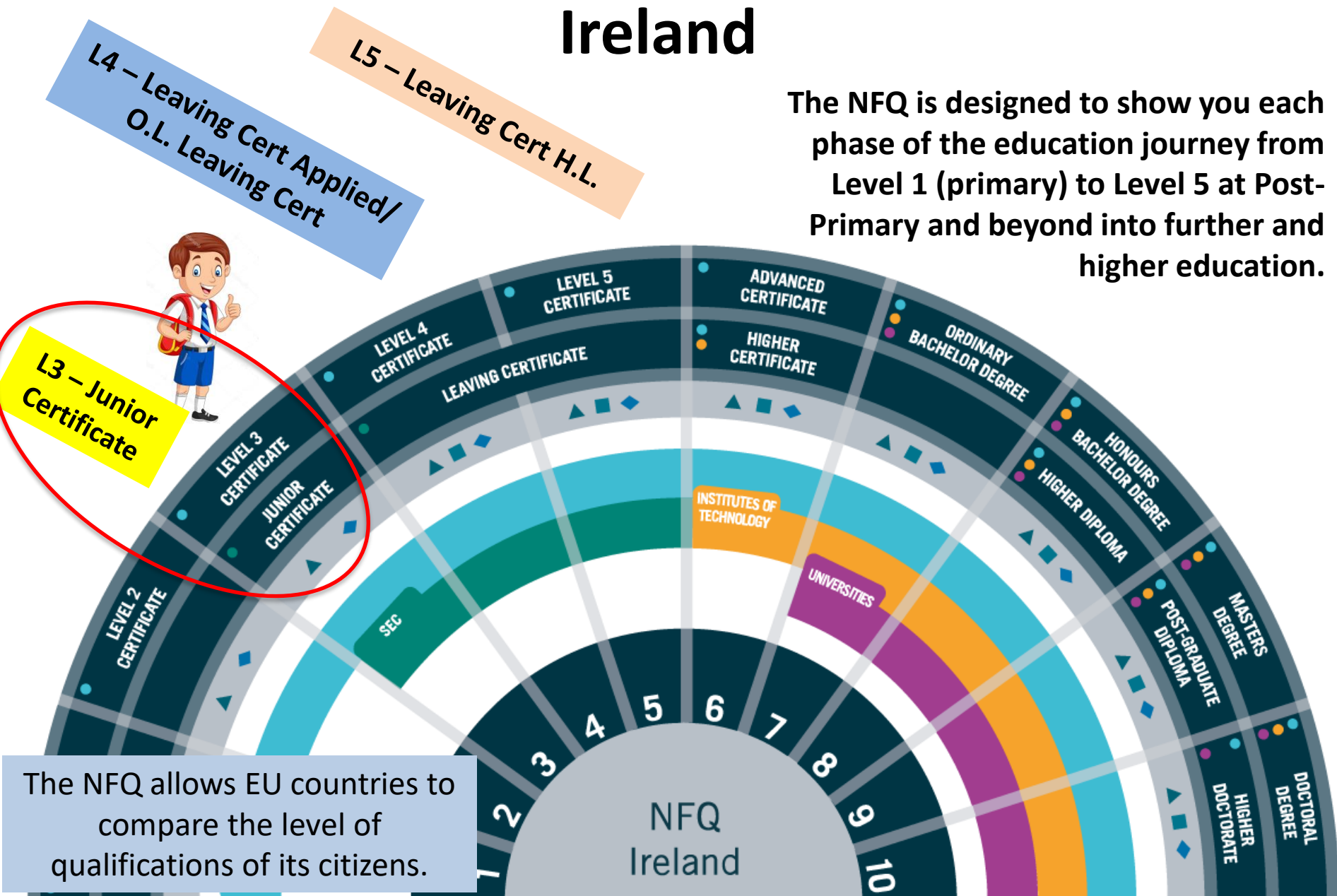
Routeways

- 3rd Level Colleges (L7 & 8) – (80-85%)
- Post L.C. Course (L5-L6 Certificates) (6-8%)
- Apprenticeship (L6) (5-6%)
- World of Work (1-5%)

You are now entering the second-level education system at Junior Cycle. The Junior Cycle Programme is three years in duration. Formal assessment for the Junior Certificate in each subject takes place in Spring Term of 2nd Year for Classroom-Based Assessment 1 (CBAs), Autumn Term in 3rd Year for CBA2 and culminates with the written exams in June of Third-Year.

