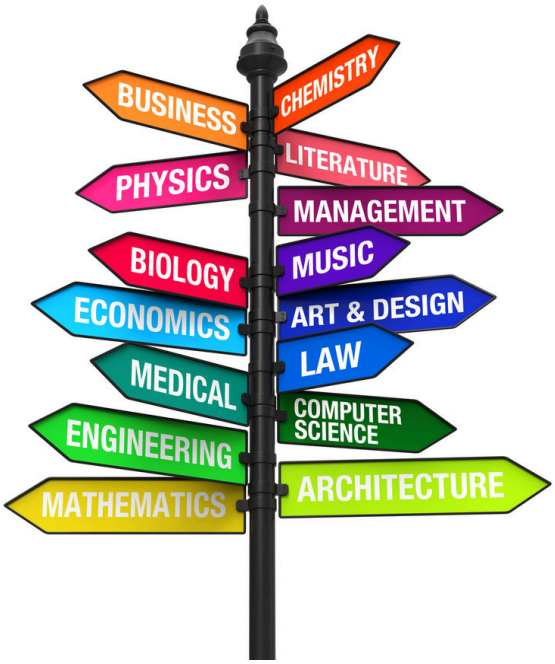
*A Guide on Senior Cycle Subject Choice for Fifth Year Students in*

*St. Augustine's College*



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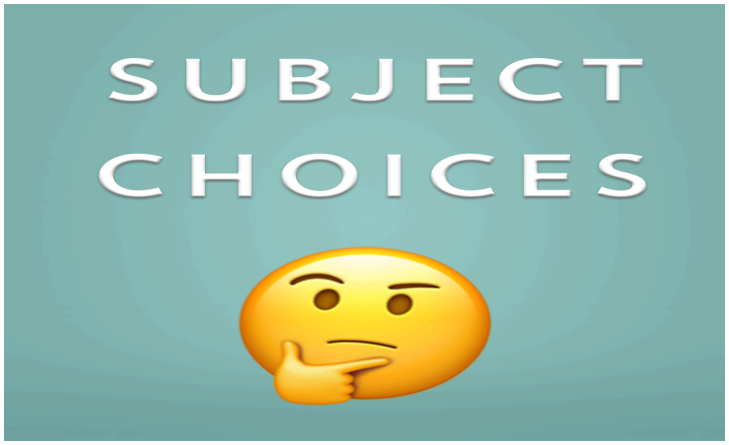


## Introduction

The Leaving Certificate is a two year programme building on the foundation of a successful Transition Year. From the beginning of fifth year a responsible approach to class work and a good timetable of personal study daily is required. To assist students, supervised study is available after school each day.

### Support for Pupils

Each class will have a designated year head that monitors student academic, personal, behavioural and vocational progress. The Year Head works closely with the student support team and are available to pupils to discuss any problems they may have. The student support team consists of deputy principal, guidance counsellors, learning support, guidance counsellors and liaise with parents when required to assist each student to reach his/her potential.

## How to Make a Good Choice

As a student entering the senior cycle, you are coming to a cross-road in your life. You need to make decisions and plan for your future. The first decision you will be asked to make is to choose subjects that you will study for the Leaving Certificate.

All students take Seven subjects in the Leaving Certificate. The following three subjects are Core Compulsory subjects; Irish, English and Maths.

You then choose **Four Choice Subjects** optional list on the senior cycle subject options form.

The following broad guidelines form a basis for choice

1 Know your aptitudes and interests
2. Choose subjects that you like and would be good at
3. Inform yourself of Leaving Certificate subject requirements for third level colleges or courses

**1. Know your aptitudes and Interests** – Your aptitudes are strengths that you have in certain areas. You should look back at the results you get in school and see is there a pattern? Do you always do well at languages and English? Do you find Business and Science challenging or easy? What are the areas interest to you on your online profile and on your written careers interest tests, (occupational interest test, personality test, multiple intelligence test) How did you find the subjects in Transition Year?

**2. Choose subjects that you like and would be good at** – There is no such thing as an easy Honour in any Leaving Cert subject. Over the next two years you will have to work very hard to achieve good results in all your subjects. Liking and enjoying a subject is a huge part of being able to keep up the commitment and study needed.

**3. Inform yourself of Leaving Cert subject requirements** – If you already have a definite course or career in mind, you need to find out if there are essential subjects that you must have

for Leaving Cert to be eligible for that course. If you are unsure of what you want to do after school – RELAX. Most TY students do not know! In 5th Year you will have Careers Classes where you will spend time researching your career possibilities. There are also visits to colleges and Open Days as well as speakers to help you decide. However, you need to make sure that your subject choices are carefully chosen to make sure that you are not ruling yourself out of anything that you might be interested in later on.

**REMEMBER: You are the person who is studying the subjects and who is going to take the exam – It is your responsibility to make sure that the information you have is up to date and accurate.**

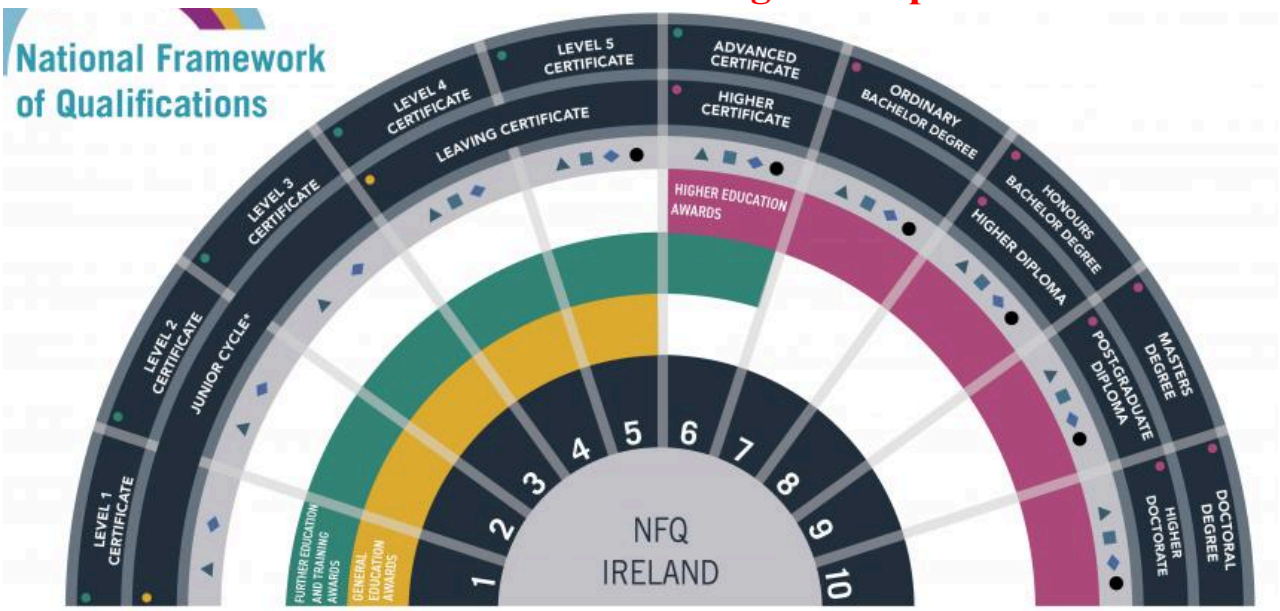
Ask for help from teachers, parents/guardians, friends and the Guidance Counsellor if you feel you need it.

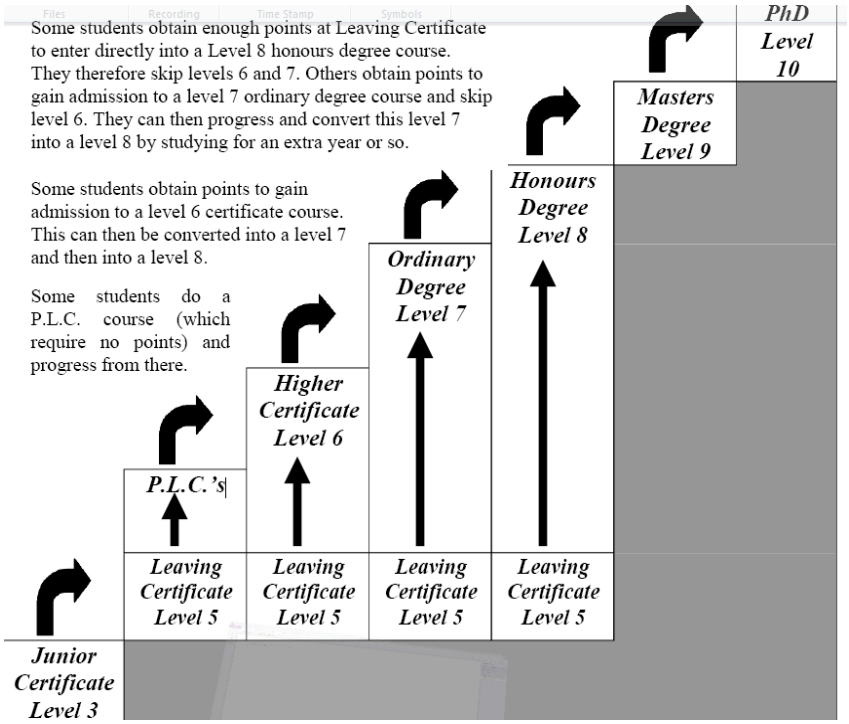
This booklet just gives information on the content of the subjects. This booklet should be read several times with your parent(s) / guardian(s) before coming to a decision on your subjects.

