

INCOMING 1ST YEAR STUDENTS 2021 - 2022



➤ FRENCH

➤ GERMAN

MODERN FOREIGN LANGUAGES (MFL)

➤ MODERN LANGUAGES AND COLLEGE ENTRY

➤ VISUAL ART

➤ MUSIC

➤ WOOD TECHNOLOGY

➤ GRAPHICS

➤ NEW JUNIOR CYCLE – NEW LANGUAGE

➤ SUBJECT SUMMARY SHEET



Modern Foreign Languages – French & German

The study of modern foreign languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society.

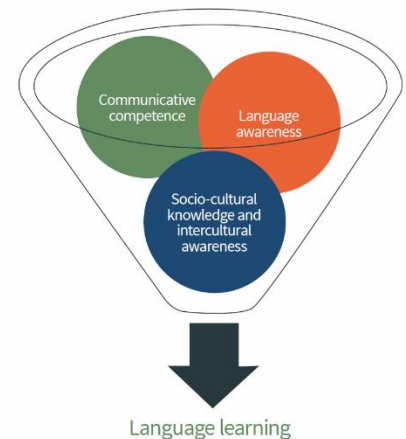
In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity.

The three strands of Junior Cycle Modern Foreign Language:

Strand 1: **Communicative competence,**

Strand 2: **Language awareness**

Strand 3: **Socio-cultural knowledge and intercultural awareness**



Assessment

Modern Foreign languages, both French and German, will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

- Classroom-Based Assessment 1: Oral Communication
- Classroom-Based Assessment 2: Language Portfolio

An Assessment Task (worth 10% of the final examination grade), will take place shortly after CBA2 is completed. This written exam is based on elements of CBA2 and is facilitated by the classroom teacher.

Final examination

The Assessment Task and the final examination will be assessed by the State Examinations Commission. The final examination will consist of a written examination. This written examination will be allocated 90% of the marks available. There will be one examination paper at a common level, set by the State Examinations Commission (SEC). Students will sit this written examination paper of up to two hours duration at the end of the third year. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material, which will include an aural stimulus. The aural component will be allocated 35% of the marks used to determine the grade awarded by the State Examinations Commission.



Modern Languages and College Entry

A modern continental language (*at least Grade O6 on an ordinary level paper*) is an entry requirement for:

1. **All** courses in the Royal College of Surgeons (*Medicine, Pharmacy, Physiotherapy*)
2. A number of courses in the NUI Colleges (*UCD, UCC, Maynooth University, and NUIG*): these include *Arts, Law, Commerce, Psychology, Medicine, Veterinary Medicine (UCD) Physiotherapy (UCD), Architecture (UCD), Biomedical, Health and Life Science (UCD), Biotechnology (NUIG), Social Science (UCC, Maynooth University)*

Please note:

1. In the **NUI** colleges a third language is **not** required for entry to *Engineering, General Science, Agricultural Science, Computer Science and Nursing Courses*.
2. **Maynooth University:** a third language is no longer required for their Business, Accounting, Finance and Law Courses
3. **UCD:** a third language is **not** required for their **Social Science Courses**
4. A third language is **not** an entry requirement to the *Institutes of Technology, Colleges of Education, Private Colleges, TCD, DCU and UL*.

Honours Language

Higher Level Language (**H4/H3**) maybe required when studying a language as part of a course.

Note: *Grade O6 = 40-49%*

Grade H4 = 60-69%

Grade H3=70-79%

Students who are Officially Exempt from the Study of Irish

Any student who is **officially exempt** from the study of Irish **will** qualify for the **Irish/Third Language Waiver** from the **NUI** (UCD, UCC, NUI Galway and Maynooth University), **TCD** (Trinity College Dublin) and **UL** (University of Limerick).



Visual Art

Visual Art is a subject that promotes teaching and learning through art, craft and design. For adolescents and young adults, this involves becoming familiar with and applying the elements of art and principles of design, and the knowledge and skills associated with these processes, their histories and their contemporary practices.

