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Every year a small group of students leave school without qualifications, some of them without attempting any of the State examinations. For many of these young people, their experience of school has been one of failure and alienation.

The Junior Certificate School Programme (JCSP) was introduced by the Department of Education and Skills in September 1996 as an intervention within the Junior Certificate specifically aimed at those students who are potential early school leavers.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students’ strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students’ abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school

In addition to reinforcing the general aims of the Junior Certificate, the JCSP addresses the main obstacles which hinder some young people’s success in their second-level school career e.g.

- the lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school
the number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school.

The Junior Certificate School Programme provides schools and teachers with a focus for identifying and addressing these issues before they develop into major problems. It also assists teachers to take appropriate action if these are already causing young people to have difficulties with school.

Students who may be at risk can be identified at an early stage in their school careers. Schools whose staff are experienced in working with young people who have experienced failure during schooling and/or who are under-achieving have noticed that many students who fail or drop out display a combination of the following indicators:

- poor attendance or truancy
- serious difficulties in the primary school
- difficulty with some of the basic skills and knowledge which are necessary for coping with second-level school, for example, reading, writing and numeracy
- signs of being alienated or disaffected and non-co-operative behaviour such as disrupting class or withdrawal from school life
- difficulty in getting along with their peers especially in the case of those who show signs of poor self-esteem

**The JCSP Curriculum Strategy**

The Junior Certificate School Programme operates within the Junior Certificate curriculum. It follows the curriculum framework set out for the Junior Certificate, which is re-focused to cater for JCSP students.

It is an intervention into the Junior Certificate and not an alternative to it. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Certificate.
All JCSP students follow at least the courses leading to the Foundation Level examinations in English and Mathematics, and a suitable course in Irish. Other subjects are included in their timetable, following consultation between school authorities and parents. Most students follow a Junior Certificate programme very similar to that of their peers.

The JCSP curriculum strategy involves:

- cross-curricular work which helps to locate discrete skills and knowledge in a meaningful context, which reinforces learning across subject boundaries and which promotes team-work among teachers. It also continues the integrated thematic approach of the primary school. Time is provided to schools for teachers to meet and plan the cross-curricular activities

- basic skills development relevant to many areas of the curriculum and which are important for managing daily life, both inside and outside school. These include, but are not confined to, literacy and numeracy

- personal and social development which enhances self-esteem and the ability to relate well to other people. All areas of the curriculum have the potential to contribute here

Adoption of this curriculum strategy will influence key aspects of classroom practice and, in particular, will facilitate the use of an extended range of teaching methods.

The content of the courses which JCSP students follow emphasise:

- skills, knowledge and concepts selected from Junior Certificate subject syllabuses, which best explore the aptitudes and abilities of these young people

- key skills, knowledge and concepts which are essential for students’ progress in all areas of the curriculum and which are not always explicitly stated in Junior Certificate subject syllabuses. Examples include reading, use and care of tools and equipment, manual dexterity

- personal and social development, addressing issues such as life skills, relationships, self-esteem and substance abuse

The Student Profiling System provides a resource which will assist teachers in developing student centred courses along these lines (see separate paragraph on Student Profiling System).
The JCSP promotes teaching methods which are:

- **experiential**, in that the balance of pedagogy inclines more towards activity on the part of the student and less towards demonstration by the teacher
- **interactive**, in that teaching strategies and class work involve a high degree of collaboration where students work together and with the teacher
- **purposeful**, in that learning tasks are set in contexts which are comprehensible and meaningful to the individual student
- **relevant**, in that they relate programme content to young people's age and interest level
- **systematic and structured**, in that specific goals are set, particularly in literacy and numeracy, thus facilitating teaching and assessment

Teachers will be encouraged to identify areas of need and to devise solutions and strategies to cope with these, based on their own professional knowledge and expertise. In particular, it will be useful to affirm and build on the knowledge and skills which students bring to school.

Teachers and schools will be assisted in the design and implementation of the JCSP by two main support structures:

- a Student Profiling System
- an on-going Programme of Professional Development

On completion of the junior cycle, JCSP students, like other junior cycle students, receive a Junior Certificate. In addition, JCSP students, also receive an individualised Student Profile, which outlines the skills, knowledge and achievements that they have attained during the course of the programme.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.
The Student Profiling System

The JCSP has at its core a system of student profiling that provides students with a record of their achievements. A student profile is an individualised record of the achievements which a student has demonstrated over a period of time. This is in contrast to a mark or grade in an examination which indicates an individual's performance at a single point in time.

Profiling is the process of gathering positive information about what each student has achieved and recording what the student can do. It is a flexible resource, which teachers can use and adapt as appropriate, to their schools, their classes and their individual students. The profiling system consists of a series of statements which provide the basis for the process of curriculum planning, monitoring, recording and feedback. Each statement in the Profile describes a skill, concept or area of knowledge. Essentially, a statement affirms that a student can do something, knows or understands something. Statements are based on the content of Junior Certificate syllabuses but extend the range of knowledge and skills which are set as goals, and which teachers then monitor and assess. This ensures that students can gain credit for a wider range of achievements than those included in the terminal examination.

At an early stage in the school year, teachers select those statements which describe the curriculum areas or cross-curricular skills which most relate to students' aptitudes or best address the obstacles preventing their success. Students are aware of these as aims for the term and the year, and understand that all of their class-work and homework, as well as their performance on class tests, will count towards their achieving these statements on their final Junior Certificate School Programme Profile. Teachers of the JCSP meet on a regular basis, at least once each term, to discuss how well their students are progressing towards the final statements.

Achievement is acknowledged and rewarded at each stage of learning. The purpose of profiling is to establish a pattern of success and provide feedback to the students about their learning. As the profile of the student is built up, the student's self-esteem grows. This constant affirmation of his or her progress aims to increases the positive connection that the student has with school. All students, who have been profiled under the JCSP Profile System for a minimum of one school year, will receive an individualised JCSP Student Profile certificate, describing the skills, knowledge and achievements attained by that student, including personal and social skills. They also receive a reference from the school authorities. Awarding and acknowledging student success is an intrinsic part of the Programme.
Profile Statements & Learning Targets

A profiling statement is a general description of a particular area of knowledge, ability or skill. Essentially, a statement affirms that a student knows, understands or can do something e.g. ‘The student can carry out a simple research project and display the results appropriately.’ Statements can be either subject specific or cross curricular in nature. The subject specific statements reflect many of the aims and objectives of the Junior Certificate prescribed subject syllabi. Cross-curricular statements are not subject specific but are aimed at improving the students’ critical key skills and life skills, enhancing social and personal skills, as well as improving non-subject-specific academic competencies.

Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals, which lead to the successful completion of a statement. They outline the steps to be followed, and the material that should be covered, if the student is to achieve competence in the more expansive and long-term goal: the statement.
Learning Targets

Short-term goals or learning targets define each statement in more detail and these optional guidelines provide a useful resource when teachers want to set and monitor work on more specific knowledge and skills, for example, on a weekly or fortnightly basis. Progress on these learning targets is a useful source of on-going feedback to students and their parents. These learning targets do not appear on the final certificate.

Advantages of using learning targets

The learning target format has many advantages:
- subjects and syllabi are broken down into “bite-sized pieces” and easily managed units of work
- the syllabi are made more accessible and meaningful for the students
- students become more aware of their achievements and progress
- success is experienced more frequently by the students
- the learning intention is clearly stated
Selecting Statements

The selection of statements is based on the individual student’s needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student’s needs, will help to make the learning experience more realistic and relevant for the student. It is important that only achievable statements are chosen. Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather, they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

There is no set number of statements a student has to complete. Ideally, at any one time, the total number of statements each student is working on should be small. If these have been achieved or are nearing completion, additional statements can then be selected. It is important that only “achievable” statements should be chosen as completion of the statement is essential if the student is to experience the satisfaction of finishing a piece of work and receiving feedback. Some teachers may select just one statement to work on. A student will be presented with a final Student Profile for having completed just one statement.
Tracking Progress

Every student is given a copy of the statements they are working on, usually placed in a JCSP student folder. These are kept in school and reviewed regularly in class so that the students can keep track of their own progress, using the three-box system to record progress.

Awarding Statements

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions
standardised attainment tests
student self-assessment
peer assessment
teacher observation

An important element in awarding statements is the teacher’s professional judgement.

Team / Profile Meetings

A weekly team meeting should be scheduled for the core group of JCSP teachers. Additionally, one timetabled profile meeting should be arranged in each term. These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of a double period (80 minutes or the equivalent), is required to discuss the progress of fifteen students in the Programme.

The objective of profile meetings is to update the learning and student record cards for a particular group of students. At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements.
The Student Profile

A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle.

