

Presentation De La Salle College Leaving Certificate



Subject Choice Information Booklet

Contents

A Guide to Subject Choice for Leaving Certificate	3
Other considerations.....	5
Matriculation Requirements	6
Course Requirements/Subject Requirements	6
Points.....	7
Accounting	8
Agricultural Science.....	8
Art.....	10
Biology.....	10
Business.....	11
Chemistry	12
Construction Studies	12
Design and Communication Graphics (DCG).....	14
French/German	15
Geography.....	16
History	18
Home Economics.....	19
Music	20
Physics.....	22
LCW	23
Breakdown of project-terminal examination elements of Leaving Certificate Subjects.....	25
Summary	26

A Guide to Subject Choice for Leaving Certificate

At this stage in your school career, you, with your parents, will have to choose the subjects you are going to take in the Leaving Certificate. It is important to consider the implications these choices may have on your future third level and career choices.

There are two issues which affect subject choice at Leaving Certificate:

- (a) Choosing the right combination for career purposes
- (b) Achieving the best possible result for your self

Career Choices

When you are considering which subjects to take, remember this decision will have long-term consequences on what careers are open to you. A decision to drop all science subjects or continental languages will have major implications on the range of careers open to you later. The same does not apply to business subjects, as most business courses teach all subjects with the presumption that students know nothing. If a student is making subject choices and has not yet decided what career they wish to follow after school, it would be advisable to keep all their options open by taking a science and continental language subject from among their four optional subjects.

The Most Important Piece of Advice

A pass in ordinary level maths is essential for entry to many courses. The students who fail to secure a grade O6 in ordinary level are in a particularly difficult situation. A further 5,000 students each year now choose foundation level maths, and there is a growing number of colleges and courses that offer places to students who secure a minimum of a grade H1 or H2 in maths at this level. Whatever you do over the next two years, don't neglect your studies in this subject.

Where to go for further information

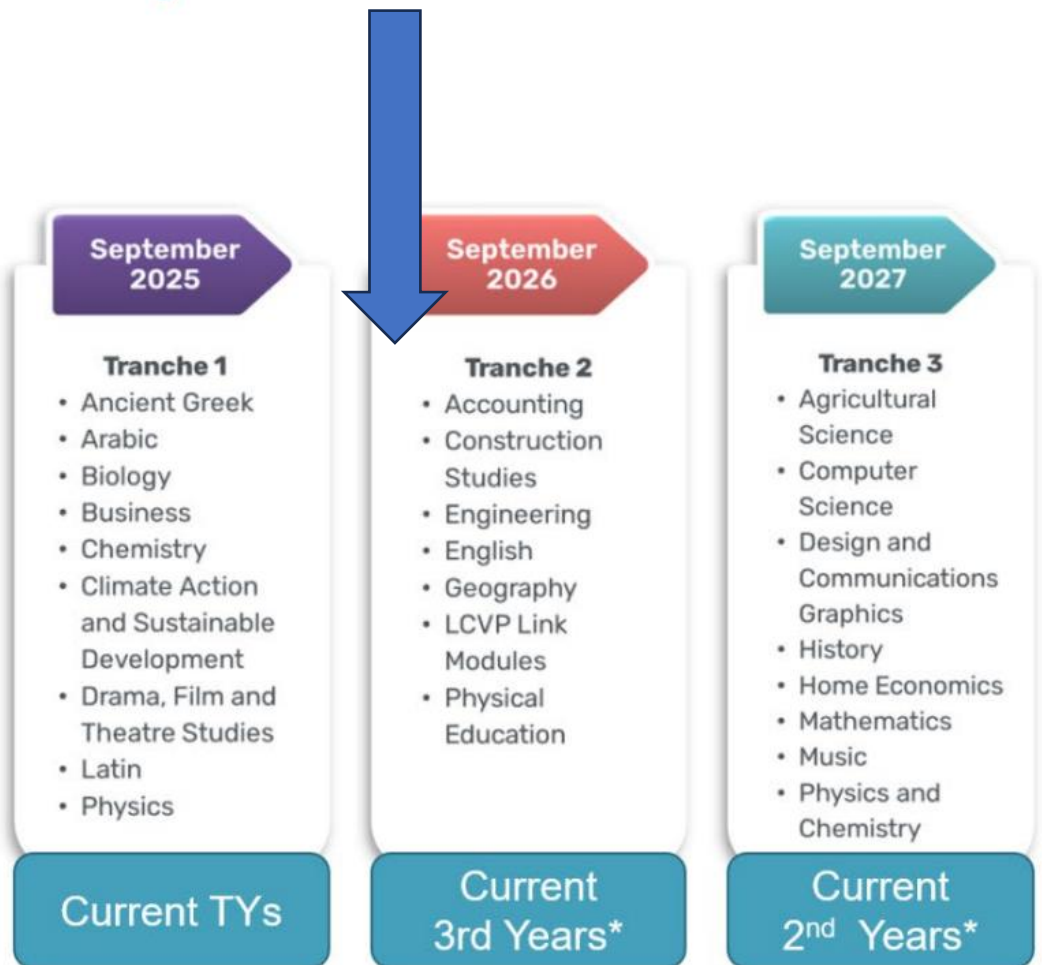
- See the information below from the subject departments and any other information you are given in class.
- Refer to your career notes and handouts.
- Talk to the individual Leaving Certificate subject teachers if you wish to know more about the way in which courses are tackled at Leaving Certificate level.
- Look at Leaving Certificate textbooks.
- Prepare questions for your individual meeting with the Guidance Counsellor.

