



**URSULINE  
SECONDARY  
SCHOOL**



# **SENIOR CYCLE SUBJECT CHOICE**

**URSULINE SECONDARY SCHOOL**

**2026 / 2027**



# SENIOR CYCLE OPTION SUBJECTS

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# Accounting

## Course overview

Accounting is concerned with the preparation, recording, extraction, presentation and analysis of financial information for the purpose of making economic decisions. The course also involves a Management Accounting section where the student will learn how to analyse business costs and how to prepare budgets. This business subject teaches the skills and knowledge needed to understand how business works.

## Course content

Financial Statements Preparation  
Farm Accounts  
Club Accounts  
Company Accounts  
Manufacturing Accounts  
Financial Statements Analysis and Interpretation  
Budgeting  
Break-even Analysis  
Cost Classification  
Accounting Theory and Principles

## Exam structure

3 hour written paper in June accounts for **100%** of the marks.

The exam paper is made up of three sections, the first two are based on the Financial Accounting section of the course and the third covers the Management Accounting section. Questions must be answered from all sections of the exam paper.

## What type of student would Accounting suit?

The course is numerically based but theory and procedures must be learned also. It is recommended that a student be very comfortable working with numbers but they do not necessarily have to be studying higher level maths. This course offers a hard working student the real possibility of high grades because of the unambiguous nature of the questions. An organised student who likes order will be particularly suited to this course.

## Career possibilities

Accountancy provides a valuable foundation for all business functions and many top executives have an accountancy background. Most chief executive officers of public limited companies have some sort of accountancy qualification. Career pathways might include accountancy, actuarial studies, marketing, business or finance. It would also be an important subject choice for those thinking of starting their own business.



# Agricultural Science

## Course overview

Agricultural Science is the study of the science and technology underlying the principles and practices of agriculture. Plants and animal types associated with agriculture are studied, and investigations are undertaken into such aspects as soil, ecology, plant and animal physiology, farm crops, farming practices, genetics and microbiology.

## Course content

Scientific Practices  
Health and Safety on the farm  
Soils and Soil Health  
The general structure and function of plants  
Farm crops – Potatoes and catch crops  
Farm crops - grassland  
Structure and function of the animal body  
The cow, the sheep and pig  
Farm buildings and machinery  
Plant and Animal genetics

## Exam structure

(a) 2½ hour written examination paper in June (**75%**)  
(b) Project **25%: Individual Investigative Study**: Project will be based on a thematic brief which is set by the State Examinations Commission at the commencement of the course for each examination cohort. Students gather and process data through experimentation, evaluate evidence, and develop arguments. They read about current research and developments in science and relate their learning to the applications and implications of science for society and the environment. Their reports on these practical activities are submitted electronically and directly assessed by the State Examinations Commission. This project is started in late 5<sup>th</sup> Year with the aim to have it finished by Halloween in 6<sup>th</sup> Year.

## What type of student might Agricultural Science suit?

An aptitude for science at junior cycle would be advisable but not required. Some experience in farming would be desirable. It can be a good subject to study with Biology and/or Geography due to the overlap in course content.

## Career possibilities

Farming, Journalism, Banking, Animal Feeds, Bord Bia, Department of Agriculture, Crops, Horticulture, Food Science, Agricultural Advisers, Agricultural Engineering, Sports Turf Management, Environmental Science, Forestry, Marine Science, Careers in Renewable Energy and Teaching. It is recognised as a laboratory science subject for almost all 3<sup>rd</sup> level courses including Nursing. (You should check the specific entry requirements for each third level course that you are considering).

# Art



## Course overview

The Art course for Leaving Cert is about developing the student's ability in a range of artistic fields and disciplines. The syllabus permits an exploration of a wide range of disciplines from the fine arts such as drawing, design, craft and painting, to puppet-making, embroidery, lino printing and calligraphy. Students are expected to spend the duration of the course practicing and developing their skills in several of these areas.

## Course content

Practical Component: Art students have a 12 week period (January – April) in class to complete their Visual Journal and one finished piece. This section of the course accounts for **50%** of the total mark allocation.

