

# MASTER STUDENT RECORD CARD 2022-2023

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_

DE Number: \_\_\_\_\_

Profile Meetings:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Instructions:

There are 3 boxes under each statement which correspond to the 3 profile meetings in a year.

Write down the number of learning targets the student completes over the number of objectives for that statement .

See example below.

<b>Print Media</b>		
<b>2/9</b>	<b>4/9</b>	<b>8/9</b>

# MASTER STUDENT RECORD CARD

# SUBJECT CENTERED STATEMENTS

## English - New JC

## T1 Gaeilge - New JC

<b>EJC1</b> I can communicate as a reader <input type="checkbox"/>	<b>EJC2</b> I can communicate as a speaker <input type="checkbox"/>	<b>EJC3</b> I can communicate as a writer <input type="checkbox"/>	<b>EJC4</b> I can explore and use language <input type="checkbox"/>	<b>EJC5</b> I can understand the content and structure of language <input type="checkbox"/>	<b>GAJC1</b> T1: M'aistear foghlama mar bhall den phobal teanga <input type="checkbox"/>	<b>GAJC2</b> T1: Ag forbairt mo chumas cumarsáide <input type="checkbox"/>	<b>GAJC3</b> T1: Mo rogha ghné de Litríocht na Gaeilge <input type="checkbox"/>	<b>GAJC4</b> T1: Litríocht áitiúil/bhéil a théann i gcion orm <input type="checkbox"/>	<b>GAJC5</b> T1: Gné de phobal agus de chultúr na Gaeilge atá tábhachtach dom <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## T2 Gaeilge - New JC

## Modern Foreign Languages - New JC

<b>IRJC1</b> T2: An Ghaeilge agus cultúr na Gaeilge thart timpeall orm <input type="checkbox"/>	<b>IRJC2</b> T2: Ag forbairt mo chumas cumarsáide <input type="checkbox"/>	<b>IRJC3</b> T2: Mo rogha ghné de litríocht na Gaeilge <input type="checkbox"/>	<b>IRJC4</b> T2: M'aistear foghlama sa Ghaeilge <input type="checkbox"/>	<b>MFLJC1</b> I can learn and use a language by myself <input type="checkbox"/>	<b>MFLJC2</b> I can use a language to communicate with others <input type="checkbox"/>	<b>MFLJC3</b> I can improve how I learn & use the language in several different ways <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please Specify Language Studied

## Mathematics - New JC

## Basic Skills

## Science - New JC

<b>MJC1</b> Representation <input type="checkbox"/>	<b>MJC2</b> Communication <input type="checkbox"/>	<b>MJC3</b> Problem Solving <input type="checkbox"/>	<b>1.</b> Basic Reading <input type="checkbox"/>	<b>2.</b> Basic Writing <input type="checkbox"/>	<b>3.</b> Basic Arithmetic <input type="checkbox"/>	<b>STJC1</b> I can investigate in Science <input type="checkbox"/>	<b>STJC2</b> I can collect data <input type="checkbox"/>	<b>STJC3</b> I can communicate in Science <input type="checkbox"/>	<b>STJC4</b> I can demonstrate knowledge & understanding <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement

# MASTER STUDENT RECORD CARD

## SUBJECT CENTERED STATEMENTS

### Digital Technology

<b>1.</b> Keyboarding	<b>2.</b> Typewriting	<b>3.</b> Computer Skills	<b>4.</b> Word Processing	<b>5.</b> Educational Computer Software	<b>6.</b> The Internet	<b>7.</b> Spreadsheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Home Economics – New JC

### CSPE

<b>HEJC1</b> I can apply practical life skills in everyday living	<b>HEJC2</b> I can recognise my responsibilities to my family and society	<b>HEJC3</b> I can make in- formed decisions that have a positive impact on my health and wellbeing	<b>HEJC4</b> I can be resourceful and live sustainably	<b>HEJC5</b> I can apply decision making skills to live independently	<b>1.</b> Individual, Community & Society	<b>2.</b> State & Wider World
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Geography – New JC

### History – New JC

<b>GJC1</b> I can explain how the physical world is formed	<b>GJC2</b> I can describe how natural processes shape the physical world	<b>GJC3</b> I understand how people interact with the environment	<b>GJC4</b> I can investigate what influences where people live	<b>GJC5</b> I can compare countries with different levels of development	<b>HJC1</b> I understand life in the past	<b>HJC2</b> I know why it is important to remember the past	<b>HJC3</b> I can demonstrate my historical knowledge and understanding	<b>HJC4</b> I can work with historical evidence	<b>HJC5</b> I can locate myself in history
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement

# MASTER STUDENT RECORD CARD

## SUBJECT CENTERED STATEMENTS

### Visual Art – New JC

<b>VAJC1</b> I can manage myself and my work in Visual Art	<b>VAJC2</b> I can think, research and experiment creatively	<b>VAJC3</b> I can communicate and use the language of Visual Art	<b>VAJC4</b> I can develop, realise and present my work	<b>MUSJC1</b> I can participate and make music	<b>MUSJC2</b> I can create and explore in music	<b>MUSJC3</b> I can appraise and respond in music	<b>REJC1</b> Beliefs and Values	<b>REJC2</b> Meaning of Life	<b>REJC3</b> Moral Decision Making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Music – New JC