National Framework of Qualifications (NFQ) Ireland

The NFQ is designed to show you each phase of the education journey from Level 1 (primary) to Level 5 at Post-Primary and beyond into further and higher education.



The NFQ allows EU countries to compare the level of qualifications of its citizens.

Framework for Junior Cycle

“Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.”



Learning in Junior Cycle

- www.juniorcycle.ie
- www.jct.ie

The JC Programme is informed by:

- 8 Principles for curriculum design
- 24 Statements of Learning
- 8 Key Skills
- Max. 10 subjects for certification



8 Principles inform JC Programme



24 Statements of Learning are achieved through the curriculum

Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1
- 2 listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the role and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Key Skills are Embedded in the Learning Experiences

All **Learning Experiences** in Junior Cycle are enhanced through explicit use of “**Key Skills**” (including Literacy & Numeracy)



Curricular Provision – Junior Cycle

- Students will study Nine examination subjects for Junior Certificate.
- This will be made up of Seven core subjects and Two optional subjects.
- Students will also study Five non-exam subjects.
- The purpose of this presentation is to help you to make informed Option Subject Choices

Curricular Provision – Junior Cycle

Non-Exam Core Subjects

- **Wellbeing Subjects:** Junior Cycle Physical Education (JCPE), Social Personal and Health Education (SPHE) Civic, Social and Political Education (CSPE), My Brain and Me
- Religious Education – Computers in 1st Year.

7 X Core Subjects (Exam)

- Irish, English, Maths
- Modern Foreign Language (French), Geography, History, Science

2 X Option Subjects

- Home Economics; Visual Art; Business Studies; Music, Modern Foreign Language (Spanish*),
- Applied Technology; Graphics; Wood Technology; Engineering;

*Class will only run if there is sufficient uptake

How to make the right choice...



Research your subjects fully: this is a **3 year choice!**



Consider **Likes and Interests**



Consider your Strengths – what you feel good at



Consider the Long Term Impact – Leaving Cert Options!