There is a separate 5 hour exam which takes place at the end of the 12 weeks during which students complete a second finished piece. This section of the course accounts for **20%** of the total mark allocation.

The Visual Journal and two finished pieces will be corrected by an external examiner in June. All these practical elements are completed by the end of April.

## Exam structure

Visual Studies (formerly Art History): 2½ hour paper dealing with Irish Art, European Art & Art in Today's World. This written exam takes place in June as part of the Leaving Certificate exams. This accounts for **30%** of the total mark allocation.

## What type of student would Art suit?

Someone who has an aptitude for Art and studied it for their Junior Cycle.

Students who enjoy expressing themselves through Art.

Anyone interested in a creative discipline such as architecture, fashion, product design etc

## Career possibilities

Design consultancy, multimedia & web design, interior design, industrial design, fashion design, self-employed in areas of pottery, stained glass, jewelry, textiles. Book and magazine publishing, architecture, animation, museum & gallery management, photography, teaching and creative media.

## Portfolio

Most third level Art courses require an Art portfolio to be submitted in February/March of the year of application. Students considering pursuing Art at third level should start their portfolio in 5th year OR they can opt to do a Post Leaving Certificate (PLC) Art Portfolio Preparation course for 1 year after the LC and apply to third level the following year.



# Biology

## Course overview

Leaving Certificate Biology aims to develop students' curiosity, enthusiasm and enjoyment for the scientific study of life. It seeks to nurture students to become scientifically literate citizens and life-long learners, supporting the development of a wide range of key competencies, and equipping students for the challenges and opportunities of their futures.

More specifically, Leaving Certificate Biology aims

- to empower students to build knowledge and understanding of specified core concepts and fundamental principles of biology;
- apply this knowledge to explain, analyse, solve problems and predict events in a variety of biological systems and interactions;
- demonstrate inquiry and practical skills consistent with the principles and practices of biology and understand how society and science are interwoven, the everyday relevance and the ethical implications of biology.

## Course content

There are four interrelated strands:

- The Nature of Science
- Structures and Processes of Life
- Interactions of Life
- Organisation of Life

## Exam structure

There are two assessment components: a written examination and an additional assessment component comprising of a Biology in Practice Investigation.

Assessment	Weighting	Level
Biology in Practice Investigation	40%	Common brief
Written Examination	60%	Higher and Ordinary

The Biology in Practice brief will be published in term two of fifth year. Steps involved in the investigation are as follows:

1. Initial Response to the Investigation Brief
2. Background Research
3. Designing and Planning the Experiment
4. Conducting the Experiment
5. Data Analysis and Conclusions
6. Finalising the Biology in Practice Investigation Report

Submission of the final report is expected to be in Term 2 of sixth year.

## What type of student would Biology suit?

The key competencies include thinking and solving problems, being creative, communicating, and working with others. A student taking Leaving Certificate Biology will benefit from the knowledge and skills acquired from studying the Biological World strand at Junior Cycle Science.

## Career possibilities

Advisable to take Biology if you are considering a career in Nursing. It is an essential requirement for entry to Genetics (UCC – H4) and Human Health & Disease (Trinity – H4). Also for Level 6 courses in Health Science with Dietetics Studies (H5) or Occupational Therapy (H5) or Physiotherapy Studies (H5). (These are 2 years in ATU, Letterkenny & then enter year 2 in Coventry University to qualify in chosen discipline).



# Business

## Course overview

This is a practical course that introduces students to the world of business in a straightforward and logical way. It aims to create an awareness of the importance of business activity and to develop a positive and ethical attitude towards it. The importance of people in business is highlighted. The course sets out to illustrate the process of setting up a business and developing a new product or service. It emphasises the importance of good management and deals with skills and activities necessary for good management practice. It also deals with the impact of technology, foreign trade, global firms and competition and with business structures and the national economy.

## Course content

The course is divided into 4 Strands:

**Strand 1: Exploring the Business Environment:** Key stakeholders in business, Business and the economy, Forms of business, business regulation and governance, Influence of national and EU policy, Irish business globally and internationally.

