A Student's Learning Journey

1st Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

2nd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1
Communication through sketching

Teachers engage in a Subject Learning and Assessment Review meeting

3rd Year

Students develop knowledge, understanding, skills and values through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2
Graphical presentation skills

Teachers engage in a Subject Learning and Assessment Review meeting

SEC Examination
Project – 30%
Final Examination – 70%

Junior Cycle Profile of Achievement (JCPA)

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 Graphics subject specification and the Graphics Assessment Guidelines.

www.jct.ie
This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Graphics please visit our subject site.

Use the **QR Code** to go directly to www.jct.ie

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An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

Junior Cycle Information on Graphics

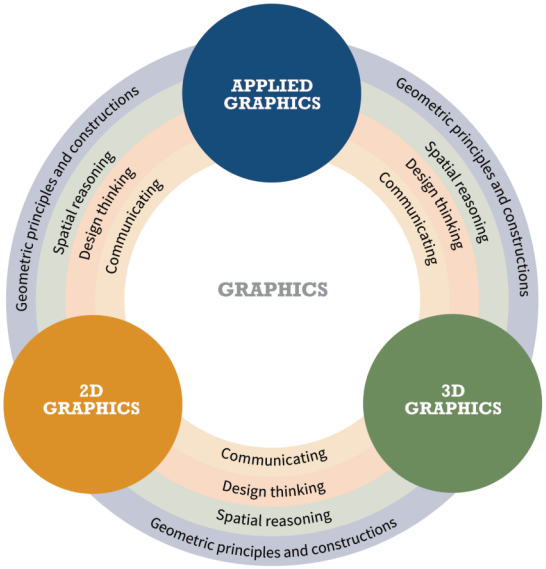
An Roinn Oideachais agus Scileanna
Department of Education and Skills

Junior Cycle Graphics

In Junior Cycle Graphics, students develop their creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities. Graphics encourages the development of the cognitive and practical dexterity skills associated with graphical communication

Students will build an appreciation of the role of graphics in the world around them and will make judgements on the best mode through which to represent their ideas and solutions.

Structure of the Specification



Learning will be experienced across three strands **– 2D Graphics, 3D Graphics** and **Applied graphics**. Throughout each of the strands, the use of four elements: **Spatial reasoning, Design thinking, Communicating** and **Geometric principles and Constructions** creates a framework for student learning that ensures a coherent learning experience.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills** and **values** students should be able to demonstrate having studied Graphics in Junior Cycle. There are thirty-seven learning outcomes in Graphics as outlined in the structure of the specification. The specification stresses that the learning outcomes are for three years.

Learning Experiences

Students will develop their creativity as they investigate and solve design challenges. Students will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design. Abstraction, and spatial reasoning are fundamental to this process; graphics provides multiple and varied opportunities for students to develop these high level cognitive and creative skills in engaging context.

Ongoing Assessment

Assessment in Graphics at junior cycle will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This can be achieved through the provision of opportunities for students to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and through the quality of the focused feedback they get in support of their learning.

Classroom-Based Assessment 1:
Communication through sketching

- Completed within a three-week period in second year
- Students will develop their skills in using effective sketching methods and media to accurately communicate their vision, design and solution
- The student can communicate their findings through any appropriate media
- Recorded on the students' Junior Cycle Profile of Achievement (JCPA)

Classroom-Based Assessment 2:
Graphical presentation skills

- Completed within a three-week period in third year
- Students will focus on how to effectively present their research graphically. It will inform the project assessment element. Students will research and investigate the domain in which the project is situated and present their findings graphically through any appropriate graphical media
- This Classroom-Based Assessment is an opportunity to instil in students a curious disposition, where they are free to experiment, encouraged to explore new and challenging opportunities and to reflect on the process
- Recorded on the students' JCPA

After completion of each Classroom-Based Assessment (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 National Council for Curriculum & Assessment (NCCA).

Project and Examination

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 **30%** of the final SEC grade with the final exam accounting for the other **70%.**

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Graphics fosters and nurtures STEM approaches to learning, skills and dispositions. The 'STEM Education - Implementation Plan 2017-2019' can be found at https://www.education.ie/en/The-Education-System/STEM-Education-Policy/stem-education-implementation-plan-2017-2019-.pdf

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