



Where can I get more information?

- www.curriculumonline.ie – This is the website for the national council for curriculum and assessment (NCCA) where you will find key documents such as the Classics specification and guidelines for the Classroom Based Assessments and the Assessment Tasks.
- www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to assist teachers in their work with 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 when made available.
- 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 in Classics

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

Storytelling using Myth CBA 1
.....
Year 2 Final Term
.....
School based assessment followed by SLAR, reported in the JCPA using descriptors

A visit to a Roman building or Language Portfolio CBA 2
.....
Year 3 December
.....
School based assessment followed by SLAR, reported in the JCPA using descriptors

Assessment Task
.....
Year 3 December
.....
Based on the Learning Outcomes for CBA 2. Set by the NCCA & marked by the SEC. Counts for 10% of Final Assessment

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

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior
Cycle
Information
on
Classics



Junior Cycle Classics encourages all students to

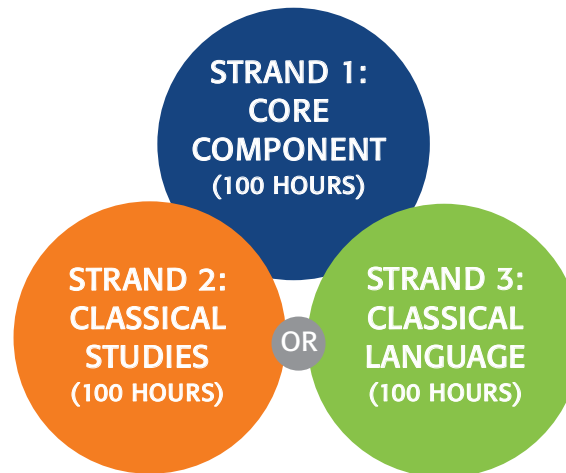
- Develop an appreciation of the civilisations of the ancient Greek and Roman worlds and the ancient Greek and Latin languages
- Express themselves creatively and fire their imaginations
- Be multiculturally sensitive and develop a sense of empathy
- Develop visual literacy, critical skills, and language competencies necessary to engage in today's diverse world
- Deepen their understanding of the human condition
- Use their knowledge and curiosity about the past as a lens to understand the world around them

Learning Outcomes

The classics specification identifies 40* learning outcomes that describe the knowledge, understanding, values and skills students should be able to demonstrate by the end of their three years of Junior Cycle.

Students will experience all these learning outcomes through rich texts, visual representations, architecture, archeological evidence and engaging learning experiences.

Structure of the Specification



“The specification encourages student self-expression, promotes self-esteem and self-reflection, fires the imagination, encourages multicultural sensitivity, and therefore supports the development of the whole person.”
(Specification, page 5)

The specification for Classics gives students the opportunity to engage with the culture, literature, languages, art and material culture of Ancient Greece and Rome in a variety of ways. The course comprises three strands, and students will study **two** out of these three strands. The first strand, **core component – myth and daily life**, will be taken by all students. Alongside this, students have the option of studying **either** the **Classical Studies** component (World of Achilles and Rome, Centre of an Empire) **or** the **Classical Language** component (Latin or Ancient Greek).

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. The first CBA, based on the core component, takes place in second year and focuses on the skills and elements of storytelling. The second CBA, based on either the classical studies component or the classical languages component, takes place in third year. A variety of formats can be used to present evidence of learning and students are encouraged to use their creativity. The assessment is similar to the ongoing assessment that occurs every day in the classroom.

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 2nd CBA in 3rd year. The AT asks students to reflect on the process of learning 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).