**Strand 2: Understanding enterprise:** Enterprise, Idea Development, Business Planning, Marketing, Finance, Growth & Expansion, and Managing Risk.

**Strand 3: Leading in Business:** Leading and managing an organisation & people, importance of communication & planning.

**Strand 4: Being Informed and Making Informed Decisions:** Making informed decisions as a consumer, Making informed financial decisions, Being an informed employee.

## Exam structure

There are two assessment components: a written examination and an additional assessment component comprising of Business Alive Investigative Study.

Assessment component	Weighting	Level
Business Alive Investigative Study	40%	Common brief
Written Examination	60%	Higher and Ordinary Level

## What kind of student would Business suit?

This subject requires a good analytical mind with good communication skills in writing. The ability to organise and relate material from the entire course is essential. While there is some Mathematics, most students don't find this part too demanding. There is little reference to the Accounting section of the Junior Cycle Course with the exception of Ratios. Good communication skills, both verbal and written, are required to gain high marks. As the topic material is being constantly updated, an interest in changing business developments and Current Affairs will be of great help.

## Career possibilities

Public Relations, Human Resource Management, Accounting, Teaching, Administration, Banking, Finance, Book-keeping, Company Secretary, Insurance, Marketing, Stockbroking, Sales, Customs and Exercise; Taxation, Law.



# Chemistry

## Course overview

The main aim of Leaving Certificate Chemistry is to develop the student's curiosity, enthusiasm, and enjoyment for studying chemistry. Leaving Certificate Chemistry also aims to empower students to:

- build knowledge and understanding of specified core concepts and fundamental principles of chemistry
- develop the skills, values and dispositions needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of chemical systems and interactions
- demonstrate inquiry and practical skills consistent with the principles and practices of chemistry
- understand how society and science are interwoven, the everyday relevance and the ethical implications of chemistry.

## Course content

There are five interrelated strands:

- The Nature of Science
- The Nature of Matter
- Behaviour of Matter
- Interactions of Matter
- Matter in Our World

## Exam structure

There are two assessment components: a written examination and an additional assessment component comprising of a Chemistry in Practice Investigation. The brief will be given in January of 5<sup>th</sup> year and the date for it to be submitted has yet to be finalised.

Assessment component	Weighting	Level
Chemistry in Practice Investigation	40%	Common brief
Written Examination	60%	Higher and Ordinary Level

## What type of student would Chemistry suit?

The key competencies include thinking and solving problems, being creative, communicating, and working with others. Chemistry at Higher level requires mathematical skills equivalent to Junior Cycle Higher Level Maths.

## Career possibilities

Chemistry is **required** to study:

- Human Nutrition and Dietetics (TU Dublin)
- Veterinary Medicine (UCD & ATU Donegal)
- Dentistry (UCC & RCSI)
- Medicine (UCC)
- Medical & Health Science (UCC)
- Pharmacy (Trinity, UCC, ATU Sligo & SETU Waterford)
- Public Health Nutrition (TU Dublin)



# Design & Communication Graphics (DCG)

## Course overview

Design and Communication Graphics is a follow on from Graphics at Junior Cycle. The course includes the study of design, freehand drawing, elevation and plans, problem solving, 3D drawing, perspective drawing, computer 3D drawings, Computer Aided Design (CAD), model-making and engineering drawing. The assignment involves design, freehand drawing presentation and the use of CAD and ICT.

## Course content

- Model making
- Architectural drawing
- CAD
- Computer presentation techniques
- Design
- Product design
- Freehand drawing
- Technical drawing both 2-D and 3-D

## Exam structure

One Terminal Exam Paper: **60%**

Student Assignment: **40%** (Given September of 6<sup>th</sup> year and due January of 6<sup>th</sup> year)

## What type of student would DCG suit?

Students who have taken Graphics at Junior Cycle (it's not compulsory to have done so but it would be an advantage.)

Students who have a keen interest in further studies in practical areas of design, engineering and construction.