Final profiling occurs at the end of 3rd year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the co-ordinator sends the profiling data to the JCSP office on-line (http://jcsp.ie). Here a presentation folder is compiled for each student and includes:
1. a certificate of participation
2. a list of statements that were successfully completed by that particular student

The presentation folders are returned to the schools where the co-ordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents.

Grouping of Cross Curricular Statements

The Cross-Curricular statements are grouped under four overall headings tracking the educational progress and development of the JCSP student. The headings are as follows:

A. Personal and Social Development
B. Skills Development
C. Application of Skills and Knowledge
D. JCSP Initiatives

It is recommended that the selecting of Cross-Curricular statements should reflect a balance of statements under these headings.
## A  Personal and Social Development

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<tr>
<th>Category</th>
<th>Statement Code</th>
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<tr>
<td>Personal Development</td>
<td>Statement Code No. 36 to 40</td>
</tr>
<tr>
<td>Social Competence</td>
<td>Statement Code No. 15 to 18, 50 &amp; 60</td>
</tr>
<tr>
<td>Learning for Life</td>
<td>Statement Code No. 23 to 26</td>
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<tr>
<td>Home Studies</td>
<td>Statement Code No. 45 &amp; 46</td>
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## B  Skills Development

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<td>Study Skills</td>
<td>Statement Code No. 1 to 5</td>
</tr>
<tr>
<td>Measurement</td>
<td>Statement Code No. 19 to 22</td>
</tr>
<tr>
<td>Make and Do</td>
<td>Statement Code No. 27 to 30</td>
</tr>
<tr>
<td>Multi Media</td>
<td>Statement Code No. 41 &amp; 42</td>
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<tr>
<td>Project Work</td>
<td>Statement Code No. 6 to 14</td>
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## C  Application of skills and knowledge

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<th>Statement Code</th>
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<td>Health and Safety</td>
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<tr>
<td>Animal Care</td>
<td>Statement Code No. 34 &amp; 35</td>
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<tr>
<td>Road Safety</td>
<td>Statement Code No. 48 &amp; 49</td>
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<tr>
<td>Horticulture</td>
<td>Statement Code No. 31, 32 &amp; 58</td>
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<tr>
<td>Rural Studies</td>
<td>Statement Code No. 47</td>
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<td>Interculturalism</td>
<td>Statement Code No. 43 &amp; 44</td>
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## D  JCSP Initiatives

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<th>Initiative</th>
<th>Statement Code</th>
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<td>Reading Challenge</td>
<td>Statement Code No. 52</td>
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<tr>
<td>Word Millionaire</td>
<td>Statement Code No. 53</td>
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<td>Reading Programme</td>
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<td>Readalong</td>
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<td>Stars Read</td>
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<tr>
<td>Paired Maths: Tutor</td>
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<tr>
<td>Paired Maths: Tutee</td>
<td>Statement Code No. 72</td>
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</table>
Personal and Social Development
Personal Responsibility

* Punctuality
* Attendance
* Working with others
* Working alone
* Homework
At Junior Certificate level the student can:

**Usually or always be on time for school, class periods and other appointments**

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<th>Marks Awarded</th>
<th>Description</th>
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<td>0 – 1</td>
<td>If the student is <em>never or very rarely</em> good at using the skill</td>
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<td>2 – 3</td>
<td>If the student is <em>occasionally</em> good at using the skill</td>
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<tr>
<td>4 – 6</td>
<td>If the student is <em>sometimes but not regularly</em> good at using the skill</td>
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<tr>
<td>7 – 8</td>
<td>If the student is <em>usually</em> good at using the skill</td>
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<tr>
<td>9 – 10</td>
<td>If the student is <em>constantly</em> good at using the skill</td>
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**Total**

Work begun  ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

**Attend regularly and is never absent without good reason**

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<th>Marks Awarded</th>
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<tr>
<td>0 – 1</td>
<td>If the student is <em>never or very rarely</em> good at using the skill</td>
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<tr>
<td>7 – 8</td>
<td>If the student is <em>usually</em> good at using the skill</td>
</tr>
<tr>
<td>9 – 10</td>
<td>If the student is <em>constantly</em> good at using the skill</td>
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</tbody>
</table>

**Total**

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Work begun: [ ] [ ] [ ] | Work in progress: [ ] [ ] | Work completed: [ ] [ ] [ ]
At Junior Certificate level the student can:

**Work with others and make a positive contribution to group activities**

<table>
<thead>
<tr>
<th>Marks Awarded</th>
<th>Description</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1</td>
<td>If the student is <em>never or very rarely</em> good at using the skill</td>
<td></td>
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<tr>
<td>2 – 3</td>
<td>If the student is <em>occasionally</em> good at using the skill</td>
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<tr>
<td>4 – 6</td>
<td>If the student is <em>sometimes but not regularly</em> good at using the skill</td>
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<tr>
<td>7 – 8</td>
<td>If the student is <em>usually</em> good at using the skill</td>
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<tr>
<td>9 – 10</td>
<td>If the student is <em>constantly</em> good at using the skill</td>
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</tbody>
</table>

**Total**
At Junior Certificate level the student can:

**Carry out appointed tasks without supervision**

<table>
<thead>
<tr>
<th>Marks Awarded</th>
<th>Description</th>
<th>Box</th>
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</thead>
<tbody>
<tr>
<td>0 – 1</td>
<td>If the student is <strong>never or very rarely</strong> good at using the skill</td>
<td></td>
</tr>
<tr>
<td>2 – 3</td>
<td>If the student is <strong>occasionally</strong> good at using the skill</td>
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<tr>
<td>4 – 6</td>
<td>If the student is <strong>sometimes but not regularly</strong> good at using the skill</td>
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<tr>
<td>7 – 8</td>
<td>If the student is <strong>usually</strong> good at using the skill</td>
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<tr>
<td>9 – 10</td>
<td>If the student is <strong>constantly</strong> good at using the skill</td>
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</table>

**Total**

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**Working alone**

**Statement Code no: 4**

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At Junior Certificate level the student can:

Usually or always submit satisfactory work, completed on time

Marks Awarded

<table>
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<tr>
<th>Marks</th>
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<tbody>
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<td>0 – 1</td>
<td>If the student is never or very rarely good at using the skill</td>
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</tr>
<tr>
<td>2 – 3</td>
<td>If the student is occasionally good at using the skill</td>
<td>2</td>
</tr>
<tr>
<td>4 – 6</td>
<td>If the student is sometimes but not regularly good at using the skill</td>
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<td>7 – 8</td>
<td>If the student is usually good at using the skill</td>
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<tr>
<td>9 – 10</td>
<td>If the student is constantly good at using the skill</td>
<td>9</td>
</tr>
</tbody>
</table>

Total

Work began | Work in progress | Work completed
Personal Development

* Positive Communication
* Relationships: Self Awareness
* Relationships: Self and Others
  * Growth and Development 1
  * Growth and Development 2
Communicate with people in a positive manner and apply these skills to maintain friendships

Learning Targets - This has been demonstrated by your ability to:

1. Recognise that people speak differently to different people, e.g. peers, teachers, parents and other adults
2. Speak in an appropriate and polite manner when speaking to peers, teachers, parents and other adults
3. Understand that name-calling and teasing are bullying
4. List ways in which name-calling and teasing can be hurtful to oneself and others
5. Suggest ways in which words can give positive messages
6. List ways in which you yourself would like to be treated
7. Suggest ways of making and keeping friends
8. Identify traits which are/are not desirable in a friendship
9. Identify traits which maintain a good friendship
10. Describe what peer pressure is
11. Give examples of peer pressure and suggest ways of handling it

Refer also to: Civic Social and Political Education, English and Religious Education
At Junior Certificate level the student can:

Identify, express and display personal qualities in a positive way showing an awareness of the needs of other people

Learning Targets - This has been demonstrated by your ability to:

1. Give an accurate and positive physical description of yourself
2. Identify some of your own aptitudes, skills and qualities
3. Identify some important personal preferences
4. Use the correct words to describe preferences, opinions and wishes
5. Examine ways in which words can hurt yourself and other people, for example name-calling and teasing
6. Describe ways of taking care of yourself, for example through diet, hygiene, exercise and rest
7. Describe the qualities and actions which you expect to find in a good friend
8. Give examples of the kind of behaviour which would stop you making friends with someone
9. Suggest reasons why people’s friendships sometimes change with time
10. Give examples of how words can give a positive message

Refer also to: English, Art, Drama, Home Economics, Religious Education, Physical Education, History, Environmental and Social Studies, Geography
At Junior Certificate level the student can:

Understand and recognise the need for the different codes of behaviour

Learning Targets - This has been demonstrated by your ability to:

1. Give examples of actions and behaviour where you have shown respect towards others
2. Suggest ways in which you respect yourself and others
3. Give examples of how you behave differently in different situations, for example at home, in school and with friends
4. Identify one group to which you belong and explain what it is like
5. Give reasons for having rules
6. Describe some of the rules and codes of behaviour which people in different groups and situations are expected to obey, for example school rules, family rules and the law
7. Suggest some of the consequences of both keeping and breaking these codes
8. Give examples of good and bad rules and laws, and explain what makes them good or bad
9. Give examples of peer pressure and explain what makes it easy or difficult to handle
10. Suggest good and bad ways of dealing with conflict situations

Refer also to: English, Civic Social and Political Education, History, Physical Education
At Junior Certificate level the student can:

Make informed choices within personal relationships

**Learning Targets - This has been demonstrated by your ability to:**

1. Give examples of ways in which relationships between the sexes can change during adolescence
2. Describe the physical and emotional changes which occur in girls and boys during adolescence
3. Know the standard names of the sexual organs and their functions
4. Describe the key stages in the cycle of human reproduction including menstruation, fertility cycle, sexual intercourse, conception and birth
5. Name and describe the symptoms of sexually transmitted diseases
6. Explain how sexually transmitted diseases may be avoided and treated
7. Explain how the AIDS virus is transmitted and suggest ways of avoiding infection
8. Name and describe the whole range of options available to minimise the risk of unplanned pregnancy
9. List the names, addresses and contact numbers of support services including local, national, formal, informal helplines, support groups, school and health board counselling services

**Note:** Parental consent is desirable for Learning Targets 5 to 9

Refer also to: English, Civic Social and Political Education, Religious Education, Science

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<thead>
<tr>
<th>Work begun</th>
<th>Work in progress</th>
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</table>
At Junior Certificate level the student can:

**Apply the skills needed to clarify values and make lifestyle decisions**

**Learning Targets** - This has been demonstrated by your ability to:

1. Identify some of the key values which are important in our society, for example respect, freedom and honesty
2. Explain how these values might affect our everyday lives at home and in school
3. Identify which values are personally important
4. Explain how everyday actions and behaviour are linked to one’s value system
5. Identify some of the choices which people make in deciding which values are important to them
6. List the main steps involved in effective decision making
7. Explain the link between decision making and personal responsibility
8. Define the main aspects of self control
9. Give examples of how some people under pressure deal with their problems, for example addiction
10. Suggest ways of handling these responses, for example accessing support services
11. Explain how to access important information, for example through social services, support systems, community and personal networks

Refer also to: English, Civic Social and Political Education, Drama, Physical Education, Religious Education
Social Competence

* Reading from Texts
* Functional Writing
  * Listening
  * Speaking
* Make-a-Book Statement
  * Debating
At Junior Certificate level the student can:

Find general and specific information from a variety of texts

### Learning Targets - This has been demonstrated by your ability to:

1. Use a contents page, an index and a dictionary
2. Find specific information in an alphabetical index
3. Find specific information in a timetable, league table, menu or advertisement
4. Find specific information in a piece of text, for example a textbook or newspaper
5. Identify sentences, paragraphs and basic punctuation marks in a continuous piece of text
6. Identify the topic of a short text in a section of a textbook; use texts from different subject areas
7. Give the main point of short texts from a number of different textbooks; use texts from different subject areas
8. Find details which support the main point of a short text; use texts from different subject areas
9. Follow correctly step-by-step instructions for a recipe, experiment or exercise routine

Refer also to: All subjects
At Junior Certificate level the student can:

Make appropriate use of written language when dealing with the normal demands of school and everyday life

Learning Targets - This has been demonstrated by your ability to:

1. Address envelopes and postcards correctly
2. Write a personal letter to a friend thanking him/her for a gift
3. Use basic punctuation, for example, capital letter, full stop, question mark
4. Keep a brief written record in note form of important things to do (homework diary, appointments diary, list of tasks)
5. Write a cheque
6. Fill in forms (post office account, driving licence, electoral register, bank lodgement and withdrawal slips etc.)
7. Write a simple letter of enquiry or complaint
8. Take a brief written message for another person, for example a telephone message
9. Write step-by-step instructions of how to perform a familiar task (copy a cassette, make an omelette)
10. Present personal information in correct CV format

Refer also to: English, Business Studies, Home Economics, Civic Social and Political Education, Science, Information Technology/Computer Studies, Environmental and Social Studies

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Use written or oral language to demonstrate the ability to listen and to retain information accurately

Learning Targets - This has been demonstrated by your ability to:

1. Summarise a story told by one or more people
2. Follow instructions given by the teacher
3. Identify specific points of information from an exchange between two or more people
4. Identify specific information from a distant source, for example television, speaking train timetable
5. Record information accurately from, for example, the TV news
6. Repeat verbal information
7. Repeat verbal information in written form
8. Write an accurate summary of information given in an advertisement on the radio
9. Follow a sequence of instructions given by someone, for example to make an omelette

Refer also to: All subjects. This statement can be accessed by sign language
At Junior Certificate level the student can:

Use the spoken word to accurately express opinions and experiences in a social context

Learning Targets - This has been demonstrated by your ability to:

1. Leave a message on a telephone answering machine (minicom)
2. Relay instructions and messages accurately
3. Explain to one other person how to perform a simple task, for example, boil an egg
4. Tell a joke, personal anecdote or story
5. Request information over the telephone (minicom)
6. Make requests and seek clarification
7. Express a preference or point of view
8. Describe a personal experience or interest
9. Give constructive criticism
10. Exchange opinions or views with one or more people

Refer also to: All subjects. This statement can be accessed through sign language
At Junior Certificate level the student can:

Plan, prepare and Make-a-Book for the Make-a-Book exhibition

Learning Targets - This has been demonstrated by your ability to:

1. Discuss and agree on the topic for the book
2. Describe what you will write about the topic*
3. Plan and list the tasks to be done on your own or as a member of a group
4. Decide what material and equipment you will need to make and display the book at the exhibition
5. Decide on what pictures, photographs, diagrams etc. you are going to use for the book
6. Complete the first draft
7. Discuss changes with teachers and/or other students
8. Decide and agree on the edits
9. Redraft
10. Decide on a title for the book
11. Discuss the design of the book cover
12. Design and make the cover of the book
13. Credit all authors
14. Write your bibliography, if needed
15. State what you would do differently next time
16. Reflect on the experience of taking part

* It is optional to use a Junior Certificate School Programme Make-a-Book Writing Frame
At Junior Certificate level the student can:

Demonstrate understanding of debating and participate in a debate

Learning Targets - This has been demonstrated by your ability to:

1. Select the topic to be researched in preparation for the debate
2. Research the source information on this topic
3. Decide the motion to be debated
4. Demonstrate an understanding of the roles, terms and language of debating
5. Establish ground-rules for the debate
6. Prepare an argument (individually or within a group) “for” or “against” the motion
7. Make your case / put an argument in front of the class
8. Perform a support role within the debate process e.g. chairman, rapporteur, time keeper, etc.
9. Write a summary of one point made in the debate that you agree with
10. Write a summary of one point made in the debate that you disagree with
11. Express in writing some new facts or information that you have learned through the debate

Refer also to: All subjects except Physical Education
* Money Management
* The Business of Living
  * Consumer Studies
* Health and Nutrition
At Junior Certificate level the student can:

**Manage personal and household finances**

**Learning Targets** - This has been demonstrated by your ability to:

1. List the main items of household expenditure
2. Find the cost of the main items of household expenditure
3. List the most important items in personal and household spending
4. Plan a household budget for one week, recording income and expenditure
5. Locate a local Credit Union and explain why it is useful
6. List other ways of saving including banks, building societies, and An Post
7. Explain what is meant by a lodgement and a withdrawal
8. Read and fill in the most important documents needed for managing money: cheques, application forms, lodgements, withdrawals and payment slips
9. Carry out correctly calculations needed for managing money
10. Using a calculator work out household expenditure of a given household for one week

Refer also to: English, Business Studies, Civic Social and Political Education, Maths, Home Economics
At Junior Certificate level the student can:

**Manage personal finances in the areas of income, expenditure and budgeting**

**Learning Targets** - This has been demonstrated by your ability to:

1. Estimate the income from a part-time job, for example babysitting
2. Work out the income from a part-time job, for example babysitting
3. Read a wage slip picking out income before and after tax
4. List the main household bills
5. Read bills and dockets
6. Match income and expenditure and identify priorities
7. Prepare a personal budget
8. Prepare a household budget
9. Compare your week’s expenses with your week’s budget plan

**Refer also to:** Civic Social and Political Education, Business Studies, Home Economics, Maths
At Junior Certificate level the student can:

**Use relevant knowledge about consumer rights to make informed consumer choices**

**Learning Targets** - This has been demonstrated by your ability to:

1. Name the different organisations which work on behalf of consumers
2. Explain when you could bring an item back to a shop
3. Explain what a guarantee is and how it works
4. Describe when a guarantee may be important
5. Read accurately labels on packages etc.
6. Understand the most important signs and symbols on labels, for example quality marks, date marks and safety symbols
7. Choose an advertisement for one product and summarise the information it gives
8. Make a clear, reasonable spoken complaint
9. Make a clear, reasonable written complaint

**Refer also to:** English, Art, Business Studies, Civic Social and Political Education, Home Economics, Maths
At Junior Certificate level the student can:

Use relevant knowledge about health and nutrition to make informed lifestyle choices

**Learning Targets** - This has been demonstrated by your ability to:

1. Describe the most important ways of keeping the body clean
2. List some of the benefits of moderate exercise for keeping the body healthy
3. Explain how the food we eat contributes to our state of health
4. Use correctly the most common vocabulary of health and nutrition
5. Give examples of lifestyle choices which affect our health, for example smoking
6. Describe the effects of some lifestyle choices, for example smoking and drug use
7. Explain what is meant by ‘preventative health care’
8. Give examples of interesting and beneficial ways to use leisure time
9. Give examples of some of the physical and emotional changes of puberty
10. List some facilities, information and support services including those found in the school

**Refer also to:** English, Civic Social and Political Education, Home Economics, Physical Education, Religious Education, Science
At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (1)

**Learning Targets** - This has been demonstrated by your ability to:

1. Locate electricity mains and meter, gas mains and meter, water mains, and explain how to turn off and on all household services
2. Read the electricity and gas meters and fill in the meter card
3. Change a plug, light bulb or tap washer
4. Replace a fuse and/or reset a circuit breaker
5. Explain the correct way to store and dispose of household chemicals and medicines
6. Describe environmentally friendly methods of waste disposal
7. Give examples of unsafe practices in the home and list the associated dangers
8. Use household appliances correctly and safely
9. Describe the most important household safety procedures relating to security, fire and accident prevention
10. Read all important instructions, safety signs and information
11. Carry out basic home decorating tasks, for example, painting doors, wall papering

**Refer also to:** English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Science, Technical Graphics
At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (2)

<table>
<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>Use a washing machine</td>
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<td>Iron a school shirt</td>
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<td>Make a list of important phone numbers</td>
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<td>Prepare a packed lunch</td>
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<td>Prepare for a simple meal</td>
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<td>Shop for a simple meal</td>
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<td>Cost a simple meal</td>
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<td>Interpret selection of shopping receipts</td>
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<td>Perform basic first aid</td>
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<td>Display a knowledge of safety in the home</td>
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<td>Programme the video, digital alarm clock etc.</td>
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<td>Change a light bulb</td>
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<td>Use a microwave or cooker safely</td>
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<td>Fix a puncture on a bike</td>
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<td>Use a bottle bank, can bank, clothes bank</td>
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<td>Use a payphone or card phone</td>
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<td>Organise to meet a friend (in town), settle on a meeting place, organise transport to and from (bike, lift, parent, hackney, bus)</td>
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Refer also to: Science, Environmental and Social Studies, and Civil Social and Political Education
Skills Development
Study Skills

* Study Skills 1
* Study Skills 2
* Study Skills 3
  * Study Skills 4: Active Learning
* Study Skills 5: Reading Strategies
At Junior Certificate level the student can:

**Use appropriate skills to support learning**

**Learning Targets** - This has been demonstrated by your ability to:

1. Be organised and ready for class e.g. have a pen / copy / textbook
2. Use a Keywords notebook to record important words
3. Use the spelling strategy - Look, Say, Cover, Write, Check
4. Skim a piece of text to find 5 keywords
5. Find 5 words in a suitable school dictionary
6. Find an item in a simple Table of Contents
7. Use a highlighter pen to underline important words
8. Use a highlighter pen to underline an important sentence
9. Find an item in a simple Index
10. Know how to use the KWL strategy
11. Demonstrate the use of 5Ws and a H - Who, What, Where, When, Why & How - for oral planning before writing
12. Use a graphic for planning and organising information
   e.g. draw a Spidergram
13. Record your homework in your journal
14. Use the JCSP Profile Folder to track your progress in statements
At Junior Certificate level the student can:

**Use appropriate study skills, including note taking, to support learning**

### Learning Targets - This has been demonstrated by your ability to:

1. Be organised and ready for class  
   e.g. have a pen / copy / textbook / Journal
2. Use a Keywords notebook to record and revise important words
3. Demonstrate the use of 5Ws and a H - Who, What, Where, When, Why & How - in written work
4. Use Post-It notes to summarise 3 points from a lesson / text
5. Use a highlighter pen to mark the main idea in a text
6. Work in pairs / groups to summarise points from a lesson / a passage of text
7. Use a suitable dictionary to find the meaning of words
8. Use new words appropriately in a sentence with the help of a dictionary
9. Record 3 items accurately from the blackboard
10. Find 3 items of information in your notes
11. Store your notes in an appropriate way
12. Use 2 appropriate Graphic Organisers / diagrams -  
   e.g. Venn Diagrams, H Chart
13. Use the JCSP Profile Folder to track your progress in statements
At Junior Certificate level the student can:

Use appropriate study skills, including note taking and revision, to prepare for the Junior Certificate examination

Learning Targets - This has been demonstrated by your ability to:

1. Be organised and ready for class e.g. have a pen / copy / textbook journal / appropriate equipment
2. Use a graphic for planning and organising information - e.g. Draw a Spidergram / Mind Map / Concept Map as appropriate
3. Use a highlighter pen to mark important points in a text
4. Know the main exam words
5. Organise your notes according to subject / topic as appropriate
6. Understand what kind of learner you are
7. Engage in silent study as appropriate
8. Make out a simple study plan / timetable
9. Know how to plan for revision
10. Use a range of references to find information
11. Know the layout of examination papers
12. Manage time when answering exam type questions
13. Use the JCSP Profile Folder to track your progress in statements
At Junior Certificate level the student can:

**Apply a range of skills necessary to participate effectively in an active learning environment**

### Learning Targets - This has been demonstrated by your ability to:

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<tbody>
<tr>
<td>1</td>
<td>Participate in group work activities</td>
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<td>2</td>
<td>Engage in paired-work activities</td>
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<td>3</td>
<td>Perform the role of mentor / learning partner / “study buddy”</td>
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<td>Communicate with a pen-pal</td>
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<td>5</td>
<td>Engage in the planning and implementation of a project</td>
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<td>6</td>
<td>Investigate and analyse the data collected in the project</td>
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<td>7</td>
<td>Report back on the findings of the project</td>
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<td>8</td>
<td>Participate in the planning and organisation of a classroom exhibition / display of the project-work</td>
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<td>9</td>
<td>Participate in the organisation of a school event (e.g. open night, Christmas Celebration, school concert, sports day, Numeracy day, Lá Gaeilge etc.)</td>
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<td>10</td>
<td>Participate in a class / school debate</td>
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<td>11</td>
<td>Participate in the planning, designing, editing and publication of a class / school newsletter</td>
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<td>12</td>
<td>Participate in the planning and organisation of a school trip</td>
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<tr>
<td>13</td>
<td>Participate in cross-curricular activities</td>
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</table>
At Junior Certificate level the student can:

Use appropriate reading strategies to read and comprehend a variety of texts

Learning Targets - This has been demonstrated by your ability to:

1. Use the KWL strategy
2. Preview text to see what you already know about a topic
3. Explain what you already know about a topic
4. Preview text to find and mark unfamiliar / difficult words
5. Scan a piece of text to find and mark 5 keywords, dates, names
6. Find 5 words in a suitable school dictionary
7. Skim a piece of text to get the gist of the information
8. Explain the gist of a piece of text to others in class
9. Identify the main idea of a paragraph from a list provided
10. Use a highlighter pen to mark the main idea in a text
11. Work in pairs / groups to find and mark supporting details in a text
12. Work in pairs / groups to summarise points in a text / lesson
13. Use Post-Its to summarise 3 points from a text / lesson
14. Use a graphic to record and organise information you have read -
   e.g. draw a Spidergram / H Chart / Mind Map / Concept Map as appropriate
Measurement

* Measurement of Time
* Measurement of Temperature
* Measurement of Weight / Capacity
* Measurement of Length and Distance
At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of time in everyday situations

Learning Targets - This has been demonstrated by your ability to:

1. Be familiar with the names of days, months and seasons
2. Recall number facts: seconds in a minute, minutes in an hour, hours in a day etc
3. Find a given day or date on a calendar or timetable
4. Tell the time on a clock: the nearest hour, half hour, minute, second
5. Change the hour from a twelve-hour clock to the twenty-four-hour clock
6. Change the hour from a twenty-four-hour clock to the twelve-hour clock
7. Change the time between twelve-hour and digital clocks
8. Estimate the passing of time to the nearest hour, half hour, quarter hour, five minutes and one minute
9. Work out the difference between two given times: on a clock, timetable, calendar and TV guide
10. Draw a time line marking in the important events in your personal life
11. Work out the time needed to leave one place in order to be on time for an appointment

Refer also to: English, Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, History, Home Economics, Maths, Science, Physical Education, Music
At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of temperature in everyday situations

Learning Targets - This has been demonstrated by your ability to:

1. Name the units and terminology of temperature: thermometer, degrees, centigrade, Fahrenheit, freezing point, boiling point.
2. Identify freezing point and boiling point on a °C/ °F thermometer.
3. Calculate degrees above and below freezing point and boiling point.
4. Identify normal body temperature on a medical thermometer.
5. Understand normal cooking temperatures, for example, gas mark 4, 200 degrees Celsius.
6. Relate temperatures to everyday situations.
7. Estimate the indoor and outdoor temperature on a given day.
8. Estimate the outdoor temperature on a given month.
9. Suggest a temperature range for the different seasons.

