

## Assessment

### Ongoing Formative Assessment

The Framework for Junior Cycle (2015) notes that formative assessment will be a key feature of Junior Cycle. Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process and used to adapt teaching to meet the needs of students. The process supports teachers and students in collecting information about student progress and, where necessary, to make adjustments to the teacher's approach to instruction and the student's approach to learning. This in turn will lead the students to their CBAs in second and third year.

#### Classroom-Based Assessment 1

*'A person of commitment'*

Students will, over a specified time, research and present on a person whose worldviews or religious beliefs have had a positive impact on the world around them, past or present.

#### Classroom-Based Assessment 2

*'The human search for meaning'*

Students will, over a specified time, explore artistic, architectural, or archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and the purpose of life.

#### Assessment Task

On completion of the second Classroom-Based Assessment, students will undertake an Assessment Task which will be marked by the State Examinations Commission and allocated 10% of the marks for the final examination.

### The Final Examination

- One examination paper
- Set at a Common level, by State Examinations Commission (SEC)
- Two hours in duration
- To take place at the end of third year

### Information

[www.curriculumonline.ie](http://www.curriculumonline.ie)

On the website of the National Council for Curriculum and Assessment (NCCA) you will find key documents such as the Religious Education specification, guidelines for the Classroom-Based Assessments and information about the Assessment Task.

[www.jct.ie](http://www.jct.ie)

Accessing the junior cycle for teachers' website you will find information regarding:

- Religious Education Subject page
- Key Documents
- CPD Workshops
- Planning supports
- Resources
- Assessment
- News/Events

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An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

Junior  
Cycle  
Information  
on  
Religious  
Education



## Aim

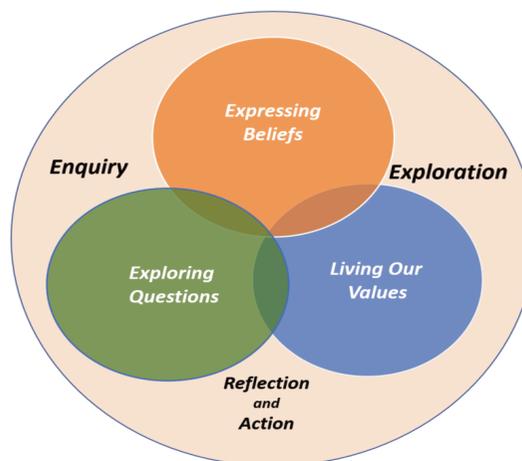
Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

## Learning Outcomes

Junior Cycle Religious Education has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The learning to be experienced by students during these 200 hours is organised into 31 learning outcomes to be completed over three years.

Learning Outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Religious Education in junior cycle. The specification emphasises that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in Religious Education up to the end of junior cycle. This specification affords flexibility and freedom for teachers to facilitate learning in a way that reflects students' own journey.

## Structure of the Specification:



## The Strands

### Expressing beliefs...

develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs—religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

### Exploring questions...

enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

## Living our values...

focuses on enabling students to understand and reflect on the norms and values that underlie actions and to recognise how moral decision-making works in their own life and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions and beliefs.

## The Elements

### Enquiry

This element focuses on stimulating students' curiosity and prompting their engagement in a topic or question. Through a process of enquiry, students engage with a range of stimulus materials to uncover ideas, facts, information, images and perspectives related to a topic or question.

### Exploration

This element focuses on examining a topic or question in detail, questioning, probing, discussing, listening, imagining, interpreting and drawing conclusions, for the purpose of discovery. It also focuses on encouraging dialogue and appreciation of the diversity of interpretations and responses that may exist.

### Reflection and action

This element focuses on students reflecting on what they have learnt and on their own experience of, and/or response to, the topic. It encourages students to examine what they have learnt to gain deeper insight and understanding. It also enables students to consider how the learning relates to their lives and/or to the lives of others, thus prompting active and responsible citizenship.