## Career possibilities

Mechanical, Biomedical, Electronic, Civil, Aeronautical Engineering, Product Design, Landscape Design, Construction, Architecture, ICT, Fashion Design, Teaching, Interior Design etc.



# Economics

## Course overview

Economics is concerned with understanding the workings of a modern economy from the point of view of individual people, businesses and the Government. Economics is a social science which means it studies human behaviour and why & how people make decisions. The course places a significant emphasis on how governments handle the economy as a whole – which involves topics like trying to avoid a recession, reducing national debt, job creation, regulating banks, boosting exports, planning for an ageing population, coping with climate change and sustainability.

## Course content

### *Topics covered include:*

1. Demand, supply & equilibrium
2. Costs and market structures
3. Factors of production (Land, labour, capital & enterprise)
4. National income
5. Inflation, money, banking and monetary policy
6. International trade & globalisation
7. The role of the Government – the budget & taxation
8. Employment/unemployment
9. Sustainability – economic, social & environmental

## Exam structure

2½ hour written examination in June **(80%)**

Research study **(20%)** Completed between September and December of 6<sup>th</sup> year.

## What type of student would Economics suit?

Ideally, students should have a keen interest in current affairs. It would be important to be following both Irish & Global news on Apps, TV and/or newspapers. This is a great help in terms of being able to apply economic theory to these current issues – a key feature of the leaving cert exam and the research study. The Teacher will guide students in this regard.

Economics students tend to enjoy discussing/debating the pros and cons of issues/policies/decisions and forming & expressing their own opinions. We have a lunchtime Economics Club called “Spill the Tea” where students get an opportunity to further develop these skills.

## Career possibilities

Marketing, Human Resource Management, Banking, Revenue/Taxation, Barrister, Solicitor, Journalism, Public administration, Teaching, Politics, Public Relations, Quantity Surveyor, Sociologist, Psychologist, Sales, Engineering, Accountancy, International Relations and many more.



# Geography

## Course Overview

Leaving Certificate Geography is the study of our planet, its people, and how they interact. You'll explore the physical world (landscapes, climate, natural processes) and the human world (population, cities, development, migration). You'll develop valuable skills like critical thinking, data analysis, and problem-solving while learning about real-world issues like climate change, migration, and sustainable development. The course follows from Junior Cycle Geography, and covers very similar topics (such as plate tectonics, rocks, soils, oceans, population movements, map-reading, and economic activities) in a lot more detail.

## Course Content

### The Physical Environment

Plate tectonics, volcanoes, and earthquakes. Rivers, coasts, and glaciers. Weather systems and climate change. Rock formation and landscape processes

### The Human Environment

Population growth and migration. Rural and urban settlements in Ireland. How people shape and are shaped by their environment

### The Global Environment

Agriculture and fishing in Ireland. Tourism. Globalisation and multinational corporations. International development and geopolitics

### Applying Geographical Thinking and Skills (runs throughout the course)

Planning and conducting geographical investigations. Using maps, graphs, images, and technology. Fieldwork and research methods.

## Exam Structure

Assessment	Weighting	Level
Applied Geography Project	40%	Common brief
Written Examination	60%	Higher and Ordinary

### **Applied Geography Project (40%)**

Completed during the two years. You'll conduct your own geographical investigation on a topic provided by the SEC. Involves planning research, collecting data, analysing findings, and writing a report.

## What Type of Student Would Geography Suit?

Geography is an excellent choice for students who are curious about the world and current affairs and who want to understand global challenges such as climate change and inequality. It suits those who enjoy both physical and social topics, working with maps and data.

Geography suits those who are interested in how the world works and who enjoy asking “why?” and “how?”.

## Career Possibilities

Agriculture, Anthropologist, Architecture, Archaeology, Cartographer, Civil Engineering, Construction, Conservation Work, Development Work Abroad, Forestry, Geologist, Geography Teacher, Horticulture, Market Research, Marine Officer, Meteorology, Mineralogy, Pilot, Statistics, Surveying, Town and County Planning, Environmental science, Environmental protection, Politics, Tourism and many more.