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Maths, Science

Work begun 〇 〇 〇 | Work in progress 〇 〇 〇 | Work completed 〇 〇 〇
At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of weight/capacity in everyday situations

Learning Targets - This has been demonstrated by your ability to:

1. Name the units and terminology of weight/capacity: litres, half litres, quarter litres, millilitres, kilograms, grams, milligrams
2. Find the marks for litre, half litre, quarter litre and millilitre on a measuring jug
3. Find the marks for kilograms, grams and milligrams on a weighing scale
4. Give examples of weight and capacity from daily life, for example a litre of milk and a kilo of sugar
5. Use a graduated vessel to work out the capacity of liquids
6. Use a weighing scales to work out the weight of powders and solids
7. Use a balance scales to weigh items
8. Estimate amounts using non-standard units, for example a cup, teaspoon and tablespoon

Refer also to: English, Home Economics, Maths, Science
Measurement of Length and Distance

Statement Code no: 22

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of length and distance in everyday situations

Learning Targets - This has been demonstrated by your ability to:

1. Name the words used in length and distance: kilometres, metres, centimetres, millimetres etc.
2. Pick out the units of length and distance on a ruler, metre stick and measuring tape
3. Use a measuring tape
4. Measure straight lines using a ruler and measuring tape
5. Work out the distance between two places on a map using the scale on the map
6. Draw lines of different lengths
7. Measure a room, for example, bedroom, kitchen using a measuring tape
8. Pace out the measurement of different places, for example classrooms, football pitches and bedrooms
9. Estimate the length of common objects
10. Estimate the distance between two objects

* Shape and Space
* Spatial Awareness
* Drawing and Sketching
* Crafts and Materials: Construction and Assembly
At Junior Certificate level the student can:

Apply knowledge and understanding of the proportions of common 2D/3D shapes to their work

Learning Targets - This has been demonstrated by your ability to:

1. Name and identify common 2D shapes: rectangle, square, circle, triangle, oval, ellipse, polygon
2. Name and identify common 3D shapes: cone, cylinder, cube, rectangular prism, pyramid, ovoid, sphere, ellipsoid
3. Name and identify right angles, acute angles, obtuse angles, reflex angles, straight angles
4. Name and identify equilateral, isosceles and right-angled triangles
5. Name and identify the centre, circumference, chord, radius and diameter of a circle
6. Explain directional words: clockwise, anti-clockwise, horizontal, vertical, parallel, diagonal
7. Measure angles accurately using a protractor
8. Draw angles accurately using a protractor
9. Construct a rectangle using a ruler, set square and compass
10. Construct a triangle using a ruler, compass and protractor
11. Construct a circle with a given radius using a compass
12. Enlarge a shape using a grid

At Junior Certificate level the student can:

Apply knowledge of direction and space to their work

Learning Targets - This has been demonstrated by your ability to:

1. Read a simple directional compass
2. Using a grid reference, read a location on a grid map
3. Using a simple map or plan, find a given location
4. Draw a simple map or plan to give directions or locate a place
5. Use a directional compass to estimate direction
6. Make simple scale drawings
7. Work out the distance between two places using the key on a map
8. On instruction, walk or move the body or parts of the body in a stated direction
9. On instruction, move objects in a stated direction

At Junior Certificate level the student can:

**Use a range of drawing and sketching techniques to record information and to communicate information graphically**

**Learning Targets** - This has been demonstrated by your ability to:

1. Handle and use all drawing tools correctly
2. Memorise the important words related to drawing materials and techniques
3. Produce 2D drawings using common drawing instruments
4. Produce 3D drawings using common drawing instruments
5. Make a simple scale drawing
6. Make neat, accurate, working drawings
7. Make sketches from observation
8. Make a sketch from imagination
9. Produce basic drawings using a computer

**Refer also to:** Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics
Craft and Materials: Construction and Assembly

Statement Code no: 30

At Junior Certificate level the student can:

Work with a range of craft materials to create and finish a piece of work

Learning Targets - This has been demonstrated by your ability to:

1. Describe some of the properties of different materials
2. Give examples of where different materials are used
3. Choose the appropriate material
4. Cut material safely, using the correct tools
5. Shape materials safely using the correct tools
6. Produce sketch drawings of pieces of work
7. Measure out the materials
8. Transfer markings on to pieces of work
9. Join and assemble the material using a variety of methods
10. Finish off pieces using an appropriate method


Work begun | Work in progress | Work completed
Multi Media

* Photography
* DVD/Video Production
At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan, execute and finish a work in two dimensions

Learning Targets - This has been demonstrated by your ability to:

1. Load memory card and battery correctly
2. Identify and name the parts of the camera
3. Use a camera to take pictures
4. Download photographs from camera to computer
5. Recognise and use correctly simple photographic vocabulary
6. Frame/set up a photograph
7. Explain the importance of sunlight/artificial light in photography
8. Be aware of the effects of size of aperture and shutter speed
9. Recognise well known images from the history of photography
10. Discuss the use of photography in advertising and mass media


Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Plan, prepare and make a short DVD/video sequence on a topic of choice

Learning Targets - This has been demonstrated by your ability to:

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<td>1</td>
<td>Decide on a topic for your DVD/video that interests you</td>
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<td>Plan the production – think of location, people involved etc.</td>
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<td>List the equipment you will need and make arrangements to use it</td>
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<td>Plan the script for the DVD/video (if any)</td>
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<td>Make a storyboard or list the shots you will film</td>
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<td>6</td>
<td>Finalise your arrangements for the DVD/video, e.g. get permission, check room or location, bring in props, clothes etc.</td>
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<td>7</td>
<td>Plan and prepare the titles for the DVD/video according to choice, e.g. drawings, lettering etc.</td>
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<td>Name the parts of the DVD/video camera and other equipment</td>
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<td>Check all equipment and practise using it</td>
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<td>10</td>
<td>Shoot the DVD/video</td>
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<td>11</td>
<td>Arrange to show the DVD/video</td>
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Refer also to: English, Drama, Music and Art
* Cross-Curricular Project
* Action Project
* Action Project Report
* Project Skills: Historical
  * Field Trip
  * Project skills
* Basic Research and Statistics
  * Information Management
* Organising and Planning a School Function
At Junior Certificate level the student can:

Plan, prepare and carry out with assistance a project involving different subject areas

**Learning Targets** - This has been demonstrated by your ability to:

1. Identify a task or idea to work on as part of the group project
2. Decide where to look for the information, i.e. teachers, books, photographs, library, diagrams, magazines etc.
3. Decide what will be needed to do the task (material, equipment)
4. Decide what method will be used to begin the task
5. Decide what method will be used to do the task
6. Decide what method will be used to end the task
7. Carry out your aspect of your project
8. Evaluate the project by answering the question ‘Did I do what I decided to do?’
9. Identify what problems there were along the way
10. State what you would do differently next time

See Appendix: Planning a cross-curricular project
Refer also to: Art, Geography, History, Environmental and Social Studies, Civic Social and Political Education, Information Technology/Computer Studies, Science
At Junior Certificate level the student can:

Actively participate in the planning, preparation and carrying out of an action project appropriately and responsibly

Learning Targets - This has been demonstrated by your ability to:

1. Identify an issue you wish to explore
2. Discuss the issue in a group and decide what you want to do and how you will go about it
3. Give useful suggestions at the planning stage
4. Break down and divide up tasks in the class group
5. Take responsibility for an aspect of the task
6. Make arrangements for carrying out an aspect of the task
7. Co-operate and help others in any activities related to the task
8. Carry out the task appropriately and responsibly
9. Conduct yourself and communicate appropriately for given activities
10. Take part in a group discussion evaluating the activity
At Junior Certificate level the student can:

**Present the findings of an action project in which they participated**

**Learning Targets** - This has been demonstrated by your ability to:

1. Identify an issue or topic as a project theme
2. Explain the reasons why the action project was chosen
3. List the steps needed to complete the project
4. Describe and demonstrate activities undertaken in the course of the action project
5. Explain clearly any particular task undertaken or initiated by you during the project
6. Summarise what you learned during the project
7. Present the information gathered
8. Describe the action project orally
9. Draw personal conclusions from the information gathered during the action project

Refer also to: Art, Geography, History, Civic Social and Political Education, Environmental and Social Studies, Information Technology/Computer Studies, Science, English
Project Skills: Historical

Statement Code no: 9

At Junior Certificate level the student can:

Research, organise and present a historical project with assistance

Learning Targets - This has been demonstrated by your ability to:

1. Identify and state the aim of the project
2. Collect and sort suitable information and material for the project
3. Use a number of ways to collect information: interview, letter, questionnaire, reading
4. Understand the content of the project material
5. Use suitable illustrations in presenting the project: pictures, graphs, cartoons, photos
6. State the results of the project
7. Present the project in a clear, neat and legible manner
8. Explain what you learned from the project
9. List the sources used in the project
10. Display initiative and originality in performing the project
11. Draw conclusions from the findings

Refer also to: English, History, Art, Geography, Maths
Please note this is the same as the Project Skills statement in the Environmental and Social Studies section of the Subject-Centred statements and obviously cannot be awarded twice
At Junior Certificate level the student can:

Plan, prepare and carry out a field trip as part of a group; carry out allocated tasks, appropriately present their findings and evaluate the experience.

### Learning Targets

- **Participate in the planning of a field trip**
- **Locate the destination on a map, plotting the journey** (that is, mileage, measurement of distance etc.)
- **Study the relevant geographical features of the destination**
- **Participate in the allocation of tasks**
- **Take responsibility for carrying out allocated tasks**
- **Bring correct clothing and appropriate geographical equipment for the activity**
- **Carry out instruction promptly and follow safety procedures**
- **Complete the given task to the required standard**
- **Be co-operative and helpful to others in carrying out the task**
- **Record findings clearly and legibly and make sure they get back to school**
- **Back in school, present all findings as appropriate, participating actively in the group activity**
- **Discuss how the field study went and what changes would be made next time, if appropriate**

### Refer also to:

Art, Civic Social and Political Education, Environmental and Social Studies, English, Geography, History, Science, Information Technology/Computer Studies, Maths

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**Date Commenced:** 00/00/00  **Date Awarded:** 00/00/00
At Junior Certificate level the student can:

Organise a project and present/display the result with assistance using medium of choice

Learning Targets - This has been demonstrated by your ability to:

1. Identify a task, problem or idea as a project theme
2. Name different people or places who will provide information on the project theme
3. With help, decide how to get the information needed, through teachers, parents, books, observation, questionnaires, interviews, videos, internet etc.
4. Select a way, or ways, of working on the project theme
5. List the steps to be taken
6. Put the plan into practice
7. Present the results using method of choice, that is photographs, computers, models, diagrams, drawings, audio, computers, video, drama, oral
8. Decide how well the original task has worked


Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

**Carry out a simple research project with assistance and display the results appropriately**

**Learning Targets** - This has been demonstrated by your ability to:

1. Identify a personally relevant research project  
2. Identify sources of information; people, books etc.  
3. Locate relevant information in texts, diagrams, charts and graphs  
4. Collect data through questions, interviews, calculations and texts as appropriate  
5. Construct line graphs, bar charts, pie charts or tally sheets  
6. Restate information as appropriate using tables, diagrams, maps or tally sheets  
7. Present information in tables  
8. Restate the information shown from tables in words  
9. Sort and classify data with assistance  
10. Interpret findings and present appropriately through oral, written and/or visual media

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At Junior Certificate level the student can:

Use, gather, sequence and interpret information from a wide range of sources with assistance and present this information in different ways

Learning Targets - This has been demonstrated by your ability to:

1. Identify a personally relevant research topic
2. Identify, locate and record information from personal observation, orally transmitted information, radio and artefacts
3. Identify, locate and record information from visual sources, including maps, photographs, figures, drawings, television and film
4. Identify, locate and record information from primary and secondary written sources, including books, newspapers, articles, pamphlets and computer databases
5. Perform appropriate calculations and measurements if necessary
6. Transfer data to prose and/or tables or graphs
7. Interpret findings, sort and classify according to appropriate criteria, with assistance
8. Evaluate information critically, distinguishing between fact and opinion, with assistance
9. Recognise bias and different viewpoints
10. Carry out a small research project and present the findings orally or in a short written paper
11. Describe the stages of the project

Refer also to: Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, Home Economics, Maths, English, Geography, History, Information Technology/Computer Studies, Science
At Junior Certificate level the student can:

**Work as part of a team in order to plan, prepare and present all aspects of a simple school function**

- Identify an occasion which would require refreshments etc.
- Choose which would be more appropriate for the occasion – a buffet, a sit down meal, light refreshments etc.
- Identify the various tasks involved in planning a function, e.g. posters, budgeting, preparing food, etc.
- Plan carefully the foods to be used for the function
- Follow the basic steps for handling food in a hygienic way to prepare the food for the function
- Prepare and send or give out invitations for the function
- Plan how the function room should be laid out for comfort and ease of access
- Decorate the function room using posters, banners, wall hangings etc. to mark the particular occasion
- Present the food in an attractive manner, e.g. using simple garnishes, folded napkins etc.
- List the duties for the day, choose one and carry it out properly e.g. host/hostess, greeting, thanking people etc.
- Plan and carry out a clean-up operation, leaving the rooms, dishes etc. that you used as they were found

Refer also to: Civic Social and Political Education, English, Art, Home Economics
Application of Skills and Knowledge
At Junior Certificate level the student can:

**Explain the need for a wide variety of safety procedures in the workplace and act on these**

**Learning Targets** – This has been demonstrated by your ability to:

1. Explain how to use tools and equipment correctly and safely
2. Give examples of safe practices in the workplace
3. Use all tools and equipment correctly and safely
4. Describe how to use electrical equipment correctly and safely
5. Use electrical equipment correctly and safely
6. Store all tools, materials and equipment safely
7. Describe the effects on the body of inhaling or touching chemical substances
8. Suggest ways of avoiding these risks
9. Describe the effects of chemical substances on the environment
10. Suggest ways of minimising these effects
11. List the different procedures for self-protection at work, including the use of protective clothing

**Refer also to:** English, Art, Environmental and Social Studies, Home Economics, Geography, Materials Technology: Wood, Materials Technology: Metal, Science, Maths, Technical Graphics

---

*Student:

Date Commenced: ___/___/___

Date Awarded: ___/___/___

Class:

Refer also to:

Work begun  ○ ○ ○ | Work in progress  ○ ○ ○ | Work completed  ○ ○ ○
Animal Care

* Animal Care
* Animal Care: Horse, Pony or Donkey
At Junior Certificate level the student can:

Take care of and be aware of the needs of an animal of choice

Learning Targets - This has been demonstrated by your ability to:

1. Describe the bedding, shelter and boundary that your animal needs
2. Describe how to feed and care for a young animal
3. Plan the food and water needs of your animal and calculate the cost of keeping it for a month
4. Describe the conditions that the animal needs to be happy, e.g. companionship, routine, exercise etc.
5. Demonstrate or describe the safe handling of your animal, e.g. how to approach, pick up etc.
6. Name some things that can harm or frighten your animal
7. Explain the health problems that your animal can have and say how they should be treated
8. Make a list of the vaccinations your animal needs
9. Be familiar with the life-span and reproductive pattern of your animal
10. Keep a diary, video, photographs etc., to describe your animal
11. Plan and prepare for a visit to a local vet, animal shelter, kennel etc.
12. Describe the kind of training your animal needs
13. Explain the consequences of neglecting animals, e.g. straying horses or farm animals, roaming dogs, wild cats etc.