Senior Cycle Redevelopment

There will be annual tranches up to 2029, for current TY students and 3rd year students doing the abbreviated cycle, in 2026 the following subjects will be revised: Biology, Business, Chemistry, Physics, LCW, Construction Technology and Geography.

(Accounting and English will now be introduced later.)

Subject Tranches 2025-2029:



* Assuming these students engage with Transition Year.

Assessment Design and Development

Assessment Design and Development

Additional Assessment Components

In addition to the final examination, each subject will have an Additional Assessment Component (AAC) worth at least 40% of the available marks. The State Examinations Commission (SEC) has been challenging itself to design and develop assessment components that;

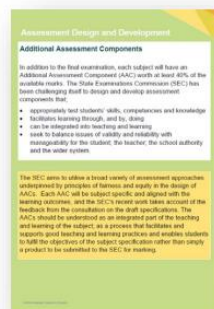
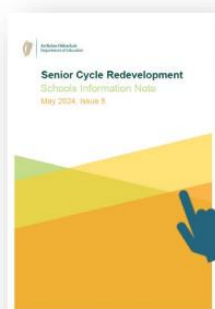
- appropriately test students' skills, competencies and knowledge
- facilitates learning through, and by, doing
- can be integrated into teaching and learning
- seek to balance issues of validity and reliability with manageability for the student; the teacher; the school authority and the wider system.

Additional Assessment Components:

- Each of the new and revised subject specifications will incorporate additional assessment components (called AACs).
- These components will not be a traditional written examination.
- AACs will be assessed by the State Examinations Commission (S.E.C).



(Department of Education, November 2023)



(Department of Education, May 2024)

The infographic is divided into three vertical columns, each with a title at the top and three subject boxes below. The boxes are color-coded: red for English and Physical Education, green for Irish and Religion, and purple for Maths and Career Guidance. The Optional Subjects column features a stack of 16 horizontal bars, each representing a different subject, with colors alternating between blue, orange, red, green, and purple.

Category	Subjects
Core Subjects	English, Irish, Maths
Optional Subjects (4)	German, French, Music, Physics, Biology, Chemistry, Art, DCG, Construction Studies, Agricultural Science, Home Economics, Accounting, Business, History, Geography
Non-exam subjects	Physical Education, Religion, Career Guidance

Other considerations

You can help yourself to make the best choice for you if you keep in mind that entry to many courses and careers from the Leaving Certificate depends, very often, on the standard of the results you achieve, rather than the subjects in which you achieve those standards. It would also help to ask yourself the following questions:

1. What subject am I most interested in?
2. Which subjects am I likely to be best at?
3. What subjects will I need?

The answers to numbers 1 and 2 will probably be quite closely linked. Generally, if you are interested in, and like something, it is easier to do well at it. To see what subject you will need, get a sheet of paper and list any career, third level course and career areas you are even slightly interested in, find out the entry requirements, and list them. This exercise has become increasingly important over the last few years. When you have done all that, remember it is important to make a balanced choice of subjects. This **could** include:

- Irish
 - English
 - Mathematics
 - A Continental Language
 - A Science subject (Physics, Chemistry, Biology, Agric. Science)
- And 2 other subjects

There are three requirements to keep in mind regarding college entry:

1. Matriculation Requirements
2. Subject Requirements
3. Points

Matriculation Requirements

The Matriculation Requirement is the minimum academic qualification for entry that a College demands from an applicant. The following colleges require a minimum of an O6 at ordinary level in the following subjects:

<u>N.U.I.</u>	English, Irish and a third language
<u>Trinity</u>	English, Maths and another language
<u>U.L.</u>	
<u>D.C.U.</u>	Maths and English or Irish
<u>Technological Universities</u>	Maths and English or Irish
<u>Colleges of Education</u>	Maths and English <u>and</u> Irish (H4 at Higher level)
<u>Others</u>	Vary

Course Requirements & Subject Requirements

Beyond the matriculation requirements there are relatively few demands in terms of essential subjects for courses and jobs. However, courses may require grades, at certain levels, in particular subjects.

Some examples are:

- If you are considering going to any of the colleges of the National University of Ireland (UCD, UCC, NUI Galway, NUI Maynooth RCSI) a **third language** should be among your chosen subjects.

Please note: In recent years this requirement has been dropped for Engineering and Science courses in NUI Maynooth and NUI Galway, for Engineering, Science and Agricultural Science courses in UCD and for Engineering, Science and Food Science courses in UCC.

- If you are considering Medical, Paramedical, Nursing, Science or Engineering courses you should select a **science subject** (or two for some courses) **e.g.**

Medicine/Dentistry – TCD: Higher Level Grade H3 and Higher-Level Grade H4 in two Laboratory sciences.

Medicine/Dentistry – UCC: Higher Level Grade H4 in Chemistry and Higher-Level Grade H4 in either Physics or Biology.

Medicine – Royal College of Surgeons: Higher Level Grade H4 in chemistry and H4 in physics or Biology (5yr course)

Pharmacy – TCD & SETU 2026: Higher Level Grade H4 in Chemistry +1 other science

Dentistry – UCC: Higher Level Grade H4 in Chemistry & physics or biology

Veterinary Medicine - UCD: Higher Level Grade H5 in Chemistry.

Veterinary ATU & SETU 2 Sciences + 60 hrs work experience Portfolio.

This is **not** an exhaustive list – please consult college website/prospectus or talk to your Guidance Counsellor(s).

Points

- Points are allocated to the **six best grades** of an applicant.
- These grades must be achieved in **one sitting of the Leaving Certificate** Examination.
- Entry to a course which is competitive will be granted to those holding the highest number of points.
- The number of points required for any course in any year is not pre-set by any college.
- The point's level reflects (a) the results of the applicants for that year and (b) the number of available places for that year on that course.

Entry requirements for Third Level courses vary from course to course, so you must refer now to the relevant literature or go to the university website. To make your choice of subjects easier, subject departments have prepared the following notes on the subjects available. The information given is not exhaustive and, naturally, the circumstances for each student are different. If in doubt, please discuss with one of the Guidance Counsellors/Teachers.

Some very important points before we go on to the individual subjects:

- Remember that the Leaving Certificate requires a great amount of hard work over two years. It is much easier to work hard if you have chosen, in so far as is possible, subjects which you like.
- The Leaving Certificate also requires a sense of purpose. It is easier to be motivated if you have a clear goal in your sight e.g. to be accepted for a particular course, to get a good job, etc.
- A good level of education can only improve your chances. To do well in the Leaving Certificate also requires some academic ability. Use what you have to its fullest.

These notes are given for your guidance, and every effort has been made to see that they are up-to-date and correct at the time of writing. However, as changes may occur, **it is your responsibility** to check and satisfy yourself that these are the correct requirements for your course choices. Please check relevant college website / prospectus.

Accounting

Accounting is a subject that suits the organized, methodical person who likes definite answers.

Students of accounting will be able to see and understand published company accounts, make comparisons of performance between companies, be able to take care of the basic accounting needs of a small business, club, farm or service firm (cash flows, final accounts, budgeting etc.), study the production of information needed for management decision-making etc.