The skills you develop- analysis, research, communication, and problem-solving, are highly sought after in the modern workplace.



# History

## Course overview

‘Those who cannot learn from history are doomed to repeat it.’ George Santayana’s words can be seen inside the gates of Auschwitz, but their wisdom is universal, and can be applied to any society, at any time. History studies the famous, the infamous, the lives of ordinary people and the myriad of events that shape the present. History can help in understanding ourselves and our ancestors, to hopefully make a better tomorrow based on our knowledge of the past, in Ireland, Europe and the World.

## Course content

Students study the Later Modern Syllabus. The course is made up of two parts, Ireland and Europe and the Wider World. The course is divided equally between the Irish and European Sections with two topics from each being studied. Each topic is examined from three perspectives: Politics and Administration, Society and Economy, and Culture and Religion.

## Exam structure

Assessment consists of two components; a written examination in June (80%) and a research study report or RSR (20%) submitted around Easter of Sixth Year.

**The research study report (20%);** students must complete a research study report or extended research essay on any aspect of history that appeals to them. This could include local, national or international people or events from any era. This independent study is conducted and written up in Fifth Year, refined in Sixth Year and gives students the opportunity to examine, in greater depth, the areas of history that engage them the most.

**The written exam (80%) is 2 hours 50 minutes** and pupils answer a documents-based question or DBQ (similar in format to Junior Cycle Documents). The DBQ is compulsory and the documents to be examined changes every two years, alternating between Irish and European History. The DBQ for Leaving Certificate 2026 will be based on Irish History between 1870-1914. The remainder of the exam involves three essays, one from each topic. Topics studied include Ireland 1912-1949; Europe 1920-1945; United States 1945-1989.

## What type of student would History suit?

All students who are interested in history. The work of a Leaving Certificate Historian is enjoyable and personally rewarding. There is plenty of scope for class discussion and the study of history at Leaving Cert improves English, critical thinking, independent thought, research, analyses, essay structure, composing coherent, organised exam answers in other subjects and equipping students with the ability to write fast and write well under pressure. In Leaving Cert history they also learn to appreciate nuance, understand change, develop empathy, interpret how transformation has affected societies and people down through the years and have a bit of a gossip about the more colourful personalities on the course. The biggest criteria for studying history, at higher or ordinary level, is an interest and enthusiasm for the subject.

## Career possibilities

The skills gained through the study of history are esteemed in many different careers, including managers, consultants, business strategists, heritage experts, researchers, journalists, careers in law, the civil service, international organisations, archives, libraries and of course, teaching history to future generations at second or third level.



# Home Economics

## Course overview

The Home Economics syllabus provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work. The learning experiences in Home Economics develop flexibility and adaptability in students, prepare them for a consumer-oriented society and provide a learning foundation for a wide range of careers.

## Course content

Leaving Certificate Home Economics is divided into four areas of study as follows:

1. Food Studies 45%
2. Resource Management & Consumer Studies 25%
3. Social Studies 10%
4. Elective 20%

**Food Studies:** As part of food studies there is a mandatory food journal to be completed and submitted online. This comprises of 4 areas of research and 4 cookery classes. The students are required to keep records of their practical course work. It is essential that students attend all practical classes. The theory in food studies is largely an extension of Junior Cycle Home Economics with some new topics e.g. food safety & legislation, microbiology and the Irish food industry.

**Resource Management & Consumer Studies:** The areas of study for this section include home management systems, technology, textiles, consumer studies, budgeting and housing finance.

**Social Studies:** This involves study of the family, family law and marriage.

**Elective:** The elective chosen can vary from year to year. Home Design & Management or Social Studies are the current electives taught.

## Exam structure

- 2½ hour written exam paper in June – **80%**
- Practical Coursework - **20%** (Mandatory Food Journal) completed and submitted online at beginning of 6<sup>th</sup> Year. Coursework briefs are sent to the school typically October/November of fifth year and they are completed before the end of the year. Final checks and submission by October of 6<sup>th</sup> year.