For more information, there are four websites which you may find useful:
**www.careeersportal.ie**
**www.cao.ie**
**www.qualifax.ie.**
**www.ncca.ie**
**www.curriculum.ie**
**www.ucas.co.uk (for UK Colleges)**
**www.eunicas.ie (for European Colleges)**

Good luck and we hope that your decisions are a positive start to a very exciting and challenging two years to your Leaving Certificate!

# Information on 3rd Level and Post Leaving Cert Options:




When you leave school there are many different options open to you, ranging from apprenticeship training to P.L.C. courses to Honours Degree programmes. Under the National Qualifications Framework students can study for level 5,6,7 or 8 qualifications.

**Level 5**:One or two year Post Leaving Cert courses.
Available in many Second Level schools and colleges around the country
Can lead on to level 6 courses in Technological Universities.

**Level 6:** Two year Higher Certificate Courses available in the Technological Universities . Can lead on to Level 7 and 8 courses in the same field.

**Level 7:** Three year Ordinary Degrees available in the Technological Universities. Can lead on to Level 8 courses in the same field.

**Level 8:** Three or four year (with some exceptions such as medicine) Honours Degrees available in all of the Universities and the Technological Universities.

Having completed Level 8 students can continue on to Level 9 (Postgraduate Masters) and Level 10 (Doctorate)

**Remember: it is *your* responsibility to check course requirements! Guidance Offices are near the front reception office in the school.**
Consult www.staugustines.ie Guidance and Counselling website for further information.
Email: office@staugustines.ie should you have any queries.

## Requirements

Before students select the subjects they wish to choose they need to bare in mind that the decisions they make can and will have an impact in their options after the Leaving Certificate. Why is this case? In order to gain entry to a third level college course students need to overcome three hurdles. These are:

***1. Minimum Entry Requirements***
***2.Course Entry Requirements***
***3.Points***

Each college has its own basic minimum entry – or matriculation requirements without which no student can be enrolled. In addition many courses require particular grades in certain subjects. In reality entry to courses is governed by the number of points acquired by students in the Leaving Certificate exam.

***** It is the responsibility of each student to check the College and Course entry requirements of any courses in which she or he is interested.

**1. Minimum Entry Requirements**
**Please note: this booklet is a guide and we advise students to check the most up to date entry requirements on www.cao.ie www.Careersportal.ie and www.qualifax.ie**

Entry to all Honours Bachelor Degree (Level 8) courses requires two H5 at Higher level and

406/H7 in the Leaving Certificate. Higher Certificate courses (Level 6) & Ordinary Degrees

(level 7) require a pass in five subjects, to include Maths and English *or* Irish.

Trinity and teacher training colleges require a minimum of 3 H5 and 3 O6/H7

In addition:

- NUI Colleges (UCD, NUIG, UCC, NUIM) St. Angela's, Shannon College of Hotel Management and Royal College of Surgeons, require a pass in Maths, English, Irish *and a third language*.

- National College of Art & Design requires a pass in English, Irish, Maths and a third language *or* Art.
- University of Limerick, DCU and Trinity require passes in Maths, English and Irish *or* another language.
- All other Colleges require a pass in Maths and Irish *or* English.
- Maths, English and Irish are essential for all teacher-training courses.

**2. Course Entry Requirements** some courses state specific subjects and indeed grades candidates must have before they are deemed eligible to apply examples include:

**Honours Maths** is necessary for some Maths and Engineering degree courses including:

- Actuarial Studies- DCU, UCD
- Chemistry with Molecular Modelling- TCD
- Computer Science- TCD
- Economics and Finance- UCD
- Engineering- NUIG, TCD, DCU, UL, UCC, UCD, DIT, CIT
- Industrial Biochemistry- UL
- Maths, Financial Maths- TCD, Maynooth, UL, NUIG
- Pharmaceutical and Industrial Chemistry- UL
- Physics (Applied and Theoretical)- UCD, UL, Maynooth, TCD
- Science (Mathematical, Environmental, Food and Health, Climate and Earth System) – UCD, UL, UCC
- Computational Thinking-NUIM (Higher B3 grade)
- Some Music Technology courses also require Honours Maths

**List includes examples of some courses which require Honours Maths upon entry. It is not an exhaustive list of all courses requiring honours Maths. If in doubt- check it out!*

**Chemistry** is essential for:

- Veterinary and Medicine in UCD - (and Biology is strongly recommended)
- Pharmacy, Dentistry and Medicine in UCC-
- Human Nutrition and Dietetics in DIT-
- Pharmacy in Trinity- along with another science subject or Applied Maths or Geography

**Physics** is essential for:

- Electronic/Electrical Engineering in UCC-
- Theoretical Physics in UCD and Trinity-

**Biology** is required:

- by some English Colleges for entry into Medicine / Veterinary.
- Some Beautician / Hairdressing courses
- Genetics in UCC-
- Human Health and Disease-
- Advised if planning to pursue a career in Nursing
- If you wish to take Biology as an elective for Home Economics Teacher Training, in St. Angela's College, Sligo
- Dental Hygiene in UCC.

* **Geography is acceptable as a Science subject for** some **courses in Trinity** (e.g. both Science and Pharmacy but not Physiotherapy).

**One Science** subject is necessary for:

- All Medical and Nursing courses, Home Economics & Biology teaching.
- Sports Science and Athletic Therapy in DCU

- Some Science Engineering and Technology courses.

**A European Language** is necessary for:

- All courses where the language is to be studied and for NUI Colleges

**Higher Level Irish** is essential for:

- Honours Irish is essential for Primary teaching.

**Exceptions to N.U.I. European language rule:**

- All NUI colleges (NUIM, NUIG, UCC & UCD) will take students without a third language for Science and Engineering courses.
- A European language is not required for Nursing degrees.
- Trinity, UL and DCU, plus all the Technological Universities, do not require a European language for entry purposes to their courses.

## NON - CAO: GARDA COLLEGE, CADETSHIPS, APPRENTICESHIPS

### GARDA COLLEGE

**How do I join An Garda Síochána?**
Applications for the position of Garda Trainee are made by way of an online application process which is managed by the Public Appointments Service. To receive notification of forthcoming Garda Trainee recruitment campaigns as they arise, you must register as a member of http://www.publicjobs.ie

**Is there a height requirement?**

The requirement to be of a specific height has been removed and replaced with a physical competency test.

The Physical Assessment is comprised of a Physical Competency Test (PCT) and a Physical Fitness Test. All elements of the Physical Assessment must be passed at the pre-entry level.

**What are the Conditions for Entry?**

- An applicant must be of good character;
- Be certified by a Registered Medical Practitioner (nominated by the Garda Commissioner after consultation with the Minister) to be of good health, of sound constitution, and fitted physically and mentally to perform the duties of a member of the Service.
- Have passed a Physical Competence Test.

**Is there an age limit?**
Applicants must be 18 years of age but not yet 35 years of age on midnight of the closing date for

the competition specified in the advertising campaign to which the admission relates. In respect of the current campaign the closing date is the 9 January 2014, therefore you must have been born between 10 January 1979 and 9 January 1996.

**Educational requirements**

(A) (i) Have obtained an Irish Leaving Certificate with a grade D3 minimum in five subjects at ordinary level

or

(ii) have a Level 5 Certificate (Major award) on the National Framework of Qualifications (NFQ)

or

(iii) have a qualification that, in the opinion of the Quality and Qualifications Ireland (QQI) is of a standard in terms of both level and volume of learning that is not lower than the standard of the qualification specified at (i) and (ii) above

**AND**

(B) Must have a proven proficiency in two languages, one of which must be Irish or English. Such competency may be proven by achieving the relevant grades or qualifications specified in (A) above, or for English or Irish through such assessments as set out by the Public Appointments Service.