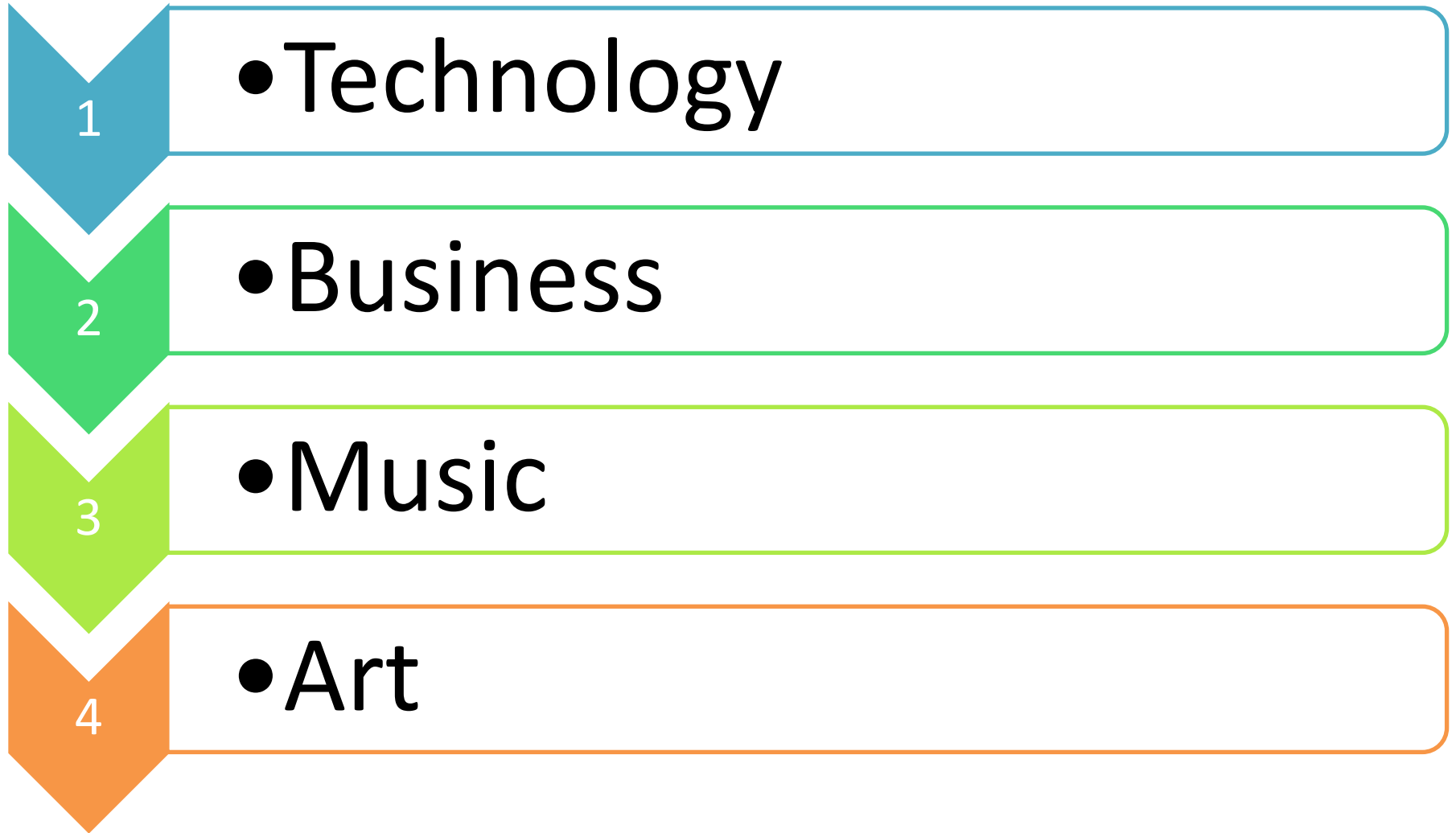


Consider the Workload & Skills needed

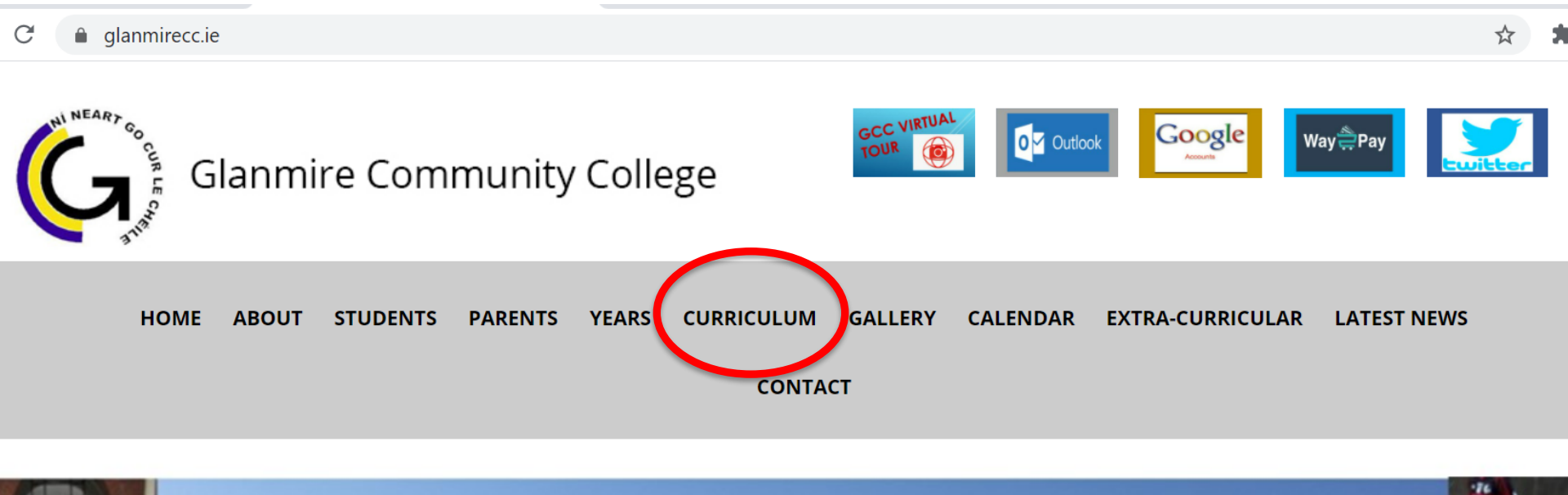


Select your Option Subjects in Order of Preference 1-4

Example: Select in Order of Priority 1-4



Researching Option Subjects at Junior Cycle



Step 1: Open www.glanmirecc.ie

Step 2: Click on Curriculum

Researching Option Subjects at Junior Cycle

Curriculum



JUNIOR CYCLE



SENIOR CYCLE




TRANSITION YEAR

- Step 3: Click on Junior Cycle


Junior Cycle Education

The following subjects are offered at Junior Cycle:

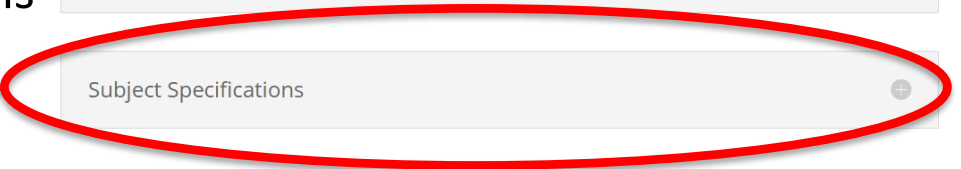
Compulsory Exam Subjects: 

Compulsory Non Exam Subjects: 

Choice of Subjects for Junior Cycle students: 

Subject Specifications 

- Step 4: Click on Subject Specifications



Researching Option Subjects at Junior Cycle

- Step 5 – Click on each of the [Option Subject Information Leaflets](#)
- These will provide an overview of the subject **learning outcomes**, **content** and **assessment**.

[Applied Technology_Information Leaflet](#)

[Business Studies_Information Leaflet](#)

[Engineering_Information Leaflet](#)

[Graphics-information-leaflet](#)

[Home Economics_Information Leaflet](#)

[Modern Foreign Languages_Information Leaflet](#)

[Music_Information Leaflet](#)

[Visual Art_Information Leaflet](#)

Sample JC Option Subject Leaflet

Junior Cycle Applied Technology

Applied Technology encourages students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems. New technologies can impact on society and the environment. Students will analyse expected benefits and impacts as they make decisions about their design solutions, while considering the end user, the environmental impact and the functionality of their designs.

Structure of the Specification



This specification focuses on developing students' understanding of, and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected strands: **Principles and Practices**, **Energy and Control** and **Technology and Society**.

Throughout each of the strands, there are four elements: **Analysis and problem solving**, **Design and innovation**, **Planning, managing and creating** and **Communicating** which create a framework for student learning.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills and values** students should be able to demonstrate having studied Applied Technology in junior cycle. There are thirty-two learning outcomes across the three strands in Applied Technology.

Learning Experiences

Students will be active participants in their learning. Applied Technology aims to encourage a disposition of enquiry, innovation, creativity, and self-efficacy.

Students will develop resilience through constructive critique and support their learning in a 'safe failure' environment.



Students will develop design solutions drawing on experience and using evidence, reasoning, and decision making to create high quality projects.

Ongoing Assessment

A dual approach to assessment increases the prominence given to Classroom-Based Assessment (CBA) and ongoing formative assessment. The assessment of Applied Technology, for the purposes of the Junior Cycle Profile of Achievement (JCPA), will comprise of two CBAs, a state certified grade comprised from a project and a final written examination.

CBA 1:

Exploring the application of controlled systems in a local context

- Completed in term two of second year
- Completed by students either individually or in groups
- Students investigate an existing control system or a potential control system
- Presented through any appropriate media

CBA 2:

Student self-analysis and evaluation

- Completed in term one of third year
- Completed by students individually
- Students conduct an analysis of their coursework and skills to date in Applied Technology
- Students identify areas of strength and areas for improvement, with a view to informing their planning and decisions for the project
- Presented through any appropriate media

After completion of each CBA, teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using features of quality as set out in the Assessment Guidelines provided by the NCCA (National Council for Curriculum & Assessment).

Project and written examination

Applied Technology is assessed at a common level. On completion of the Classroom-Based Assessments, students undertake a project. The project is completed after the second CBA in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for **70%** of the final SEC grade with the written examination accounting for the other **30%**.

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Applied Technology fosters and nurtures STEM approaches to learning, skills and dispositions.