Visual Art encompasses art, craft and design and involves practical work in a wide range of media leading to a specific outcome, e.g. an artwork, a design, architectural study, an installation or an event. Making art develops the learner's imagination through developing an idea or concept and allows them to exercise personal responsibility for specific tasks

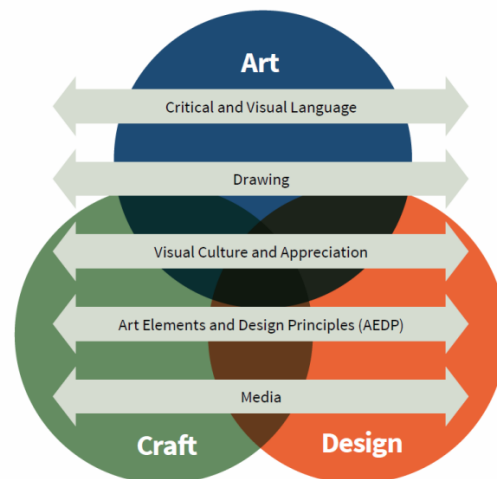
In Visual Art, students build on the progress and skills they have already achieved in primary school in order to help them further improve. Students of the subject will develop the transversal skills, such as creativity, collaboration, ability to question, risk-assessment, problem identification, problem-solving and management of their own emotions; skills that form a natural learning mechanism that can enhance their own development.

The three strands of Junior Cycle Visual Art:

Strand 1: **Art**

Strand 2: **Craft**

Strand 3: **Design**



Assessment

Visual Art will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

- Classroom-Based Assessment 1: *From Process to Realisation*
- Classroom-Based Assessment 2: *Communicate and Reflect*

Final examination

After Classroom-Based Assessment 2 is completed, students will both significantly develop their ideas further and realise two pieces of work for the state certified examination. The State Examinations Commission (SEC) will mark the development work and realised work that is generated from the initial research, planning and experimentation in the *second* Classroom-Based Assessment. Realised works and associated development work will be submitted for SEC assessment by early May.

There is no final examination in this practical subject.



Music

Learning music is intrinsically motivating, meaningful and a rewarding activity for young people because it is hands-on; fully engaging the students in activities that relate to and have a connection with the world experienced by them outside the classroom.

With music, students can immerse themselves intellectually, emotionally, physically and kinaesthetically in the learning experience. Music performance and composition are collaborative and interpersonal activities, where social skills are developed through the sharing of ideas, skills, or instruments.

Students are encouraged to collaborate in the formation of ideas and the presentation of these ideas and to critically reflect on their work and the work of others. Through listening to the music of others, and assimilating this into their own ideas, students learn how musical works are created. Through understanding how to evaluate and critique the works of others, students learn to be self-reflective and improve on their own musical creations.

The three strands of Junior Cycle music:

Strand 1: **Procedural Knowledge**

Strand 2: **Innovate and Ideate**

Strand 3: **Culture and Context**



Assessment

Junior Cycle Music will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

- Classroom-Based Assessment 1: Composition portfolio
- Classroom-Based Assessment 2: Programme note

The State Examinations Commission (SEC) will assess the practical examination (held towards the end of third year) and the written examination in June of third year.

Final examination

The final examination will consist of a practical examination and a written examination. The Practical examination will be allocated 30% of the marks available. The written examination will be allocated 70% of the marks available



Wood Technology

Wood Technology is a subject that will allow students to explore and learn about a key natural resource that nature has provided. Trees and wooden material have a unique relationship with nature and humankind. The sustainable use and management of this natural resource is important as the world faces the challenges of the 21st century.

In Wood Technology, students will explore the natural and made world through the medium of design, seeking out opportunities to creatively and innovatively apply the material/resource in making and shaping their environment. Learning in this subject will be active and student centred, with learners collaborating in the pursuit of knowledge and in the safe management of the technology classroom environment.

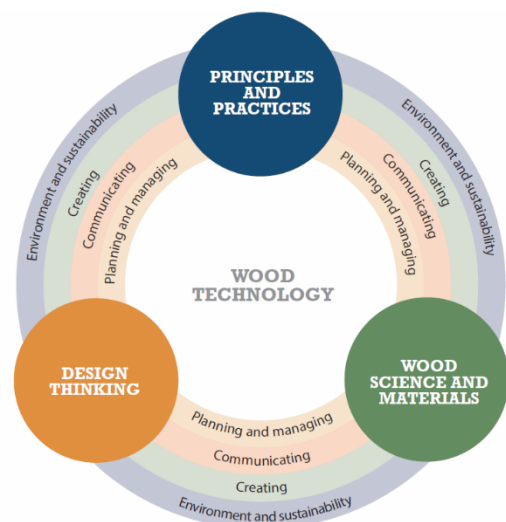
Through the challenges posed by the design-based philosophy of the subject, students will develop the relevant knowledge, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.