**What are the physical requirements?**

The Multi Stage Fitness Assessment

**Can a citizen from any country join?**

To join applicants must:-

(i) Be a national of a European Union Member State, or

(ii) Be a national of an EEA State or the Swiss Confederation, or

(iii) Be a refugee under the Refugee Act, 1996, or

(v) Have a period of 1 year's continuous residence in the State on the closing date of the advertisement for the competition for the vacancy to which the admission relates, and during the eight years immediately preceding that period, has had a total residence in the State amounting to four years, or

(vi) Have been granted subsidiary protection, or is a family member of such a person, in compliance with the Admissions and Appointments Regulations 2013.

## CADETSHIPS in the Army, Army Equitation, Air Corps, and Naval Service:

School Leavers must possess a minimum of Grade C3 in 3 Higher Level papers and Grade D3 in 3 Ordinary/Higher level papers, in a single sitting of the Leaving Certificate Examination. Graduates must possess an Honours Bachelor Degree (Level 8 of the National Framework of Qualifications) or equivalent and have attained as a minimum Grade D3 in specific Ordinary/Higher level Leaving Certificate Examination subjects.

**Age Limitations**: Be 18 years of age or above and under 28 years of age on the date deemed as the closing date for applications

## APPRENTICESHIPS

Apprenticeship is the recognised means by which people are trained to become craftspeople in

Ireland. The main craft trades have been designated by SOLAS and come within the scope of the Statutory Apprenticeship system, which is organised in Ireland by SOLAS in co-operation with the Department of Education and Skills, employers and unions.

**Eligibility Criteria**

Apprentices must be at least 16 years of age and have a minimum of grade D in any five subjects in the Junior Certificate or equivalent. However, employers may require additional minimum qualifications.

Where individuals do not meet the minimum requirements they may be registered as an apprentice by an employer if:

- They satisfactorily complete an approved preparatory training course and assessment interview. For information on these courses please contact your local Employment Services Office
- **or**
- Over 16 years of age with a minimum of three years relevant work experience. This work experience must be in a relevant designated industrial activity as SOLAS shall deem acceptable

Apprentices must be employed in their chosen occupation by an employer who has been approved by SOLAS. The employer must register the apprentice with SOLAS within 2 weeks of recruitment.

**THIRD LANGUAGE:**

The colleges of the National University of Ireland require a pass in a third language for entry into a large number of their courses. These colleges are NUI Maynooth, Dublin, Galway and Cork, and a range of associated constituent colleges, all of which are listed on the NUI website at nui.ie in recent years NUI colleges have dropped their third language requirement for engineering and science programmes. A third language must be included for arts, human sciences, law, social science, commerce, medicine and health sciences and some other degrees. A third language is also a requirement for entry into the cadetship in the army or air corps.

Trinity accepts Irish as a second language requirement. UL and DCU and the Technological Universities do not require a continental language for entry purposes to most of their courses, apart from those which involve the study of such a language.

**Third language required in:**

- UCC, NUI Galway, UCD, NUI Maynooth and the Royal College of Surgeons require a pass in a third language for **most** of their courses. *
- Other colleges have it as a requirement for certain courses that have a large language component. Eg: European Studies, Languages & Marketing, Hotel Management, Languages & International Tourism.
- Entry to the Cadetships in the Defence Forces requires a third Language.

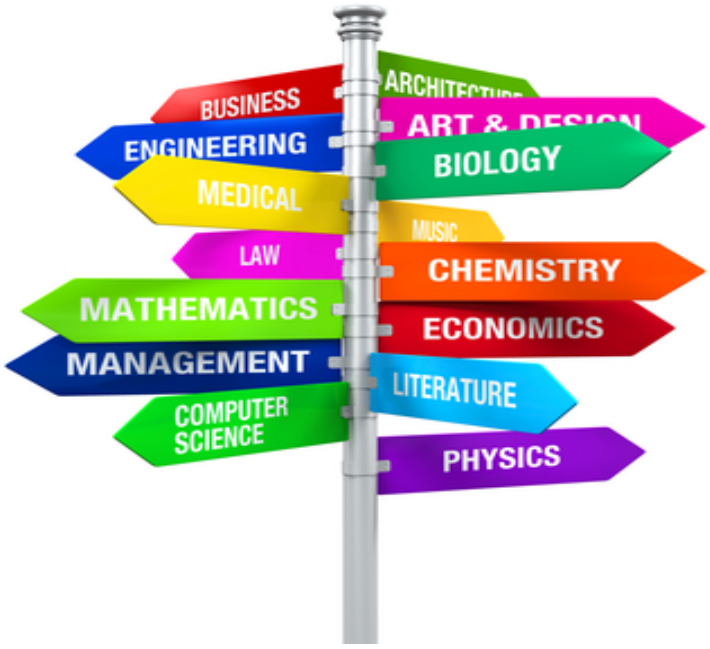
- NCAD require a third language **or** Art
- Many science and engineering courses include the study of Technical French or German ab initio (from the beginning).

**NO Third Language is required for**:

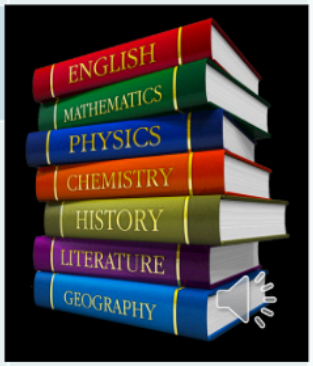
- Trinity College, University of Limerick, D.C.U., and the Technological Universities unless it is a specific course requirement (a pass in Irish will suffice).
- *No language for Engineering & Science NUI Maynooth
- *No language for Engineering, Science & Ag Science in UCD (except for DN037- Biomedical, Health & Life Sciences)
- *No language for Engineering, Science & Food Science UCC
- *No language for Engineering & Science NUI Galway (except for GY304 - Biotechnology)
- Gardai, Nursing, Apprenticeships and most PLC Courses

*This information is subject to change - check with the course provider or your Guidance Counsell*

# Choice Subjects



# Students Choose
# 4 Choice Subjects

| Business | Science | Humanities | Technical/Social |
|---|---|---|---|
| Business Studies | Biology | Art | Construction |
| Accounting | Chemistry | Music | DCG |
| Economics | Physics | French | Home Economics-S&S |
| | | Spanish | Physical Education |
| LCVP | Agricultural Science | German |   |
| | *Applied Maths* (after school as an extra subject)* | History<br>Geography<br>Politics and Society | |

## JUNIOR CERT BUSINESS BRANCHES INTO:

**ACCOUNTING** **BUSINESS**
**ECONOMICS**

## ACCOUNTING

**What accounting involves:**

- The recording of financial information
- The presentation of this financial information
- The interpretation and uses of this information

**What do you study?**

- You learn how to prepare Business Final Accounts, Cash Flow Statements, Published Accounts and Accounts from Incomplete Records
- You learn Management Accounting. This involves business day to day planning and planning for the future using Costings and Budgets.
- Accounts of non-profit making organisations
- You learn to analyse and comment on financial records

**How do you benefit by studying Accounting?**

You learn:

- To collect information
- To record and analyse information
- To think logically and clearly
- To understand the importance of financial information for good decision-making. This can be for shareholders, creditors, employers, employees, customers or members of a voluntary organisation.
- About the relationship between accounting and other areas of business

You have an advantage when you go on to further study. Accounting is on the curriculum of many third level courses: the most obvious is Business courses but also Hotel Management, Hospital and School Administration, various Computer courses, Auctioneering, Advertising, Law

and Engineering.

You develop an ability to link accounting with relevant computer applications.

**Career options:**

| | | |
|---|---|---|
| o **Banking**<br>o **Insurance**<br>o **Hospital & School administration** | o **Management**<br>o **Computer industry**<br>o **Auctioneering** | o **Law and Engineering**<br>o **Running your own business**<br>o **Advertising** |

## BUSINESS

**What is business?**

Business is concerned with understanding the environment in which business operates. As a business student you are encourages to show enterprise, initiative and self-reliance, which you may apply in further education and in your personal working and public life.

**What do students study?**

Students study about all aspects of the business world.

| | |
|---|---|
| **People** | Consumers, Producers, Investors, Interest Groups and Employers/ Employees Industrial Relations |
| **Enterprise** | Entrepreneur, Management of Business, Financial Management, Human Resource Management, Marketing Household |
| **Environment** | Types of business, Community Development, Governments and Business, International Business, EU, Role of Information Technology in Business. |

**How do students benefit by studying business?**
Students learn to:

- Make informed business decisions
- Understand the structure and management of business
- Use established commercial principles and knowledge
- Understand and appreciate ethics in business
- Practice Communication, Literacy, Numeracy and Problem Solving Skills
- Understand and discuss current affairs as they relate to business

Business is also a foundation for further studies.

**Career Options**

- Any business related career. The study of Finance and Management will enhance any career choice.
- Set up your own business.