## What type of student would Home Economics suit?

This subject suits a practical student who enjoys making things, doing things and knowing how things work. It is be advisable for students opting for Leaving Certificate Home Economics to have completed the Junior Cycle course. Some of the areas covered on the Junior Cycle Home Economics course are continued at Leaving Certificate level.

## Career possibilities

This subject provides a good foundation for careers in a wide range of areas including Health, Nutrition, Education, Tourism, Textiles, Design, the Food industry, Science and Social Studies.



# Modern Foreign Languages - French/German

## Course overview

There are many reasons for studying a foreign language to Leaving Certificate level, both for your personal development and for your future study options, especially if you wish to study abroad (e.g. Erasmus Year)

## Course content

Modern languages require students to be proficient in the following skills:

- Oral/Speaking
- Written
- Aural/Listening
- Reading

A wide variety of themes are covered, for example:

- Family
- School
- Hobbies
- Sport
- Current Affairs

## Exam structure

A fifteen minute oral examination (25% Higher; 20% Ordinary) – taken around Easter of 6<sup>th</sup> Year.

In June of 6<sup>th</sup> Year:

- A written exam (25% Higher; 15% Ordinary)
- Reading comprehension (30% Higher; 40% Ordinary)
- Listening comprehension, to a CD (20% Higher; 25% Ordinary)

## What type of student would a modern foreign language suit?

Someone who wants to keep all their university options open. You need a modern foreign language to study most courses in 4 out of the 7 Universities in Ireland.

## Career possibilities

Specific careers in which French/German is of benefit include: Teaching; Translation; Interpreting; Linguistics; Localisation; Career within the European Union/Commission, Journalism and Media among others.



## Important to note the following information regarding Modern Foreign Languages:

**You will need a foreign language to study the majority of courses in:**

- University College Dublin,
- University College Cork,
- University of Galway
- Maynooth University
- Royal College of Surgeons Ireland
- Shannon College of Hotel Management
- St. Angela's College Sligo (Home Economics Teaching)
- Cadet in the Army or the Air Corps

**NOTE:** An O6 on an ordinary level paper (40%) is generally enough to meet third language entry requirements.

### **NO 3<sup>rd</sup> LANGUAGE REQUIREMENT:**

- Trinity College Dublin
- University of Limerick
- Dublin City University
- IADT
- Technological Universities (unless the course there includes the study of a language)
- Nursing – everywhere, including UCC, UCD etc.
- Engineering and Science – everywhere
- Primary Teaching - everywhere

Plus:

- Agriculture, Dairy Business, Forestry, Horticulture Landscape & Sports Turf Management, Human Nutrition, Economics, Veterinary Nursing, Social Policy & Sociology, Social Sciences, Sport & Exercise Management, Actuarial & Financial Studies - UCD
- Business, Finance, Accounting & Law, Product Design, Psychology through Science, Robotics & Intelligent Devices, Theoretical Physics & Maths –Maynooth University
- Agriculture, International Development & Food Policy - UCC
- Project & Construction Management – University of Galway
- An Garda Síochána

**These are the current requirements. Be aware that requirements for Third Level courses can change year on year. You must research specific entry requirements.**



# Music

## Course overview

The Leaving Certificate Music syllabus progresses from Junior Cycle Music in building on composition questions, aural skills and practical work introduced from 1<sup>st</sup> to 3<sup>rd</sup> Year. In providing the musical knowledge, understanding, practical competencies and attitudes appropriate to students' age, abilities and interests, the syllabus caters for the varying needs of all students including those who wish to pursue further studies in music. Music requires self-discipline and self-directed learning. It helps concentration and mental development: its benefits should not be underestimated.

## Course content

**Performance component (50%/200marks)** Student-friendly, almost anything goes e.g. folk songs, pop songs, jazz, musical theatre, Traditional Irish, original compositions, Church Music and Classical Music. Singers do not require vocal training to complete Leaving Cert. Practical.

**Composition component (25% /100 marks)** This is a continuation of questions covered at Junior Cycle - melodic composition (40marks) and harmony (60marks)

**Aural/Listening (25%/100marks)** Includes works by Queen and the Beatles, Irish traditional/folk section and classical repertoire by Mozart, Tchaikovsky, Bach and others.