There are no prerequisites for the study of accounting - just an interest in working with figures. It is an advantage but not essential to have studied Business at Junior Cycle.

Students who are considering a career in accountancy are recommended to study accounting, as it is a good indicator of suitability. It also forms a good basis for the accounting element of many business courses at 3rd level.

Agricultural Science

Leaving Certificate agricultural science involves the study of the science and technology underlying the principles and practices of agriculture. It aims to develop knowledge, skills and attitudes that promote the sustainability of agricultural resources, and places emphasis on the managed use of these resources. 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.

Students must complete the range of specified practical activities set out in the learning outcomes of the specification, including laboratory and field investigations, and other appropriate activities. The skills developed in the specified practical activities will be used by the student to successfully complete the individual investigative study.

In addition to the specified practical activities, each student must complete an *individual investigative study* during the course, through which a topic of agricultural significance is investigated in greater depth. This study, incorporating any appropriate research, will be based on a thematic brief which is set by the State Examinations Commission at the commencement of the course. As part of their investigation students gather and process data, 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. Students prepare and present a scientific communication describing the research question, methodology, results and conclusions. The reports on these practical activities are directly assessed by the State Examinations Commission. In addition, some of the skills developed during the individual investigative study will also be assessed in the written examination. There are two assessment components at each level:

Written assessment-75%

- short answer questions
- structured questions
- synoptic questions

Coursework – 25%

- Individual investigative study

Art

Contents of the course

Appreciation & history of art, imaginative composition, still life, graphic design, life sketching, craft work (pottery, ceramic sculpture, 3-dimensional modelling).

Benefits of the course

- Encourages students' creative development.
- Encourages problem solving through the design process.
- Develops teamwork through group projects.
- Develops students' time management skills.
- Develops students' visual and written research skills
- Develops students' ability to self and peer evaluate
- Develops an awareness in students of their environment

Art is a highly versatile subject which prepares students for a wide range of careers. Students who go on to study art at third level may end up in careers linked to Interior design, fashion design, fashion styling, costume design, product design, graphic design, marketing, media, TV and film production, photography, book illustration and design, curator of museums and galleries, art restoration, not to mention full time, free-lance artists and designers. The Leaving Certificate Art course consequently demands much commitment. An art portfolio will be required for entry to many third level art and design courses.

Biology

Benefits of the course

This subject means 'The Study of Life' in all its variety of forms. The human race shares this planet with one and a half million species of animals and plants, many of which are essential for our survival as a species. Knowledge of the science of biology is essential for understanding human life and the living environment around us.

Content of the course

The Leaving Certificate Biology course covers 3 major units: The Study of Life, The Cell, and The Organism. The human biology section includes health and medical topics related to human systems.

Other topics covered include genetics, microbiology, and ecology as well as systematic investigations of other plant and animal groups.

Usefulness at 3rd level

Biology as a life science is a ground level subject which leads directly to many third level courses such as Medicine, Veterinary Science, Dentistry, Natural Science, Biochemistry, Microbiology, Genetics, Food Technology, Nursing and Beauty Therapy.

Business

This is an exciting, practical, and vocationally - oriented course that introduces students in simple logical steps to the world of business.

The course aims to create an awareness of the importance of enterprise and to generate a positive and ethical attitude in both business and personal life.

Business forms an intricate part of many third level business courses and is also relevant to a wide variety of career opportunities.

The syllabus is broken up into 3 broad areas:

Section A People in Business

(The entrepreneurs, the managers, the workers, and the consumers)

Unit 1- Introduction to People in Business

Section B Enterprise

(Taking business ideas and developing them into effective business enterprises)

Unit 2- Enterprise

Unit 3- Managing 1

Unit 4- Managing 2

Unit 5- Business in Action

Section C Environment

(How business relates to and connects with the environment, both domestic and international)

Unit 6- Domestic Environment

Unit 7- International Environment

Chemistry

The study of Chemistry in 5th and 6th Year is desirable not only for those who wish to pursue a career in science, or in careers allied to science, but also for those who wish to gain a deeper understanding of the world around them. The subject suits the logical thinker.

Chemistry is very much the central foundation science subject, which makes it ideal to pair with Physics and Applied Maths, with Biology or Geography and Home Economics for example.