## ECONOMICS

**What is Economics?**

"The study of how people use their limited resources to try to satisfy unlimited wants." Economics tries to answer seven big questions:

1. **Production and Consumption**

How do people choose what to consume and how to produce, and how are these choices affected by the discovery of new ways of doing things - of new technologies?

2. **Wages and Earnings**

What determines peoples' incomes and why do some appear to receive much larger rewards than others, whose efforts appear to be similar?

3. **Unemployment**

What are the causes of unemployment and why are some people more severely affected than others?

4. **Inflation**

Why do prices rise and what are the effects on the economy of rising prices?

5. **Government**

How does Government spending and taxes influence economic life and what happens when the Government has a deficit or a surplus?

6. **International Trade**

What determines the pattern and the volume of trade between nations and what are the effects

of tariffs, quotas and the Euro on international trade?

7. **Wealth and Poverty**

What causes differences in the wealth among nations, making the people in some countries rich and others poor?

**Macro and Micro Economics**

Economics is divided into Macro and Microeconomics. Microeconomics studies the decisions of individual households and firms. Macroeconomics studies the economy as a whole. Of the seven big questions those dealing with technological change, production and consumption, and wages and earnings are Microeconomics. Those dealing with unemployment, inflation and differences of wealth among nations are Macroeconomics.

Under Macroeconomics you will study topics such as:

- Opportunity costs
- Economics Systems
- National Debt
- International Financial Institutes
- Consumer Price Index
- Economic Monetary Union
- Economic Thought

Microeconomics looks at the finer details and here you will study topics such as:

- Demand and Supply Curves
- Elasticity - responsiveness of quantity demanded to changes in price
- Costs of Production
- Monopolies versus Prefect Competition
- Demand for the Factors of Production

**Objectives**

In studying Economics you should obtain a general picture and understanding of Economic activities, patterns and principles. You should develop the capacity to apply these principles and transfer your knowledge to new situations. You should develop an interest in everyday economics and will gain a suitable basis for further study of the subject.

**The Economics Student**

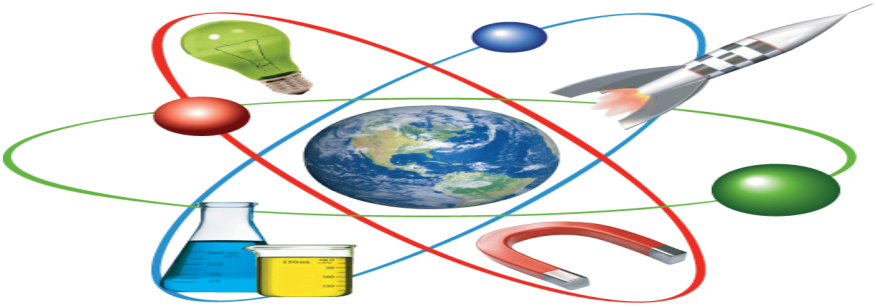
Economics suits the pupil who is good at learning precise definitions and in understanding them

is able to apply them to new situations. The Economics student has an analytical mind and does not have to be a Maths genius. They have a good interest in the economy, knowing terms such as inflation, the Celtic Tiger, employment rates and foreign trade.

Reading daily newspapers is an important element of the course.

The Economist might seek employment in any of our financial institutions, analysing markets, interpreting data and predicting future economic trends. Banks, Building Societies, Stock Markets, the Insurance Industry and Government Departments will all benefit from the work of the Economist.

# Science Subjects



## BIOLOGY

The Leaving Certificate course is an extension of the Junior Cert Biology section but is done in much greater detail with extra topics added.

It has been the most popular science subject but like all Leaving Certificate subjects **Honours Level is difficult**. The work involves a lot of theoretical learning by heart but can be very interesting and involves practical work.

The course is divided into three units

**Unit 1: Biology – the study of life**

1. the scientific method
2. the characteristics of life
3. nutrition
4. general principles of ecology
5. a study of the ecosystem

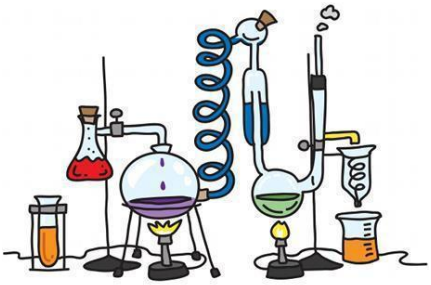
**Unit 2: The Cell**

1. Cell structure
2. Cell metabolism ( respiration – photosynthesis)
3. Cell continuity ( Mitosis – Meiosis)
4. Cell diversity (Tissues – Organs – systems)
5. Genetics

**Unit 3: The Organism**

1. diversity of organisms (micro-organisms – flowering plant – animals
2. plant systems – human systems
   (circulatory system – root & shoot
   system)
3. Transport and Nutrition in plants and animals
4. Breathing systems and excretion in plants and animals

It is important to remember that 70% of the course is based on the pure science of biology and the remaining 30% is based on the technological, political, social and economic aspects of biology.



## CHEMISTRY

Leaving Certificate Chemistry is quite different from the Junior Certificate Chemistry section. It requires plenty of understanding rather than memory work. The maths required is very basic, probably better described as arithmetic than mathematics. The course gives a good introduction to Chemistry and its many uses in our world. Practical work is an integral part of the study of chemistry and there are a number of experiments on the course, which must be carried out by the students.

**The main sections of the chemistry course are:**

- Detailed atomic structure and bonding.

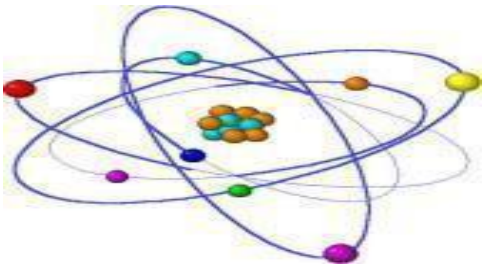
- Working out concentrations and solutions.

- Organic Chemistry and its many important uses in everyday life.

- Rates of chemical reaction and chemical equilibrium.
- Industrial chemistry – e.g. extraction of metals from their ores, making of fertilisers and use of electricity in chemical reactions.

- Social, historical, environmental, technological and economic aspects of chemistry.

All these sections are backed up with suitable practical work.



## PHYSICS

The Leaving Certificate course covers the following core topics:
Mechanics, Study of forces, energy and motion (7 mandatory experiments)

• Temperature & Heat:

Study of heat, heat quantities, heat transfer, temperature and thermometers (4 mandatory experiments)

• Waves:

Study of waves and wave phenomena

• Vibrations & Sound:

Study of wave nature of sound, vibrations in strings and pipes, characteristics of notes (3 mandatory experiments)

• Light:

Study of mirrors, lenses, reflection, refraction and the wave nature of light (5 mandatory experiments)

• Electricity:

Study of static electricity, electric fields, capacitance, electric current and electromagnetism (5 mandatory experiments)

• Modern Physics:
Study of electrons and their properties: the nucleus, radioactivity and nuclear energy.

In addition to the core material there are two options
offered. Option 1: Particle Physics
Option 2: Applied Electricity

Leaving Certificate Physics is a very interesting and challenging subject. The Physics syllabus does not require higher level mathematics. However formulae and mathematical problems occur in most topics. Students studying Physics should enjoy mathematical calculations, and memorisation of key formulae and equations is essential.

Practical work is an integral part of the Physics course; students must carry out the mandatory experiments and keep detailed accounts of procedures, calculations and analysis of results. This practical work will be assessed in the written exam paper.

This revised syllabus places particular emphasis on Science, Technology and Society so that students may relate the various laws and principles to everyday life.

Agricultural science is the study of the science and technology underlying the principles and practices of agriculture. It aims to develop knowledge, skills and attitudes concerning the factors that affect the long-term well-being of agricultural resources, and places emphasis on the managed use of these resources.
Agricultural science has steadily grown in popularity every year. Possible reasons for this are:

- It is considered as a science subject for most third level entry requirements
- There is a 25% practical coursework project (submitted in March of 6th year)
- It has *some* overlap with both the Biology and Geography syllabi

**Why study Agricultural Science?**

- If you are thinking about studying animal/plant science in college
- If you have an interest in farming
- As it is recognised as a laboratory science subject for almost all 3rd level courses including nursing
- As it is possible to achieve 25% before sitting the exam
- As it complements parts of the Biology and Geography syllabi

**Do I need to be a Farmer to do Agricultural Science?**

While some experience of farming would be desirable it is not necessary to be a farmer to take the subject. All topics are introduced with the presumption that the student has no knowledge or experience of farming practices. However this is built up over time.
For the 25% practical coursework project students are required to display:
• Experience on a family farm
• Experience on an adopted farm
• Suitable farm-based or garden-based investigations*

**Who shouldn't do agricultural science?**

An understanding of Junior Certificate Science is assumed. It will be more difficult to take the subject if you have not taken higher level Science. This said it is possible to catch up if you are motivated!
Part of the Leaving Certificate Exam focuses on scientific understanding; students taking the subject should be able to apply their knowledge to give scientific reasoning for a range of circumstances. Some students can find this aspect difficult as it requires a very high standard of thinking.
The subject has over 200 suggested practical experiments (many overlap with Junior Science, Biology and Chemistry). Therefore students need to have the ability to write up any one of these experiments giving a step by step method, result and conclusion. Students who have difficulty with detail may find this difficult.