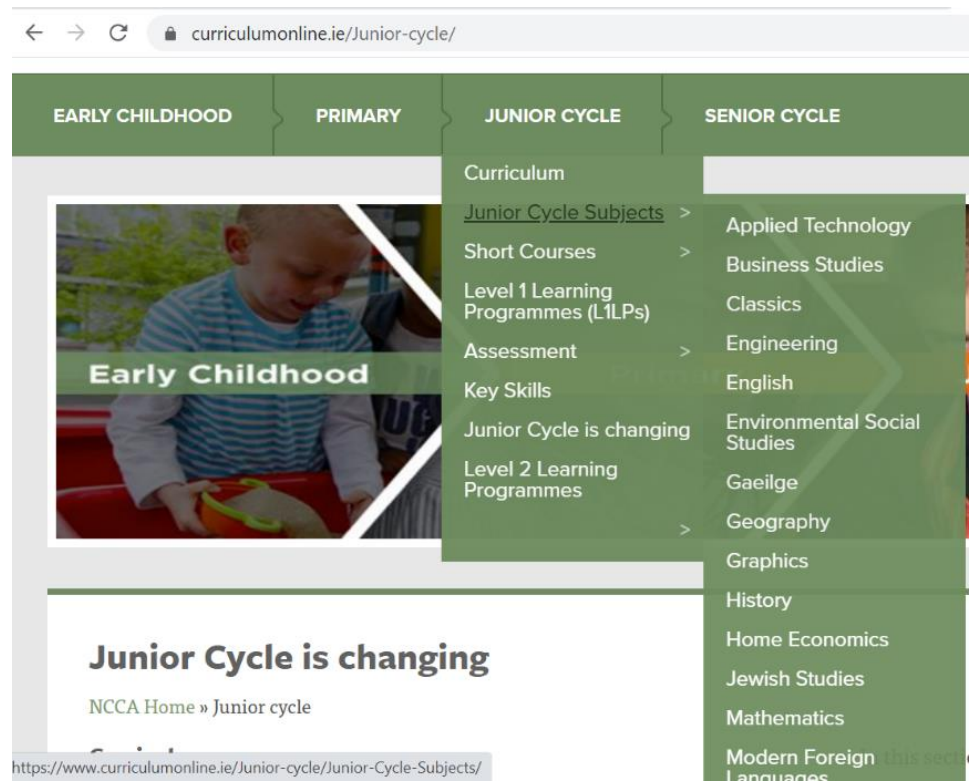
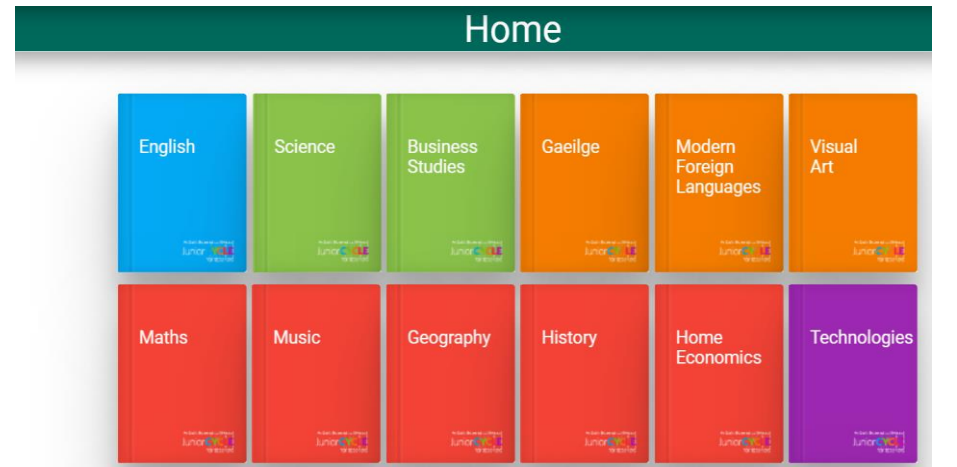
Further Information

- www.jct.ie



www.curriculumonline.ie/junior-cycle.ie

- Navigate to Junior Cycle Subjects
- Select each of the Option Subjects for a more detailed overview of the subject



Next Steps

- **25 January – 05 February**
 - Complete your Research
- **05 February**
 - Text sent to Parents with Link to online form to complete Option Subject Selection
- **12 February**
 - Final date for inputting Option Subject Preferences