The Chemistry syllabus features assessment of practical work and industrial case studies with a particular emphasis on environmental control.

Not only is the place of Chemistry central to most courses in Natural Sciences offered in third level education, but it is also an essential element in the study of Medicine, Dentistry, Veterinary Science, Physiotherapy, Engineering, Agricultural Science, Nursing, Pharmacy, Medical Laboratory Technology, and numerous technician courses.

A H4 grade in higher level Chemistry is required by a few third-level colleges for some scientific degrees, including Human Nutrition, Dentistry, Pharmacy, Veterinary and others. It is advisable for Medicine in U.C.D.

Construction Technology

Construction Technology is the study of the construction of buildings and why they are made the way they are. The focus of the course is on the domestic house and how to build sustainably using up to date technology and specifications. It is a practical course in which the student is given the opportunity to achieve 50% of their Leaving Certificate exam result during their Leaving Certificate year in a project and a practical exam. The other 50% is assessed in a written exam during the normal Leaving Certificate exams.

Course Content

This Leaving Certificate Construction Technology specification is designed for a minimum of 180 hours of class contact time.

The Leaving Certificate Construction Technology specification sets out the knowledge, skills, values and dispositions for students in four strands:

Strand 1 - The Built Environment

In the Built Environment, students learn to appreciate the importance of sustainability in the construction of buildings and the need for sustainable housing and a sustainable

planet. Students understand that, by making informed ethical choices regarding the built environment, they have agency to change the world for the better.

Strand 2 - Design, Materials, and Craft Skills

Through the study of Design, Materials, and Craft Skills, students experience the working properties of a range of different materials. As they develop confidence in using hand and power tools, students appreciate making as a creative experience, enjoying the process of crafting high-quality artefacts. Students appreciate the importance of presenting their work in an organised and aesthetically pleasing manner.

Strand 3 - Building Fabric

A study of the Building Fabric enables students to understand how sustainable buildings are designed and constructed using modern methods of construction (MMC). Through the students' evaluation of a range of building types, they develop an understanding of the architectural principles and detailing underpinning the creation of energy-efficient, resilient, sustainable, and aesthetically appealing buildings. They gain an appreciation of the importance of current standards and building regulations as they apply to domestic dwellings.

Strand 4 - Services and Control Technology

The study of Services and Control Technology enables students to research, understand and explain the factors that contribute to a healthy indoor environment and the link between these factors and the health and wellbeing of the occupants. Students develop an understanding of how buildings are heated and ventilated and how to evaluate the various means, both passive and active, used to heat and ventilate domestic dwellings. Students learn how the provision of renewable energies ensures that buildings have a light ecological footprint on the earth.

Exam Structure

There are three assessments in the Leaving Certificate exam:

Task %	Time	Example
Project Construction Environment 30%	5 th /6 th yr.	A study of passive buildings, furniture design & heritage building.
Practical Craft Skills 20%	May	Materials - cutting, shaping, making a product using wood, 3-hour exam
Written Exam 50%	June	Answer 5 out of 10 Questions

Construction Technology may be valuable in a variety of careers, which might include:

- All Engineering
- Construction Industry
- Interior Design
- Architecture
- Building Services
- Quantity Surveyor
- Town Planning
- Teaching
- Property Development

Design and Communication Graphics (DCG)

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) and engineering drawing. The assignment has an emphasis on elements of design, communication graphics and the use of ICT in design. The course is assessed in two main areas: an end-of-year drawing exam worth 60% and an assignment worth 40%. The assignment involves design, freehand drawing presentation and the use of CAD and ICT.

What will you study in class?

- CAD (Computer Aided Design)
- Computer Presentation Techniques
- Design
- Product Design
- Freehand Drawing
- Technical Drawing

Careers:

- All Engineering
- Interior Design
- Architecture

Assessment

Design and Communication Graphics is assessed in two areas as follows:

Drawing exam 60% Assignment 40%

French/German

The general educational aims of foreign language teaching are:

- To make it possible for pupils to take up job and further education/training opportunities, which may involve some use of the target language (increasingly important in the context of the development of the E.U.)
- To develop the pupils' capacity to engage in useful interactions in another language.
- To give pupils an awareness of another culture.
- To contribute to pupils' awareness of language as a system of communication
- To develop an awareness of the grammatical structure of language.
- To encourage and equip pupils to participate in social and cultural activities, involving use of the target language.
- To give pupils the kind of language learning experience that will encourage and facilitate their learning other languages later in life

The Leaving Certificate examination at both higher and ordinary levels consists of:

1. an oral examination
2. a listening comprehension test
3. Reading comprehension tests 4. Various tests of written production.