## How long is the course?

The course consists of the following:

- Plant Science
- Microbiology
- Animal Physiology
- Genetics
- Soil Science
- Fertilizers, Forestry and the Environment

- Grassland; Production and management
- Tillage Crops and
- Livestock; Production and management

All topics have different levels of depth but those with a good grasp of biology will find the material easier to grasp. The aim would be to have the course finished for the practical coursework submission in March of 6th year.

**What is the format of the Exam Paper?**

The exam paper consists of 9 questions. Of these 9 questions, 6 questions must be answered with question 1 being mandatory. Question 1 consists of short questions taken from all areas of the course (so it is not possible to leave out any aspect of the course).

| QUESTION NUMBER | TOPIC |
|---|---|
| Q1 | Miscellaneous* – answer six of the 10 short questions |
| Q2 | Soil |
| Q3 | Miscellaneous* – answer one of the two options |
| Q4 | Laboratory investigations/field methods – describe two of the four listed |
| Q5 | Miscellaneous* |
| Q6 | Miscellaneous* |
| Q7 | Genetics |
| Q8 | Miscellaneous* – answer two of the three questions |
| Q9 | Scientific explanations – answer four of the five questions |

* The miscellaneous topics typically include animal husbandry (ie dairy and beef, sheep and pigs), plant physiology, grassland and crops.

**What does the practical coursework consist of?**

The practical coursework can be separated under the headings:

- Identification of plant and animal types associated with agriculture;
- Practical experience with (two) crops, livestock, house and farmyard layouts;
- Investigations carried out related to ecology (3), soil science (3), animal physiology (2), plant physiology (3), genetics (2) and microbiology (2).

The most time consuming aspect of the practical work is the practical experience of two crops and a livestock due to the level of detail required.

**Is it possible to study agricultural science in college**

It is possible to study agricultural science in the Munster Technological University, South East Technological University and in University College Dublin where you can do general agricultural science in first year and then specialise in one the following fields thereafter;

- Animal & Crop Production
- Animal Science

- Engineering Technology
- Food & Agribusiness Management

**Careers**

Careers in this area include: Greenkeeping, Horticulture, Food Science, Agricultural Advisers, Sports Turf Management, Environmental Science, Veterinary Nursing, Forestry, Farming, Marine Science, Careers in Renewable Energy and Teaching.

## Design and Communication Graphics (DCG)

*This subject replaces Technical Drawing*

**Who should study DCG?**

- Any student with an interest in construction or engineering.
- Any student who has studied Technical Graphics for Junior Certificate
- Any student with a flair for mathematics and problem solving who would like to study a challenging and rewarding subject.
- Any student who likes freehand sketching and computers including Computer Graphics and CAD (Computer Aided Design)

**Course Content**

- The class takes place in a designated DCG room. All course work is drawn by the student using drawing instruments and freehand sketching.
- Over the 2 years the student will compile a portfolio of drawings covering a broad variety of topics from solids in contact to roof geometry. Content includes: Plane and Solid Geometry, Building Applications, Engineering Applications and a Compulsory Computer Aided Design Project
- Neatness and attention to detail are desirable attributes for any student wishing to succeed at this subject.

**What career options are there?**

DCG is a core element of many 3rd level options i.e. Engineering, Construction, Industrial Design and Architecture. Knowledge of DCG will greatly enhance a student's ability to succeed in any 3rd level engineering based programme.

All apprenticeships include the study and completion of detailed technical drawings. Again the studying of DCG to leaving cert standard is a distinct advantage**.**

**Is it difficult?**

The subject requires good levels of concentration and commitment. Traditionally it has been viewed as difficult, but the Dept. Of Education statistics prove otherwise. Very few students fail the subject and most who choose to do higher level obtain a C or higher.

**Exam**: 3 hour written exam

Research and Design Project in 6th Year.

Free software (CAD) is supplied for use at home for the duration of the Leaving Certificate Course.

**Careers:** Useful for careers in engineering, construction, interior design, architecture and all apprenticeships.

## CONSTRUCTION STUDIES

This subject is divided into three sections. A practical project designed and processed by the student over the full two years, it is worth 25% of the final grade. A one-day practical examination takes place in May of sixth year, worth 25%. This exam provides students with the opportunity to demonstrate their practical skills and put theory into practice. The terminal exam in June of Sixth year is worth 50% of the final grade. An understanding of the various forces that affect a building links well with a variety of other subjects such as maths and physics. Knowledge of building styles and buildings of the past will greatly help a student appreciate the merits of modern construction.

***Useful for*:** Architecture, Auctioneering, Building and Construction Career, Construction Teacher, Carpenter, Civil and Structural Engineer and Technician, Draughtsperson, Fire-fighter, Heating and Ventilation Technician, Housing Management, Plasterer, Quantity Surveyor, Site Clerk, Town Planning.

## ART

You must be disciplined, hardworking and have a lot of love of the subject. It is desirable to have studied Art Craft and Design at Junior Certificate Level.

**COURSE**

* Design or Craftwork
* Life Drawing
* Still life or imaginative composition
* History and Appreciation of Art

Class time allotted: one double class and three single classes (5th and 6th year)

**Design: 100 marks – 25% of the total marks**

**Requirements:**

Observational and layout kills are necessary. Being able to bring some idea from observational sketches through to ***Realisation***, thus producing a ***Personal Creative Response*** in the finished piece of work.

| Design paper break up | Craftwork Paper break up |
|---|---|

| | |
|---|---|
| Poster<br>Calligrap<br>hy Lino<br>Cutting<br>Bookcraft<br>Puppetry<br>Embroide<br>ry Batik<br>Weaving<br>Pottery<br>Carving<br>Art Metalwork<br>Screen<br>Painting | Lino cutting<br>Calligraphy<br>Poster<br>Making<br>Bookcraft<br>Fabric<br>printing<br>Screen<br>printing<br>Batik<br>Puppetry<br>Embroid<br>ery<br>Modellin<br>g<br>Carving<br>Pottery<br>Weaving |

Craft or Design is chosen and one question is answered on the day. However, the paper is given to students' one week before the examination day.

**Imaginative Composition or Still Life (100 marks – 25% of total marks) 2 ½ hour exam**

The main mark for this area is given to candidates Personal Creative Response to the question. This is one paper and candidates are given the paper one week before the exam. You must plan out the section you wish to answer well in advance of the examination day as the still life objects must be brought in and set up by the candidate.

Still life – A group of objects

Imaginative Composition: A pictorial Piece, Collage or Abstract Composition

**Life Drawing – 50 marks – 12.5% of overall mark. 1 hour exam**

Two sketches of the model are required

- One quick sketch and one fully worked up sketch
- Quality drawing is required

- The paper is given to students one week before the examination day.

**History & Appreciation of Art -150 marks – 2 ½ hour exam – 37.5% of total mark**

- Irish art – art in Ireland from 2000 BC – 20th Century
- European art – 11th – 20th century European art
- General appreciation – covers architecture, design, environmental design and film.

This is a written paper and the candidate must answer one question from each section.

Students are encouraged to enter all competitions and they are also encouraged to produce a portfolio for entry into 3rd level colleges. **Portfolio preparation is not part of the Leaving Certificate syllabus**, but teachers will advise and assist if a student is willing to work.

***Career Opportunities****: graphic design, textile design, film making, photography, fashion design, fine art, display design, communications, sculpture, ceramics*.

## MUSIC

Music in senior cycle is divided up into three sections:

1. Listening – 100 Marks/ 25%
2. Composition – 100 Marks/25%
3. Performance – 200 Marks/50%

(i) Listening

This section of the course consists of four set works

- Bach: Cantata No.78
- Tchaikovsky: Romeo & Juliet Fantasy Overture
- Barry: Piano Quartet No.1
- Queen: Bohemian Rhapsody

Each work is analysed; orchestrally, melodically, harmonically and in the case of the more “modern” works technically. Students are also required to study traditional Irish music and dance as well as developing their aural skills through listening to a variety of genres and eras in music.

2. Composition

Students are required to compose a 16 bar melody in a variety of keys (major & minor) up to 4 sharps and 4 flats. As part of the composition paper harmonic composition is a requirement. This involves placing suitable chord progressions above a melody and adding a bass line which compliments the chordal structure.