### Religious Education – New JC

### Materials Tech: Wood

### Materials Tech: Metal

<b>1.</b> Assembly	<b>2.</b> Theory 1	<b>3.</b> Drawings	<b>4.</b> Wood Craft	<b>5.</b> Design Process	<b>6.</b> Theory 2	<b>7.</b> Theory 3	<b>1.</b> Theory	<b>2.</b> Production of Piece of Work	<b>3.</b> Engineering Drawings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Technology

### Technical Graphics

<b>1.</b> Craft & Materials	<b>2.</b> Theory	<b>3.</b> Technology & Society	<b>4.</b> Design Brief	<b>4.</b> 3D Objects	<b>5.</b> CAD Programmes	<b>10.</b> Drawing 2D Shapes	<b>11.</b> Drawing Complex 2D & 3D Shapes	<b>12.</b> Scale Drawings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement

# SUBJECT CENTERED STATEMENTS

## Business Studies – New JC

<b>BSTJC1</b> Managing my Money & Making Responsible Decisions  <input type="checkbox"/>	<b>BSTJC2</b> Being an Ethical Consumer  <input type="checkbox"/>	<b>BSTJC3</b> Recording and Assessing the Finances of an Enterprise  <input type="checkbox"/>	<b>BSTJC4</b> Being Innovative & Enterprising  <input type="checkbox"/>	<b>BSTJC5</b> Living in a Globalised World  <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Physical Education

<b>1.</b>  Health Related Activities (Level 1)  <input type="checkbox"/>	<b>2.</b>  Divided Court Games (Level 1)  <input type="checkbox"/>	<b>3.</b>  Invasion Games (Level 1)  <input type="checkbox"/>	<b>4.</b>  Participate in an Athletic Meet (Level 1)  <input type="checkbox"/>	<b>5.</b>  Dance (Level 1)  <input type="checkbox"/>	<b>6.</b>  Gymnastics (Level 1)  <input type="checkbox"/>	<b>7.</b>  Aquatics (Level 1)  <input type="checkbox"/>	<b>8.</b>  Adventure Activities (Level 1)  <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## S.P.H.E

## Career Guidance

## Library

<b>1.</b> Alcohol & Smoking  <input type="checkbox"/>	<b>2.</b> Legal & illegal Substances  <input type="checkbox"/>	<b>3.</b> Bullying  <input type="checkbox"/>	<b>4.</b> Personal & Security Safety  <input type="checkbox"/>	<b>1.</b> Career Guidance  <input type="checkbox"/>	<b>2.</b> World of Work  <input type="checkbox"/>	<b>1.</b> Organisation of a Library  <input type="checkbox"/>	<b>2.</b> Library Use  <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement

# MASTER STUDENT RECORD CARD

## CROSS-CURRICULAR STATEMENTS

### Cross-Curricular Statements

<b>1.*</b> Punctuality <input type="checkbox"/>	<b>2.*</b> Attendance <input type="checkbox"/>	<b>3.*</b> Working with Others (Revised) <input type="checkbox"/>	<b>4.*</b> Working Alone <input type="checkbox"/>	<b>5.*</b> Homework <input type="checkbox"/>	<b>6.</b> Cross-Curricular Project <input type="checkbox"/>	<b>7.</b> Action Project <input type="checkbox"/>	<b>8.</b> Action Project - Presenting (Revised) <input type="checkbox"/>	<b>9.</b> Project Skills: Historical (Revised) <input type="checkbox"/>	<b>10.</b> Field Trip <input type="checkbox"/>	<b>11.</b> Project Research Skills (Revised) <input type="checkbox"/>	<b>12.</b> Basic Research & Statistics (Revised) <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.</b> Information Management (Revised) <input type="checkbox"/>	<b>14.</b> School Function <input type="checkbox"/>	<b>15.</b> Reading from Texts <input type="checkbox"/>	<b>16.</b> Functional Writing (Revised) <input type="checkbox"/>	<b>17.</b> Listening (Revised) <input type="checkbox"/>	<b>18.</b> Speaking (Revised) <input type="checkbox"/>	<b>19.</b> Measurement of Time <input type="checkbox"/>	<b>20.</b> Measurement of Temperature <input type="checkbox"/>	<b>21.</b> Measurement of Weight/Capacity <input type="checkbox"/>	<b>22.</b> Measurement of Length, Distance <input type="checkbox"/>	<b>23.</b> Money Management <input type="checkbox"/>	<b>24.</b> Business of Living <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25.</b> Consumer Studies <input type="checkbox"/>	<b>26.</b> Health & Nutrition <input type="checkbox"/>	<b>27.</b> Shape & Space <input type="checkbox"/>	<b>28.</b> Spatial Awareness <input type="checkbox"/>	<b>29.</b> Drawing & Sketching <input type="checkbox"/>	<b>30.</b> Construction & Assembly <input type="checkbox"/>	<b>31.</b> Horticulture Basic Cultivation <input type="checkbox"/>	<b>32.</b> Practical Horticulture <input type="checkbox"/>	<b>33.</b> Health & Safety <input type="checkbox"/>	<b>34.</b> Animal Care <input type="checkbox"/>	<b>35.</b> Animal care H/P/D <input type="checkbox"/>	<b>36.</b> Positive Communication (Revised) <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>37.</b> Relationships: Self-Awareness <input type="checkbox"/>	<b>38.</b> Relationships: Self & Others <input type="checkbox"/>	<b>39.</b> Growth & Development 1 <input type="checkbox"/>	<b>40.</b> Growth & Development 2 <input type="checkbox"/>	<b>41.</b> Photography <input type="checkbox"/>	<b>42.</b> Video Production (Revised) <input type="checkbox"/>	<b>43.</b> Interculturalism: Self & Others <input type="checkbox"/>	<b>44.</b> Interculturalism: Diversity & Change <input type="checkbox"/>	<b>45.</b> Home Studies 1 <input type="checkbox"/>	<b>46.</b> Home Studies 2 <input type="checkbox"/>	<b>47.</b> Rural Studies (Revised) <input type="checkbox"/>	<b>48.</b> Rules of the Road <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement

# CROSS-CURRICULAR STATEMENTS

## Cross-Curricular Statements

<b>49.</b> Road Safety	<b>50.</b> Make a Book	<b>51.</b> Paired Reading	<b>52.</b> Reading Challenge	<b>53.</b> Word Millionaire	<b>54.</b> Reading Programme	<b>55.</b> Readalong (Revised)	<b>56.</b> Stars Read (Revised)	<b>58.</b> Horticulture: Landscaping	<b>60.</b> Debating	<b>63.</b> Study Skills 1 (Revised)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>64.</b> Study Skills 2	<b>65.</b> Study Skills 3 (Revised)	<b>66.</b> Study Skills 4: Active Learning Skills (Revised)	<b>67.</b> Study Skills 5: Reading Strategies (Revised)	<b>71.</b> Paired Maths: Tutor	<b>72.</b> Paired Maths: Tutee	<b>73.</b> Communication	<b>74.</b> Digital Enquiry: Introductory Skills	<b>75.</b> Video Production: Animoto		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

\* For statements CC1 to CC5 please use the following rating scale:

0-1 If the student is never or very rarely good in this area

2-3 If the student is occasionally good in this area

4-6 If the student is sometimes but not regularly good in this area

7-8 If the student is usually good in this area

9-10 if the student is constantly good in this area

NB: Only award these statements if students achieve 7-10

*Cont...*

Please place a tick in the box if the students is to be awarded the statement

## DRAFT STATEMENTS

The draft statements have been developed with input from a number of practicing subject teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new Junior Cycle Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Subject Specifications may be accessed in full at [www.curriculumonline.ie](http://www.curriculumonline.ie).

In addition, support for teaching of the Junior Cycle Specifications may be accessed through the Junior Cycle for Teachers (JCT) team at [www.jct.ie](http://www.jct.ie).

It is important to note that the draft statements offer a sample approach for the creation of Junior Cycle statements. They do not cover all of the learning outcomes which are expected to be taught in the new Junior Cycle Course/Specification.

Teachers may decide to write their own school-based statements. If so, these statements must be submitted for approval to PDST JCSP office by email to [jcsp@pdst.ie](mailto:jcsp@pdst.ie)

Submissions should be made at least a term in advance of issuing the Final Student Profile.

These statements must be in line with Junior Cycle, reflect a learning outcome approach and a continuum of learning with a focus on learner progression. Previously approved school based statements will now be archived and can't be used with 1st year students. Should you wish to continue using these statements with your current 2nd and 3rd years, please contact Dorota Ruszczak, Profiling Administrator by email at [dorotaruszczak@pdst.ie](mailto:dorotaruszczak@pdst.ie)

### Wood Technology - New JC

### Engineering - New JC

### Applied Technology - New JC

WTJC1	WTJC2	WTJC3	WTJC4	ENJC1	ENJC2	ENJC3	ATJC1	ATJC2	ATJC3	ATJC4
I can manage myself and my resources in Wood Technology	I can communicate my design thinking and subject understanding	I can apply my Wood Technology skills and knowledge	I can appreciate the importance of trees	I can understand the procedures, materials and processes in Engineering	I can research, design and manufacture in Engineering	I can communicate my understanding of Engineering concepts	I can manage myself and my work in Applied Technology	I understand the role and impact of technology	I can design, prototype and create final design solutions	I can create controlled solutions to perform tasks safely and efficiently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Graphics - New JC

GRJC1	GRJC2	GRJC3
I am able to draw in 2D using my Graphics drawing equipment	I am able to represent objects in 3D	I can apply my understanding of Graphics to communicate information and ideas through a range of media
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please place a tick in the box if the student is to be awarded the statement