## Exam structure

**50%** Performance is examined around Easter of 6<sup>th</sup> year. As the practical component is worth 50% it is possible to have passed the Music Examination before you sit the paper.

**25%** Listening Paper - 90 minutes duration  
Four set works studied in class, Irish music and general listening skills.

**25%** Composition Paper - 90 minutes duration  
Melody Writing and Harmony Composition.

## What type of student would Music suit?

It is essential to have a love for music in all forms and styles, and a willingness and curiosity to want to learn more. This is a skills-based subject: most of the work is done in class. Music is not a homework-heavy subject. Homework time must include instrumental practice. Students should be aware that the quality of the performance is almost entirely the responsibility of the student themselves. Practical work, while examined in class, is generally not prepared in class.

## Career possibilities

Secondary school teaching, lecturing, music therapy, media, performance, sound engineering, sound production. Music is an excellent option for those pursuing Primary School Teaching. Music can also be beneficial to those considering study in fields like Speech and Language Therapy. Leaving Certificate Music is a notable inclusion on any C.V. as it speaks to students' discipline, commitment and an ability to perform in public.



# Physical Education (P.E.)

## Course overview

The Physical Education course combines theoretical and practical components, with theory supporting improved performance in practical assessments. Students study factors affecting physical performance, the relationship between sport and society, and the benefits of physical activity, including fitness, nutrition, skill development, ethics in sport, and promoting active lifestyles.

Students are assessed practically across three strands: skill learning and performance, physical and psychological demands, and factors influencing participation in physical activity. Students choose one activity area for the Physical Education Project (PEP), worth 50%. The activity areas to choose from are - Athletics, Artistic and Aesthetic, Aquatics, Adventure Activities, Invasion Games, Net/Wall Games, Striking/Fielding Games or Target/striking Games.

## Course content

Students study the factors that influence physical performance, including how they can be applied to their own performance.

- Learning and improving skill and technique
- Physical and psychological demands of performance
- Structures, strategies, roles and conventions
- Planning for optimum performance

Students learn about the culture of sports, its role in society and how people experience physical activity and sport. Promoting physical activity as well as ethics and fair play.

The following topics rotate, with two of the following four appearing in each Leaving Cert cycle

- Physical activity and inclusion
- Technology, media and sport
- Gender and physical activity
- Business and enterprise in physical activity and sport

## Exam structure

**50%** 2½ hour written exam paper in June

**50%** Physical Education Project (common level).

Students engage in a practical, inquiry based project involving planning, performing, analysing, evaluating and communicating about physical activity. It gives students the opportunity to apply and demonstrate the learning they have developed within the specification in a structured process.

## What kind of student would PE suit?

- Someone who likes being active, learn through movement and is interested in performance.
- Students who are able to manage their own learning and self motivate.
- Students who have great communication skills and are able to work well with others.
- Students who plan to pursue a career in sports and fitness occupations, such as physiotherapy, physical training or sports coaching.

## Career possibilities

Useful in careers in Health and Fitness, Nutrition, Physiotherapy, or Sports administration, and Sports Management or coaching.



# Physics

## Course overview

Physics is the branch of Science that studies forces, light and energy. Its main goal is to understand how the Universe behaves. This two year course aims to give students an understanding of the fundamental principles of Physics and their application to everyday life and technology. Physics teaches students to think logically and enables them to express their thoughts in a concise manner. The skills and knowledge developed over the two year senior cycle programme can be very useful in a wide variety of situations.

## Course content

The study of Physics for Leaving Certificate there are five strands; a unifying strand, The Nature of Science, and four contextual strands, Forces and Motion, Wave Motion and Energy Transfer, Electric and Magnetic Fields and Modern Physics Atomics & Nuclear. Exam structure. The brief will be given in January of 5<sup>th</sup> year and due December of 6<sup>th</sup> year (provisional)

Assessment Component	Weighting	Level
Physics In Practice Investigation	40%	Common brief
Written Examination	60%	Higher and Ordinary

## What type of student would Physics suit?

Physics is suitable for students who wonder why and ask how. Higher Level Maths is not required to study Physics in the Senior cycle, however a high level of competence in Maths is recommended.