3. Performance

The performance element occurs throughout the academic year in music. Students are encouraged to perform in the class-room environment and to form groups with other musicians in the class. The key is to develop the musician’s confidence in performing and developing their musical abilities.

Aptitude & Skills required for the subject

It is best that students have completed Junior Cert music or a least have a strong foundation in music from Transition Year. The most important requirement is that students enjoy music.

*Assessment*

Each section in the music exam is worth 25%. Student may then choose an area (elective) that they are strongest in for a further 25%. Most students choose 50% practical.

All music students complete a performance exam in March/April prior to the Leaving Certificate in June. In June the student complete the remainder of the exam with a 1½ hour listening paper and a 1½ hour composition paper.

## Spanish

French for the Leaving Certificate covers the four skills of

- Reading
- Writing
- Speaking
- Listening

Course Overview

Spanish follows a common syllabus framework for the teaching and examining of modern languages in the Leaving Certificate. The syllabus aims to develop learners' communicative skills in Spanish, to develop their strategies for effective language

**Assessment** is by means of a written examination, and an aural and oral examination at two levels, ordinary level and higher level.

**Course Content**

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

(a) a communicative competence in the target language

(b) awareness about language and communication

(c) an understanding of how to go about learning a foreign language

(d) a level of cultural awareness

1. To foster in learners such communicative skills in the target language as will enable them to:

● take a full part in classroom activities conducted in the target language;

● participate in normal, everyday transactions and interactions, both spoken and written, both at home and abroad;

● extract information and derive enjoyment from the mass media and the more accessible literature of the target language community;

● consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.

2. To give students a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general.

3. To help learners develop strategies for effective language learning.

4. To equip learners with a broad acquaintance with the cultural, social and political complexion of contexts in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

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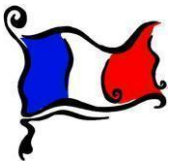


## FRENCH

Only students who have been studying French to Junior Certificate & Transition Year may take the subject to Leaving Certificate.

French for the Leaving Certificate covers the four skills of

- Reading
- Writing
- Speaking
- Listening

An ear for languages is therefore a decided advantage for this subject and as far as possible, class will be conducted through French. The exam demands a sound grasp of French grammar, a broad vocabulary to deal with both literary and journalistic comprehension and an ability to express oneself clearly and accurately in a range of writing exercises - letters, notes, reports, and resumes, expressions of views or opinions. There will be a 15 minutes oral exam and a 40-minute listening comprehension test.

1. In September 1995 a new syllabus for Senior Cycle French was introduced. The most dramatic change was in the increased importance, which is given to oral and Aural French. The marks at Higher Level were increased to 45%.

2. The syllabus puts an emphasis on French civilisation. Students are expected to have a broad knowledge of French political, social, educational and cultural life.
3. It is important to remember also that French, unlike some other foreign Languages, may not be started at third level

Students are encouraged to look for pen pals in France and if possible to go on exchange to France. In class, tapes, videos, films, songs, magazines and newspapers are used extensively to expose students to a wide range of authentic material and students have one class per week in the language laboratory.

## GERMAN

Only students who have been studying German to Junior Certificate & Transition Year may take the subject to Leaving Certificate.

Four skills are examined

•Listening

•Speaking

•Writing

•Reading

As far as is possible classes are conducted through German. Students are encouraged to spend some time in Germany to enhance their language skills.

There is a wide gap between the Level of writing demanded at Junior Certificate and that required at Leaving Certificate. A thorough knowledge of German grammar is required, as is also a broad vocabulary range. Students must be able to deal with literary and journalistic comprehension.

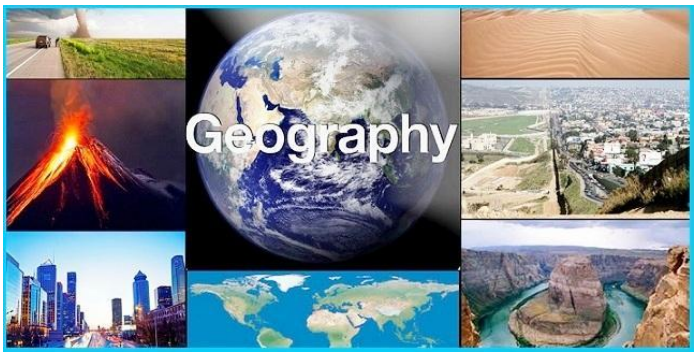
German at Leaving Certificate is marked as follows

- Oral (higher and lower) 100 marks
- General questions 40 marks
- Picture sequence 30 marks
- Role play 30 marks
- Listening Comprehension (Higher level) 80 marks
  - o (Ordinary level) 100 marks
- Written paper (higher and lower level) 220 marks

At higher level there is a great emphasis on reading comprehension, both literary and journalistic style. Questions are asked in both English and German. There is a question relating to grammar within the comprehension passage. Another question requires the student to write 100 words on an abstract topic related to the comprehension theme. There is also a letter or other written passage.

At ordinary level there are three reading comprehension passages, again of literary and journalistic style, similar to those at higher level. There are fewer marks assigned to written German at this level.

## GEOGRAPHY




Geography is the study of people, their environment and the interaction between the two. We aim to create an environment of positive learning for students, allowing them to develop an appreciation and a greater knowledge of the world around them. Geography is not just a subject in the classroom, it is current affairs, it is the real world, and as such, we bring the real world into the classroom every day. Our goal is to guide and motivate learners to explore new ideas and concepts, to grow and develop, with a focus on discovery learning.

The Leaving Certificate geography course follows on from Junior Certificate geography, covering similar topics and new topics in more detail. The Leaving Certificate Geography Syllabus comprises of three sections;

| | |
|---|---|
| Core Unit | Students Take All Three Core Units |

| | |
|---|---|
| Core Unit 1 | Patterns and Processes in the Physical Environment |
| Core Unit 2 | Regional Geography |
| Core Unit 3 | The Geographical Investigation Unit |
| Elective Unit 4 | Patterns and Processes in Economic Activities |
| Optional Unit 6 | Geoecology (Higher Level Students Only) |

Core Unit 1 and 2: Physical Environment and Regional Geography

These units comprise of students learning and discovering the processes which shape the physical landscape. Students expand their knowledge of global regions through the analysis of current affairs.

Geographical Investigation:

We place a focus on active learning. As part of the geographical investigation of the course, 6th year students actively participate and interact in groups and teams to investigate their field work topic. All students gain first-hand experience in conducting such an investigation and acquire the skills to analyse, interpret and represent the data and findings they collected.

Skills
Map reading
Surveying
Data collection and analysing
Report writing
Research skills
Intellectual skills through critically evaluating
theories Time-management

Careers and further study

Teaching (Primary and Secondary)

Urban planning

Roles within the tourism industry

Meteorologist

Climatologist

Humanitarian aid work

Environmental science and climate change

Economist

## HISTORY

History is the study of important events that have shaped our past but it is also very relevant to modern life and has inspired many films, plays and books. The study of History at Leaving Certificate level aims to develop the skills of handling information and presenting it in a coherent manner. The course requires you to study four topics for your exam and it also requires you to complete a Research Study Report. This framework is common to both Higher and Ordinary Level but the content matter differs for each level.

**The Course** (Exam: Four Questions)

Two Topics in Irish History 40%

Two Topics in European History 40%

(One will be a documents-based study)

The prescribed documents-based question by the State Examinations Commission for examination in the years 2016 and 2017 is Topic 3: Dictatorship and Democracy in Europe, 1920 – 1945.

**Research Study (Pre-submitted)**

Students choose a subject of historical significance in the case of Ireland or Europe and the wider world with regards to periods covered by the syllabus. This gives students an exciting opportunity to explore an area of interest in more detail. Through independent research students examine sources and produce a detailed report. This Research Study Report is worth 20% of your overall grade.

**Skills**

Communication skills

Research skills

Evaluation of information

Detection of bias

Being able to see all aspects of a problem or situation

Presentation of a coherent point of view.

# Leaving Cert PE – Examinable Subject

**The new Leaving Cert PE subject is coming on stream nationally next year. The subject content will cover the topics in the table below:**

| STRAND 1<br>**Towards optimum performance** | STRAND 2<br>**Contemporary issues in physical activity** |
|---|---|
| 1. Learning and improving skill and technique<br>2. Physical and psychological demands of performance<br>3. Structures, strategies, roles and conventions<br>4. Planning for optimum performance | 5. Promoting physical activity<br>6. Ethics and fair play<br>*In addition, two of the following topics will be prescribed each year:*<br>7. Physical activity and inclusion<br>8. Technology, media and sport<br>9. Gender and physical activity<br>10. Business and enterprise in physical activity and sport |

- Strand 1 will cover topics like biomechanics of skills, physiology, anatomy, psychology, physics (forces etc), and nutrition.