Optional Learning Target

14. Demonstrate or describe how to groom your animal and name the equipment needed

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education
At Junior Certificate level the student can:

Relate the history and use the terms associated with horses and understand the important aspects of caring for a horse, pony or donkey

**Learning Targets** - This has been demonstrated by your ability to:

1. Name and correctly use grooming equipment such as dandy brush, body brush, curry comb
2. Plan the daily routine for mucking out, feeding and grooming of a horse*
3. Explain how a horse is shod and how hooves are cared for
4. Name the main points of a horse, e.g. shoulder, muzzle, mane, withers, hoof, forelock
5. Demonstrate or describe how to put on basic tackle, e.g. saddle, bridle, head collar
6. Describe the size and type of pasture required for a horse, e.g. free of dangerous plants etc.
7. Explain the Highway Code in relation to horses
8. Locate the local experts in your area, e.g. vet, farrier, animal shelter, club
9. Pick one breed of horse and find out all about it
10. Tell the story of a horse in the past, e.g. Arkle
11. Find out the way that horses have been used in work, transport and sport

**Optional Learning Target**

12. Keep a diary, scrapbook, photographs, video of a horse you are interested in

*donkey or pony can be substituted for horse in all learning targets

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education

<table>
<thead>
<tr>
<th>Work begun</th>
<th>Work in progress</th>
<th>Work completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
At Junior Certificate level the student can:

Recognise and demonstrate a reasonable knowledge of the rules of the road

Learning Targets - This has been demonstrated by your ability to:

1. Understand the purpose and need for a driving licence, tax and insurance for a motor vehicle
2. Understand and recognise the basic requirements for vehicle safety (make reference to lamps, safety belts, mobile phones etc.)
3. Describe the physical condition that a driver needs to be in to drive a car safely (make reference to stress, alcohol and fatigue)
4. Be familiar with driver hand signals and those of Gardai
5. Show the ability to recognise and describe most traffic signals and road signs
6. Show a theoretical knowledge of the concepts necessary for good driving practice including roundabouts, reversing, turning, lane discipline and moving off
7. Know the correct procedure for parking a car
8. Have regard for and be aware of the importance of the rights of other road users
9. Know basic procedure in the event of an accident
10. Be familiar with general traffic sign categories and the meaning of the signs within each
At Junior Certificate level the student can:

**Recognise and demonstrate good practice in a variety of aspects of road safety**

**Learning Targets** - This has been demonstrated by your ability to:

1. Be aware of and understand the meaning of basic road signs: regulatory, warning and information
2. Understand the meaning of basic road markings
3. Describe the work of the Gardaí, ambulance and fire services in the event of a road traffic accident
4. Describe the chief causes of road accidents, e.g. drink-driving, speed, fatigue etc.
5. List good safety procedures when travelling as an adult and as a child
6. Understand tyre pressure, oil and water levels and good visibility
7. Participate in and show correct procedures for car valeting, e.g. washing, waxing and internal maintenance
8. Participate in a simple local survey on one aspect of road safety, e.g. numbers of drivers using mobile phones as they travel
9. Design a road safety poster for use in national school classes to illustrate one feature of road safety
Horticulture

* Horticulture
* Practical Horticulture
* Horticulture: Landscaping
At Junior Certificate level the student can:

**Cultivate and care for a variety of flowers, bulbs, vegetables, herbs and other plants**

**Learning Targets** - This has been demonstrated by your ability to:

1. Know the difference between compost and nutrient compost
2. Plant a bulb or corm and prepare it correctly for growth
3. Recognise and plant seeds in blocks or in the ground
4. Water seeds and plants correctly and regularly using a watering can or other source
5. Label seeds correctly in trays, pots or plots
6. Identify and set up the conditions needed for seeds or bulbs to germinate
7. Thin out seedlings carefully
8. Move seedlings to trays, pots, into the ground
9. Pot on seedlings or plants from a small pot
10. Present cut flowers for display
11. Recognise and name a number of spring flowers

**Refer also to:** Science and Environmental and Social Studies
At Junior Certificate level the student can:

Plan and carry out simple horticultural projects that demonstrate a familiarity with varied methods of cultivation

Learning Targets - This has been demonstrated by your ability to:

1. Select and plan flowers or plants for a container, hanging basket etc.
2. Calculate the cost of a planted container
3. Recognise flowers, shrubs or vegetables of different seasons
4. Identify the right time of year to plant selected vegetables and/or flowers
5. Name and correctly use gardening tools, e.g. fork, trowel, secateurs
6. Take cuttings from existing plants and cultivate them
7. Recognise one herb and say how it can be used
8. Assemble a herb garden
9. Cost and make a present, e.g. garland, table display, hanging plant etc.
10. Plan and prepare for a visit to a garden centre

Refer also to: Science and Environmental and Social Studies
At Junior Certificate level the student can:

Plan the landscaping of an area in the school environment and carry out the practical work required to do this

Learning Targets - This has been demonstrated by your ability to:

1. Select a suitable site which is to be landscaped
2. Draw a scale plan of the site to be landscaped using conventional symbols
3. Use plant guides, videos, school garden to identify suitable plants and containers for selected area
4. Plan a visit to a garden centre to select and purchase materials required
5. Draw a landscaping plan
6. Carry out the site preparation using the tools and equipment needed in a safe manner
7. Landscape the site as shown on your landscaping plan
8. Record the work at all stages of progress by means of notes, photographs or video camera
9. List three benefits of the project to yourself or to other students in the school
Rural Studies

* Rural Studies
At Junior Certificate level the student can:

Describe important aspects of rural home management and carry out some basic maintenance tasks

Learning Targets: - This has been demonstrated by your ability to select any 10 objectives to work on

1. Get information about sport clubs, training, youth organisations, for example, martial arts, swimming, water-safety classes, scouts, youth clubs, civil defence
2. Find out the law on the age at which you can drive a tractor, in the fields and on the road; and about the use of safety features (indicators, lights, cab etc.)
3. Describe the safety aspects of driving a tractor
4. Select from: be able to start a tractor; use gears and brakes; hitch up a trailer or spinner to PTO shaft; top a field or spread fertiliser; reverse with a trailer hitched up
5. Cut and save turf
6. Keep the milking parlour, bulk tank, line, cluster and all equipment clean and at the correct temperature
7. Wash out tank and parlour between milkings
8. Describe the care and feeding of calves (sour, feed, grass)
9. Get safety literature from Teagasc and explain basic safety measures about power lines, electricity, slurry tanks, slatted units, slurry pit, silage pit, built-up straw or hay bales
10. Know the basic guidelines for using farm equipment safely (electric fence, PTO shaft, handling animals, tractor and trailer)
11. Describe how to dispose of farm waste safely, for example dead animals, silage run-off, slurry, overflow tank)
12. Handle and administer farm animals (dosing)
13. Take care of stock, for example, assist with de-horning, care of hooves/feet, castration, shearing, docking tails, dagging (cutting of soiled wool before shearing), tagging, marking/branding with raddle or other marking

Refer also to: Science, Environmental and Social Studies, Civic Social and Political Education
Interculturalism

* Interculturalism: Self and Others
* Interculturalism: Diversity and Change in Modern Ireland
At Junior Certificate level the student can:

Gather and interpret material relating to uniqueness and difference

**Learning Targets** - This has been demonstrated by your ability to:

1. Develop a personal profile (e.g. physical characteristics, address, family, talents, etc.)
2. Record and display the variety that exists among the students in your class
3. Draw your family tree
4. Identify some of the towns and counties in Ireland
5. Indicate some cities and countries on a map of the world
6. Draw on a map where your relations live
7. Name countries that Irish people emigrated to
8. Sketch and display the national flag of other countries
9. Find out the official language spoken in these countries
10. Discover the range of languages spoken in these countries
11. Investigate some world religions
12. Examine a variety of national customs (e.g. costumes, music, etc.)
At Junior Certificate level the student can:

Examine the world influences on Irish culture and society, past and present

Learning Targets - This has been demonstrated by your ability to:

1. Investigate the history of some building styles and architecture to be found in Ireland today (e.g. churches, castles, houses, etc.)
2. Give a pictorial representation of some of these buildings
3. Trace the origin of some place names found in Ireland
4. Describe some changes that have occurred in traditional and contemporary crafts in this country
5. Explore the availability of foods in this country today
6. Name some international dishes available in Ireland today
7. Describe the different cultural festivals which are celebrated in Ireland
8. Find out the countries that are represented in Ireland by ambassadors
9. Describe the positive influences that the ethnic communities have brought to the Irish workforce
10. Explore ways in which different cultures can learn about each other
**JCSP Initiatives**

* Paired Reading
* Reading Challenge
* Word Millionaire
* Reading Programme
  * Readalong
  * Stars Read
* Paired Maths: Tutor
* Paired Maths: Tutee
At Junior Certificate level the student can:

Participate in a paired reading programme and read with an understanding of a range of reading material

Learning Targets - This has been demonstrated by your ability to:

1. Read at least six books with a tutor
2. Attend all the sessions unless with good reason
3. Offer to read independently during the sessions
4. Recount the main points of each book/reading material and give a flavour of what it was about
5. Give three reasons you like each book or dislike each book
6. Give three reasons why you would recommend (or not) the books to somebody else
7. Understand what an author is and give the title and author of three of the books read
8. Understand the work of an illustrator
9. Tell what kind of books/reading material you most like and give two reasons
10. Choose suitable reading material you would like to read