## Career possibilities

Physics would also be useful for careers in Architecture, Astronomy, Medicine, Dentistry, Engineering (especially electrical and electronics) Health Inspector, Marine Radio Operator; Medical Laboratory Technician; Metallurgist; Meteorologist; Naval Services; Oceanographer; Optician; Pharmacist, Scientific Research and many more.

*Higher Level Physics is a minimum entry requirement (H3) for Theoretical Physics at Trinity College Dublin*

# Technology



## Course overview

Technology is a follow on from JC Applied Technology. Technology involves Designing, project making and electronics/mechanisms. Technological capability is an essential goal of any pupil in today's technologically driven world. Technology at Leaving Certificate gives the pupil the opportunity to attain such a capability. The written paper ranges from Design, ICT, Energy and Electronics, Structures and Mechanisms to Materials, Graphics, Technology and Society and Health and Safety. It also involves Manufacturing and Control Systems. The project involves the design and the manufacture of a product.

## Course content

Electronics, Programming.  
Project making – e.g. Heat and light sensors Projects, LED displays etc.  
Design  
Technology and Society  
Control Systems  
Computer Controlled production such as the laser cutter, 3-D printing, and the vinyl cutter.

## Exam Structure

One terminal exam paper **50%**  
Student Assignment **50%** (due April of 6<sup>th</sup> year)

## What type of student would Technology suit?

Students do not need to have taken Applied Technology at Junior Cycle to do this course. It would however be an advantage if students had taken one of Graphics or Technology, as this subject consolidates, extends, and refines knowledge, skills and techniques acquired at Junior Cycle in these subjects.

## Career possibilities

Mechanical, Biomedical, Electronic, Civil and Aeronautical Engineering, Computer Studies, Product Design or Development, Electrical or other trades and teaching.

# Leaving Certificate Life, Community & Work



## Course overview

The Leaving Certificate Life, Community and Work course builds on the strengths of the current LCVP and will be introduced for students entering 5th Year in September 2026. It combines the Leaving Certificate with a strong focus on personal development, community engagement, enterprise and preparation for life and work. The programme is structured around two integrated modules — Me and My Future and Community and Work — which are each designed to develop key competencies and skills through a mix of in-school learning and practical activities. Students will engage with work-related and community-linked experiences such as career investigations, workplace engagement, interviews, enterprise projects, CV preparation and real-world activities to support future pathways.

## Course content

### Module 1 – Me and My Future

Students explore personal strengths, interests and aspirations and connect these with future career and life opportunities. They will undertake structured career investigations, job seeking activities such as writing CVs and covering letters, interview practice and planning for progression. The emphasis is on developing self-awareness, decision-making and skills for managing transitions from school to further education, training or employment.

### Module 2 – Community and Work

This module encourages students to build connections between their learning, community and workplace contexts. Students engage with community organisations, local employers and enterprising individuals to develop understanding of the world of work and civic life. Activities may include organising business visits, interviewing enterprise practitioners, undertaking work experience or work shadowing and completing project work that develops communication, teamwork, initiative and digital skills.

## Assessment structure

There are two assessment components:

- A written examination (40%)
- Additional Assessment Component, Portfolio in Action (60%).

Both the written examination and the Portfolio in Action AAC will be at common level. Each component will be set and examined by the State Examinations Commission (SEC).

### Grades for the Link Modules are as follows:

**Distinction** 80-100%

**Merit** 65-79%

**Pass** 50-64%

## What type of student would LCLCW suit?

This course is ideal for students who want to develop practical life and work skills alongside their Leaving Certificate subjects. It particularly suits those who are interested in exploring careers, gaining hands-on experience of the world of work, building confidence and preparing for further study, training or employment. The emphasis on personal effectiveness, communication and problem-solving skills is valuable for all students and can enhance their CAO points profile.