The practical elements of the course will be based on 3 different activity areas which will be chosen by the teacher. The teacher' will chose one activity from three of the following areas: athletics, aquatics, artistic and aesthetic activities (dance/gymnastics), personal exercise and fitness, adventure activities and games. This is the only physical activity that the students will undertake in the 2 year cycle.

30% of the final grade is based on performance assessment (Jan – March 6th Year). Students will select one of the 3 areas studied to do their performance on. This will comprise of a video that the students will create that demonstrated the skills and technique of the selected physical activity, tactics and/or strategies, awareness of safety-safety issues around availability/choice of equipment and its use, adherence to the relevant rules, regulations and codes of practice in a fitness training setting, etc.

20% of the final grade is a Physical activity project (Oct-Dec 6th Year). This will involve selecting one of the three activities of study (but it cannot be the same one as the performance based assessment). In this project, student's will have to conduct a performance analysis, identify of 4 performance goals, provide evidence of on-going training/practices of a program they have devised to improve performance and reflect on it, and finally provide a concluding analysis. Again, this will involve a lot of digital technology – video analysis being of paramount importance.

The written exam will be 50% of the final grade.

This subject will be academic. It will require a really motivated student to do well, as there is a lot of project work throughout the two years. There will be a strong element of technology involved including recording and editing videos, doing performance analysis on the student themselves, their peers and professionals.

LCVP

## Leaving Certificate Vocational Programme

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (established) with a new and dynamic focus on self–directed learning, innovation and enterprise. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle.

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.
Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Adapt to changing circumstances
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.
The strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the **Link Modules.**

| LINK MODULES - PORTFOLIO OF COURSEWORK |
| --- |
| **CORE ITEMS** |
| Curriculum Vitae<br>Career Investigation<br>Enterprise/Action Plan<br>Summary Report<br>**OPTIONAL ITEMS (any two)**<br>Diary of Work Experience<br>Enterprise Report<br>Recorded Interview/Presentation<br>Report on My Own Place |

## Assessment of the Link Modules

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by **Written Examination (40%) and by Portfolio of Coursework (60%).**
The Portfolio of coursework must be submitted on the first Wednesday in March. The written examination takes place the first Wednesday in May of the Leaving Certificate Year. The examination is of two and a half hours duration and consists of three sections which are outline below.
The structure of the Written Examination is as follows:
**Section A** Audio Visual Presentation
**Section B** Case Study (received in advance by students)
**Section C** General Questions (4 out of 6)
The Portfolio of Coursework accounts for **60%** of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate. The Portfolio and Written Examination are externally assessed by the Department of Education & Skills.

## LCVP Programme Requirements

Programme Requirements for students:

- At least **five** Leaving Certificate subjects, one of which must be Irish **plus** the Link Modules
- Two of the above subjects must be selected from one of the designated Vocational Subject Groupings
- Link Modules: Preparation for the World of Work and Enterprise Education ( in addition to Five subjects)
- A recognised course in a Modern European Language other than Irish or English:

**Students must take a language class for a minimum of one class period per week or equivalent over the two years of the programme within school time if they do not have a modern language. It is not assessed externally and the school can decide how to assess the course for modern languages to meet the entry requirements for LCVP.**

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If a student is exempt from Irish for the Leaving Certificate they must still comply with the requirement to present a minimum of five subjects in the Leaving Certificate.

## Certification

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules.
The Link Modules are recognised for points purposes by the Technological Universities and the Universities. The points are allocated as follows:

| Grade | Universities and Technological Universities Award<br>Revised points 2017 onwards |
|---|---|
| Distinction | 66 points |
| Merit | 46 points |
| Pass | 28 points |

***Please Note: LVCP State Examination is completed in May of 6th Year.***

## Home Economics-Scientific & Social

When we hear the term, 'Home Economics' most of us think about cooking and food. Home Economics is about much more than food however. The Leaving Certificate Home Economics course, combines aspects of science, nutrition, cooking , finance and much more. Students learn about the inter-relationships between diet, health, family, home and the management of resources.

**Home Economics gives students a valuable insight into:**

- Food Science & Nutrition;
- How to plan and cook nutritious and economical and healthy meals;
- Resource Management;
- Consumer studies;
- The Family in Society.

Home Economics delivers vital skills that enable students to lead effective lives as individuals and family members as well as members of the wider community.

While it is an advantage to have studied Junior Certificate Home Economics, it is possible to take it up for Leaving Certificate without having studied it before. Students who study Leaving Certificate Home Economics **and** Biology and Business will find some overlapping topics which may make learning easier.

***Home Economics* Course Content**
**Core Areas**

- Food Studies
- Resource Management and Consumer Studies
- Social Studies

**Electives**

- Home Design and Management

  or
- Textiles, Fashion and Design

  or
- Social Studies

**The Exam**
**Practical Coursework** - 20%
This is worth 20% of the final mark this is submitted in journal form in sixth year.
**Written Exam paper** – 80%

## What do Students study?

Core Area 1 – Food Studies

- Food science and nutrition
- Diet and health
- The Irish diet and the Irish food industry
- Food Commodities-Meat, Fish, Eggs etc.
- Meal Management, Planning and recipe adaption
- Food Preparation & Cooking processes

- Aesthetic awareness and sensory analysis.
- Food Processing
- Microbiology
- Food Spoilage and Food Preservation
- Food safety and Hygiene.

Core Area 2– Resource Management & Consumer Studies.

- Family Resource Management
- Household Finances
- Payment options & credit
- Savings/Insurance
- Housing Finance/Housing
- Household Technology
- Textiles
- Consumer Studies

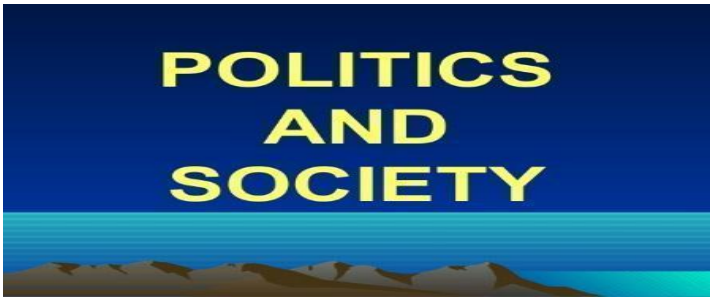
Core Area 3 – The Family in Society

- The Family in Society
- Marriage
- Family as the caring unit
- Family Law

Elective
Each Elective is an extension of the content of the core.

**Future Careers and Courses with Leaving Certificate *Home Economics***
Home Economics is not an essential requirement for any courses in the CAO however students are well prepared for courses and careers in areas such as Teaching, Fashion Industry, Cookery, Chef, Dietetics & Nutrition, Food Science, Tourism, Business, Social Work.

***Useful for:*** Home Economics Teacher, Baking and Confectionary, Beautician, Chef, Catering, Child Care, Consumer Adviser, Demonstrator-Food, Wines etc., Dietician, Fashion Designer, Food Science, Hairdressing, Health Inspector, Hotel Management, Nursing, Occupational Therapist, Parenthood, Pre-school Management, Social Worker, Textile Designer, sales.




# Politics and Society

Introduction

Politics and Society aims to develop the learner's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences.

Politics and Society is less fact based and more discussion based, informed by theory and data/evidence/research

The changing local, national and global environment presents many challenges and opportunities for young people. It also requires of them a range of skills, knowledge, values and attitudes so that they can achieve their goals in this environment. These include:

- skills in critically assessing information and its sources and in gathering and processing information
- intercultural skills to enable them to communicate and work with people from diverse backgrounds in employment and in other settings
- an understanding of the processes of globalisation and individualisation and their opportunities and challenges
- the imagination to think creatively and to propose new and alternative futures
- a willingness to play an active role in their society
- a disposition towards taking responsibility for the outcomes of their actions.

Drawing in particular on the skills of critical thinking and imagination and on the content knowledge of sociology, anthropology, political studies and philosophy, Politics and Society can, in collaboration with students' learning outside school, in home and community contexts, provide an opportunity for students to develop the above skills, knowledge, values and attitudes. The distinctive analytical frame of reference of these subjects can also help to develop skills of critical analysis that enable people to make an informed, considered and effective contribution to their society. The content of these subjects can support the development of an understanding of equality, inequality and diversity in a range of areas of human life, including gender, ethnicity and social class. In this way, Politics and Society can contribute to the development of active and participatory citizenship through education. It can play a key role in informing people as to how social and political institutions at local, national, European, and global level operate, and of the importance of political and social institutions in shaping our society.