The three strands of Wood Technology:

Strand 1: **Principles and Practices**

Strand 2: **Design Thinking**

Strand 3: **Wood Science and Materials**



Assessment

Wood Technology will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

- Classroom-Based Assessment 1: *Wood science in our environment*
- Classroom-Based Assessment 2: *Self-analysis and evaluation*

In addition students will undertake a project and a written examination.

Final examination

On completion of the Classroom-Based Assessments, students undertake a project as part of their final assessment. The project is completed after the second CBA Assessment in 3rd Year. The brief for the project is set and the project is marked by the State Examinations Commission. This project is worth 70%. The final written examination is worth 30%.



Graphics

Graphics is the underpinning language of the technology disciplines. It is transferable across a wide range of subjects such as mathematics, science and art. Students will use a variety of media to communicate their ideas and designs through this unique language. Throughout the course, students will explore the geometric world to gain an appreciation of the importance of graphics in the world around them. They will develop cognitive and practical skills such as graphics communication, spatial visualisation, creative problem-solving, design capabilities and modelling, both physically and electronically.

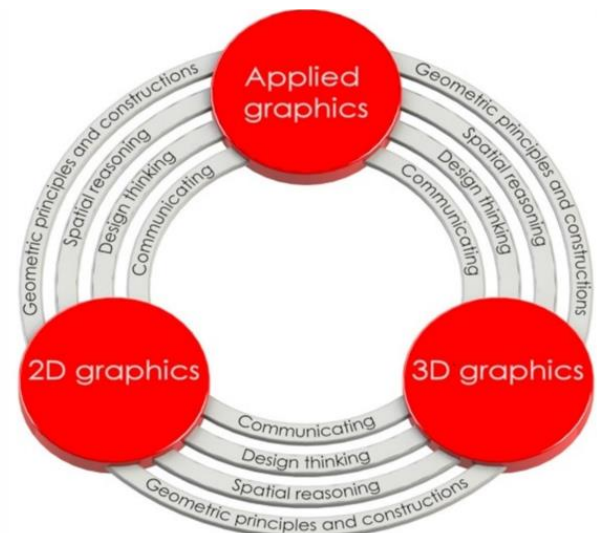
Students will develop their creativity as they solve design challenges. During the problem-solving process, they will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design.

The three strands of Graphics:

Strand 1: **2D Graphics**

Strand 2: **3D Graphics**

Strand 3: **Applied Graphics**



Assessment

Junior Cycle Graphics will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

- Classroom-Based Assessment 1: Communicating through sketching
- Classroom-Based Assessment 2: Presentation of research
-

Final examination

The final examination will consist of a project and a written examination. The project (worth 30%) will be completed within a four-week window in term two of third year. This project will be specified and marked annually by the State Examinations Commission.

The written examination will be allocated 70% of the marks available



FIRST YEAR SUBJECT OPTIONS



New Junior Cycle - New Language

The new Junior Cycle is now part of the everyday experience of students in CBS Naas. In order to support our students during this time of change we need to become familiar with both the language and meaning of new Junior Cycle terminology.

In this document we will look at four terms which are being used in school every day and which will help us to understand the final grade achieved in the Junior Cycle.

1. **Classroom Based Assessment (CBA)**
2. **Assessment Tasks (AT)**
3. **Junior Cycle Profile of Achievement (JCPA)**
4. **Features of Quality**

1. **CBAs** are an integral part of the New Junior Cycle. They provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. CBAs take place during class time and are reported on in the Junior Cycle Profile of Achievement (JCPA). There are two CBAs for each subject, one in second year and one in third year (Gaeilge is the only exception to this with two CBAs taking place in third year). The grading system used for CBAs comprises of a 'Descriptor' rather than a percentage. Descriptors are awarded to students based on subject specific 'Features of Quality' (please see point 4 below). Further information about the content of these CBAs is available on the JCT website www.ict.ie

2. The **Assessment Task** is a written task completed by students during class time and is sent to the State Examinations Commission for marking. It takes place immediately after CBA2 in third year and is based on material from CBA2. This task is worth 10% of the final Junior Cycle exam.