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

Participate in a Reading Challenge programme and read with an understanding of a range of reading material

Learning Targets - This has been demonstrated by your ability to:

1. Read the required number of books for the Reading Challenge
2. Recount the main points of each book /reading material and give a flavour of what it was about
3. Give three reasons you like each book or dislike each book
4. Give three reasons why you would recommend (or not) the books to somebody else
5. Write a review of the books read.
6. Understand what an author is and give the title and author of three of the books read
7. Understand the work of an illustrator
8. Tell what kind of books/reading material you most like and give two reasons
9. Choose suitable reading material you would like to read.
At Junior Certificate level the student can:

Participate in a Word Millionaire reading programme and read with an understanding of a range of reading material

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**Learning Targets** - This has been demonstrated by your ability to:

1. Read the required number of books for the Word Millionaire
2. Recount the main points of each book / reading material and give a flavour of what it was about
3. Give three reasons you like each book or dislike each book
4. Give three reasons why you would recommend (or not) the books to somebody else
5. Write a review of the books read.
6. Understand what an author is and give the title and author of three of the books read
7. Understand the work of an illustrator
8. Tell what kind of books/reading material you most like and give two reasons
9. Choose suitable reading material you would like to read.
At Junior Certificate level the student can:

Participate in a reading programme and read with an understanding of a range of reading material

Learning Targets - This has been demonstrated by your ability to:

1. Read the required number of books for the programme
2. Offer to read independently during the sessions
3. Recount the main points of each book/reading material and give a flavour of what it was about
4. Give three reasons you like each book or dislike each book
5. Give three reasons why you would recommend (or not) the books to somebody else
6. Write a review of the books read.
7. Understand what an author is and give the title and author of three of the books read
8. Understand the work of an illustrator
9. Tell what kind of books/reading material you most like and give two reasons
10. Choose suitable reading material you would like to read
At Junior Certificate level the student can:

Participate in a Readalong programme and read with an understanding of a range of reading material

Learning Targets - This has been demonstrated by your ability to:

1. Use the audio equipment - Disc player, Mp3, Headphones
2. Find your place at the beginning of each session
3. Follow the written text while listening to it
4. Look after the audio equipment and book
5. Put away audio equipment and books after each session
6. Read an appropriate number of audio books with matching text
7. Keep a record of the pages & books read / listened to
8. Recount the main points of each book / reading material and give a flavour of what it is about
9. Give 3 reasons why you like / dislike each book
10. Give 3 reasons why you would recommend or not recommend each book
11. Understand what an author is and give the title and author of 3 books read
12. Understand the work of a reader of audio books
13. Tell what kind of books / reading material you most like and give two reasons
14. Browse the internet and choose suitable reading material you would like to download and read
15. Download an audio book
At Junior Certificate level the student can:

**Be awarded the “Stars Read” certified as a result of participation in a range of literacy activities**

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**Learning Targets** - This has been demonstrated by your ability to:

1. Participate in 2 JCSP Literacy initiatives (e.g. Readalong, Word Millionaire, Cross-Aged Paired Reading, DEAR, Reading Challenge, Spelling challenge etc.)
2. Read more than 5 books while in junior cycle
3. Recommend a book to a friend
4. Write to a pen pal about a JCSP event you were involved in
5. Write at least one book review
6. Participate in the planning and construction of an exhibit for the “make a book” exhibition
7. Attend the “make a book” exhibition
8. Join the local library
9. Participate in a school debate
10. Engage in the planning and implementation of a literacy/cross-curricular project
11. Investigate and analyse the data collection in the project
12. Participate in the planning and organisation of a classroom exhibition display of the project work
13. Make a written contribution to the class / school newsletter

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**Work begun** | **Work in progress** | **Work completed**
At Junior Certificate level the student can:

Participate as a tutor in a Paired Maths Programme

Learning Targets - This has been demonstrated by your ability to:

1. Attend all tutor training sessions (unless there is a good reason for absence)
2. Participate in the planning of a paired maths programme
3. Demonstrate an understanding of the selected maths activities and/or topics
4. Prepare and familiarise yourself with the required support materials and resources
5. Attend all the paired maths tutoring sessions
6. Demonstrate by your actions the importance of patience, encouragement and confidentiality
7. Demonstrate an ability to model problem solving skills
8. Describe three things or skills that the tutee learned
9. List three things that you did that worked well
10. List three things that you would recommend to another tutor

Refer also to: All subjects except Physical Education

Work begun: 00 00 00 | Work in progress: 00 00 | Work completed: 00 00 00
At Junior Certificate level the student can:

**Participate as a tutee in a Paired Maths Programme**

**Learning Targets** - This has been demonstrated by your ability to:

1. Attend all paired maths sessions
2. Bring all required materials to the sessions
3. Demonstrate an ability and a willingness to participate fully in the programme
4. Display an ability to work co-operatively with the tutor
5. Be punctual
6. Demonstrate a willingness to practise problem-solving skills independently
7. Demonstrate by your actions the importance of motivation, patience and concentration
8. List three things that you learned by participating in this programme
9. Identify three things that the tutor did that helped your learning
10. List three things that you would recommend to another tutee

**Refer also to:** All subjects except Physical Education

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
Comment on Statements by Subject Teachers

Subject: _____________________________________________

Please write down the statement code number you are referring to in your comments

Statement Code No: _____________

Comments might include:
- Is the statement suited to the ability of your student?
- Is the wording appropriate?
- Should anything be added or deleted?
- Could you use these in the classroom?
- Could you incorporate them into your teaching programme?
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Expression:</td>
<td>Can use written language to express and reflect on writing experiences.</td>
</tr>
<tr>
<td>Experience of Literature</td>
<td>Can respond to a range of reading materials and media sources.</td>
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<tr>
<td>&amp; Media</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Can produce an original piece of creative writing, drawing on either an</td>
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<tr>
<td></td>
<td>external stimulus or on imagination</td>
</tr>
<tr>
<td><strong>Irish</strong></td>
<td></td>
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<tr>
<td>Listening &amp; Speaking</td>
<td>Can understand and use basic spoken Irish in a variety of common social</td>
</tr>
<tr>
<td></td>
<td>situations.</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td></td>
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<tr>
<td>Use of Number</td>
<td>Can apply the knowledge and skills necessary to perform mathematical</td>
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<tr>
<td></td>
<td>calculations.</td>
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<tr>
<td>Set, Relations and Charts</td>
<td>Can interpret and draw basic statistical charts and sets.</td>
</tr>
<tr>
<td>Money</td>
<td>Can apply the knowledge and skills needed to manage money in daily life.</td>
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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td>Physical Geography</td>
<td>Can describe how the physical landscape was formed and has changed over</td>
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<tr>
<td></td>
<td>time.</td>
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<tr>
<td>Map skills</td>
<td>Can interpret ordnance survey maps and photographs.</td>
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<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>Can use a range of drawing techniques to record and communicate information</td>
</tr>
<tr>
<td></td>
<td>visually.</td>
</tr>
<tr>
<td>Three-Dimensional Work</td>
<td>Can apply the knowledge and skills necessary to plan and complete a work</td>
</tr>
<tr>
<td></td>
<td>in three dimensions.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td>Can take an active part in team activities.</td>
</tr>
</tbody>
</table>
### Materials Technology: Wood

<table>
<thead>
<tr>
<th>Assembly</th>
<th>Can work with wood having practised the basic skills appropriate for assembling finished pieces of basic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Can display basic background knowledge of woodwork theory.</td>
</tr>
</tbody>
</table>

### Cross Curricular Statements - At Junior Certificate level the student:

<table>
<thead>
<tr>
<th>Punctuality</th>
<th>Is usually or always on time for school, class periods and other appointments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with Others</td>
<td>Works with others and makes a positive contribution to group activities.</td>
</tr>
<tr>
<td>Homework</td>
<td>Usually or always submits satisfactory work, completed on time.</td>
</tr>
<tr>
<td>Social Competence:</td>
<td>Can find general and specific information from a variety of texts</td>
</tr>
<tr>
<td>Reading from Texts:</td>
<td></td>
</tr>
<tr>
<td>Shape and Space:</td>
<td>Can apply knowledge and understanding of the proportions of common 2D/3D shapes to their work</td>
</tr>
<tr>
<td>Rules of the Road:</td>
<td>Can recognise and demonstrate a reasonable knowledge of the rules of the road</td>
</tr>
<tr>
<td>Paired Reading:</td>
<td>Can participate in a paired reading programme and read with an understanding of a range of reading material</td>
</tr>
</tbody>
</table>