Through active and participatory learning and through the experience of learning in the wider community, Politics and Society can enable young people to develop the skills appropriate for active and thoughtful participation in the life of their communities.

**The course has four areas of study…**

1. Power and decision making
    1. In the school
    2. National
    3. Europe
2. Active Citizenship
    1. Contributing to community
    2. Rights and responsibilities in communication with others
3. Human Rights and Responsibilities
    1. In Ireland
    2. In Europe and the wider world
4. Globalisation and Localisation
    1. Globalisation and Identity
    2. Sustainable development

**Assessment**

- Ordinary level and Higher level
- Written Exam (**80%**)– no "teaching to the test" as **<u>no past exam papers available!</u>**
- Three sections to the written exam:
    - Short answer questions
    - Short answer and extended response questions on data based case study
    - Discursive essay at **Higher level are worth 40%**
- Citizenship Project (**20%**) – students research a topic of interest to them.

**Why would I study this course?**
Anyone with an interest in careers in **law, politics, sociology, human rights, journalism, government administration, equality**, will find this subject appealing.

**Leaving Certificate Points**

# The New Points Scale

- In your Leaving Certificate you are awarded "points" for each individual grade you achieve.
- **The grades students achieve at both higher and ordinary level are now numbered from 1 – 8.**
- 25 Bonus Points will be awarded for H1 – H6 in Maths.

| Higher | % | Points | Ordinary | % | Points |
|---|---|---|---|---|---|
| H1 | 90 –100% | 100 | O1 | 90 – 100% | 56 |
| H2 | 80 – 90% | 88 | O2 | 80 – 90% | 46 |
| H3 | 70 – 80% | 77 | O3 | 70 – 80% | 37 |
| H4 | 60 – 70% | 66 | O4 | 60 – 70% | 28 |
| H5 | 50 – 60% | 56 | O5 | 50 – 60% | 20 |
| H6 | 40 – 50% | 46 | O6 | 40 – 50% | 12 |
| H7 | 30 – 40% | 37 | O7 | 30 – 40% | 0 |
| H8 | 0 – 30% | 0 | O8 | | 0 |

| LCVP | |
|---|---|
| Dist | 66 |
| Merit | 46 |
| Pass | 28 |

Students wishing to apply for Level 5 P.L.C. Courses apply directly to the Course Provider from December of their Leaving Cert year- each college has different application dates so check the websites or ask your Guidance Counsellor for further details.

**HEAR & DARE:**

The **Higher Education Access Route** (HEAR) is a college and university admissions scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds.

The **Disability Access Route to Education** (DARE) is a college and university admissions scheme which offers places on a reduced points basis to school leavers with disabilities. DARE has been set up by a number of colleges and universities as evidence shows that disability can have a negative effect on how well a student does at school and whether they go on to college. See www.accesscollege.ie for more details.

## Some examples of essential and helpful subjects for a range of careers

Getting the 'mix' of subjects right is a combination of all of these things! Whatever you hope to do, a mix of subjects is usually possible. There is no "best combination" of subjects. It's all down to the individual and knowing where your abilities lie. So the list I am about to give you are just some examples of what a student could pick. Many other choices are possible!

Remember different colleges have different requirements for the same courses. You should only choose subjects that suit you the best and the following should be seen as a guideline only.

| | | |
|---|---|---|
| **Medicine**<br>English<br>Irish<br>Maths<br>Language<br>Chemistry<br>Biology/Ag.<br>Science/Physics<br>Favourite Subject | **Dentistry**<br>English<br>Irish<br>Maths<br>Language<br>Chemistry<br>Biology/Physics<br>Favourite Subject | **Engineering**<br>English<br>Irish<br>Maths<br>Physics<br>Chemistry<br>Construction<br>DCG<br>Favourite Subject |
| **Veterinary**<br>English<br>Irish<br>Maths<br>Language<br>Chemistry<br>Ag. Science/Biology<br>Favourite Subject | **Physiotherapy**<br>English<br>Irish<br>Maths<br>Language<br>Biology<br>Physics/Chemistry/Ag.Science<br>Favourite Subject | **Science**<br>English<br>Irish<br>Maths<br>Biology/Chemistry<br>Physics/Ag. Science<br>Geography<br>Favourite Subject |
| **Pharmacy**<br>English<br>Irish<br>Maths<br>Language<br>Chemistry | **Psychology**<br>English<br>Irish<br>Maths<br>Language<br>Biology | **Business – Average Maths Student**<br>English<br>Irish<br>Maths<br>Language |

| | | |
|---|---|---|
| Biology<br>Favourite Subject | Business<br>History/Favourite Subject | Business<br>Favourite Subject |
| **Business – Strong Maths Student**<br>English<br>Irish<br>Maths<br>Language<br>Accounting<br>Favourite Subject | **Architecture**<br>English<br>Irish<br>Maths<br>Language<br>Physics<br>Art<br>Applied Maths<br>Favourite Subject | **Nursing**<br>English<br>Irish<br>Maths<br>Biology<br>Ag. Science/Chemistry<br>Home Economics<br>Favourite Subject |
| **Law**<br>English<br>Irish<br>Maths<br>Language<br>History<br>Business<br>Favourite Subject | **Primary School Teaching**<br>English<br>Irish<br>Maths<br>Language<br>History/Geography<br>Business/Art<br>Biology<br>Favourite Subject | **Hotel Management**<br>English<br>Irish<br>Maths<br>Language<br>Business<br>Home Economics<br>Favourite Subject |
| **Social Science**<br>English<br>Irish<br>Maths<br>Language<br>Geography<br>Home Economics<br>Business/History<br>Favourite Subject | **Computer Science**<br>English<br>Irish<br>Maths<br>Language<br>Physics<br>DCG<br>Applied Maths<br>Favourite Subject | **Architecture**<br>English<br>Irish<br>Maths<br>Language<br>Physics<br>Art<br>Design & Communication Graphics (DCG) |

## How to Further Research my L.C. Subjects Options On-Line:

***This is also demonstrated for you on the following few pages***

1. To see the **effect of taking/not taking** particular subjects at Leaving Certificate follow the instructions below:

   Log onto www.qualifax.ie

   a. click on '**students**'
   b. then click **'useful tools'**
   c. then click **'minimum subject requirements'** and select 'Leaving Certificate Requirements'.
   d. Select a Leaving Cert subject and continue to search for courses in third level that **do require, may require or don't require** that particular L.C. subject to meet matriculation and courser entry requirements.

2. To **research each of the Leaving Cert subjects** in more detail follow the instructions below:

   Log onto www.careersportal.ie ( Each student has their own online careers profile)

   a.) Click on tab: **'What to Study'**
   b.) Then click on **'Guide to Subject Choice'** on the left
   c.) **Click 'Leaving Cert subjects'** on the left-hand side
   d.) Click on each L.C. subject you wish to investigate further. Within that subject on the right hand side of the screen check if this subject is required for 3rd level CAO courses (it's a link to the qualifax activity above in 1)

## For Further Information

www.cao.ie (points information & links to Irish college websites)

www.qualifax.ie (general careers website-lists all courses)

www.ucas.co.uk (links to British college websites)

www.nursingboard.ie (nursing courses)

www.fas.ie /solas.ie

www.military.ie (military career information)

www.garda.ie (careers in An Garda Siochana)

www.scoilnet.ie (educational website)

www.skoool.ie (educational website)

www.teagasc.ie (agricultural courses)

www.careerdirections.ie (career information and test) www.careersportal.ie (careers website, information on employment trends)

www.examinations.ie. (link to examination papers and marking schemes)

www.publicjobs.ie (recruitment site, aptitude tests)

www.learnabroad.ie (information on studying in the EU & further afield)

www.eunicas.ie (European Universal Central Application Support Service-apply to up to 8 universities- study through English)

www.accesscollege.ie (information on HEAR & DARE routes-see below)

www.chooseit.ie (information on careers in IT)

www.smartfutures.ie (information on careers in the ICT sector)

www.studentfinance.ie (information on grants- SUSI)

www.careersnews.ie (daily careers updates)

www.skillsireland.ie (future skills needs)

www.studyclix.ie (learning website- covers all junior & leaving cert subjects)

www.examtime.com (learning website- study techniques and resources

**Reflection**

**Student:**

Focus on your own strengths and interests, and pick subjects you feel you will be good at.

Do not choose subjects on the basis of your friends' decisions. What they like may not be what you are good at.

**Parents/Guardians**

Think about your Son/Daughter's interests and how they learn.

Have them ask themselves the following questions:

- Will I enjoy this subject?
- Do my strengths/talents/attributes reflect this subject?
- Am I choosing because of friends?
- Will I be motivated to achieve?study/career?
- Am I keeping my options open?
- Is there a chance I might need the subject for further study?