3. The **JCPA** is the award that students will receive at the end of their junior cycle. This certificate will reward achievement across all areas of learning including achievements outside of the classroom e.g. music, sports etc.

4. **Features of Quality** are statements that support teachers in making decisions about the quality of student work for the purpose of awarding a 'Descriptor'. These 'Features of Quality' are available on our website under JCT and will help you to understand the grade your son has achieved.

Two issues that have arisen with CBAs and Assessment Tasks are:

Attendance: Students and parents will be informed of the dates and times of their CBA and Assessment Task and should be in school to participate in these learning experiences. If a student is very ill (or in other serious circumstances) he will be accommodated by the school. However all students are expected to do their utmost to attend (just as in the State Exams).

Independent Learning: An important skill being developed during this Assessment process is Independent Learning. This will be an invaluable tool for your son through second and third level education so please encourage him to be independent during his preparation for these assessments.

FIRST YEAR SUBJECT OPTIONS



First Year Optional Subjects 2021 (Summary)

	Modern Foreign Languages (MFL's) (French & German)	Wood Technology	Graphics	Visual Art	Music
Course Content/ Specification	<ul style="list-style-type: none"> • Main Elements Listening, reading, spoken interaction, spoken production, language awareness & culture 	<ul style="list-style-type: none"> • Practical • Theory • Design Based 	<ul style="list-style-type: none"> • Plane Geometry • Descriptive Geometry • Communications Graphics 	<ul style="list-style-type: none"> • Developing knowledge, understanding, values and skills in Visual Art 	<ul style="list-style-type: none"> • Performing Skills • Composing Skills • Listening Skills
Suitability	<ul style="list-style-type: none"> • Love of Languages • Self-Motivated • Communicative • Open to other cultures 	<ul style="list-style-type: none"> • Practical Skills • Craft Skills • Creative • Hand/Eye • Co-ordination 	<ul style="list-style-type: none"> • Spatial Ability • Drawing Skills • Computer Skills 	<ul style="list-style-type: none"> • Creative • Visually Aware • Enjoy Sketching 	<ul style="list-style-type: none"> • Accessible to all students • Able to play instrument an advantage
Homework	<ul style="list-style-type: none"> • Learning, Written & Reading work 	<ul style="list-style-type: none"> • Theory Section only 	<ul style="list-style-type: none"> • Graphics HW (Board & T-Square) 	<ul style="list-style-type: none"> • Sketching • Development of Ideas 	<ul style="list-style-type: none"> • Listen to Music • Composing • Practice Instrument
Assessment	<ul style="list-style-type: none"> • 2CBA's + Assessment Task 10% +Final Exam 90% 	<ul style="list-style-type: none"> • 2CBA's • Project 70% • Written Final Exam 30% 	<ul style="list-style-type: none"> • 2CBA's • Project 30% • Written Final Exam 70% 	<ul style="list-style-type: none"> • 2CBA's (2nd CBA SEC Component), No Final Exam 	<ul style="list-style-type: none"> • 2CBA's + Practical Exam 30% + Written Exam 70%
Careers	<ul style="list-style-type: none"> • Teaching • Translators • International Business 	<ul style="list-style-type: none"> • Apprenticeships • Construction Management • Quantity Surveying • Furniture Design • Teaching 	<ul style="list-style-type: none"> • Teaching • Architecture • Design • Engineering 	<ul style="list-style-type: none"> • Art Courses • Graphic Design • Architecture • Product Design • Animation 	<ul style="list-style-type: none"> • Teaching • Performance • Composing • Music Technology
Progression to Leaving Certificate	Must have studied language at Junior Cert to progress	Recommended to have studied Wood Technology for Junior Cert	Recommended to have studied Graphics for Junior Cert	Priority given to students who have studied Visual Art for Junior Cert	Priority given to students who have studied Music for Junior Cert

FIRST YEAR SUBJECT OPTIONS