Please note the NUI language requirements as outlined above.
Choosing a language can be challenging if starting in 5th year.

Geography

Geography is concerned with understanding the world around us and the relationships between the physical world and people. It develops an awareness of social and environmental responsibility through study of vital issues like climate change, water, energy and food security and poverty eradication.

There **are four strands** in the Leaving Certificate Geography specification: a Unifying Strand, Applying geographical thinking and skills, and three contextual strands, The physical environment, The human environment, and the global environment.

It should be noted that students will encounter and apply the disciplinary learning outlined in the Unifying Strand in an integrated manner as they engage with learning in and across the three contextual strands.

Unifying Strand - Applying geographical thinking and skills

Applying geographical thinking and skills is a Unifying Strand which builds upon learning from the Junior Cycle Geography concept of Geoliteracy and the contextual elements of processes, patterns, systems and scale; geographical skills; and sustainability. The Unifying Strand supports students to develop their disciplinary knowledge including their understanding of the nature of geographical knowledge and how this is generated and communicated through inquiry

Strand 1 - The physical environment

In Strand 1, students focus on physical processes and systems, and human interactions. Students will engage with learning in this strand through the settings specified in the table below and through other relevant local, Irish, international and/or global settings as appropriate. Throughout their study of Strand 1, students will encounter and apply their geographical thinking and skills from the Unifying Strand in an integrated manner

Strand 2 - The human environment

In Strand 2, students focus on key aspects of human geography including human settlement, population, and migration. Students will engage with learning in this strand through the settings specified in the table below and through other relevant local, Irish, international and/or global settings as appropriate. Throughout their study of Strand 2, students will encounter and apply the disciplinary learning outlined in the Unifying Strand in an integrated manner

Strand 3 - The global environment

In Strand 3, students focus on agriculture and fisheries, tourism, globalisation, development and geopolitics. Students will engage with learning in this strand through the settings specified in the table below and through other relevant local, national, international, and/or global settings as appropriate. Through their study of Strand 3, students will encounter and apply the disciplinary learning outlined in the Unifying Strand in an integrated manner.

Exam Structure

Geography	Weighting	Level
Applied Geography Project	40% of Marks	Common Brief
Written Examination	60% of Marks	Higher and Ordinary Level

There are two assessment components: a written examination and an additional assessment component comprising of an Applied Geography Project. The written examination will be at higher and ordinary level.

The written examination paper will include a selection of questions that will assess, appropriate to each level:

- the learning described in the Unifying Strand and the three contextual strands
- the application of geographical thinking to real world challenges and responses.

The Applied Geography Project will be based on a common brief. Each component will be set and examined by the State Examinations Commission (SEC).

To complete the Applied Geography Project, students will conduct an inquiry in line with the contents and requirements of the SEC brief. This will involve completing research into an area related to the contents of the brief. They will plan and carry out their inquiry. They will gather and analyse data which will contribute to their learning and facilitate them to draw and communicate informed conclusions.

Careers

Geography can be studied at third level as a science or arts subject. It is useful in a wide variety of careers such as town planning, environmental science, engineering, tourism, cartography, meteorology and development work

History

What do you study?

You will study

1. Two topics from the History of Europe & the Wider World and
2. Two topics from Irish History.

The topics are taken from the Later Modern Field of Study, 1815 – 1993.

You will research

A History topic of your choice (with the teacher's guidance). You will submit this research Study report before the exam. You, therefore, have the opportunity to gain up to 20% of the Overall mark before sitting the written exam.

The Revised Leaving Cert History course is very compact and manageable and is Suitable for all levels. Students will develop skills of history which are transferable to other subjects and to careers.

e.g. researching, note - making, analysis, communication, discursive writing.

Why study History?

- Students will study the people and events of the past from a wide variety of perspectives, including political, administrative, social, economic, cultural, religious and scientific.
- Studying history will develop in you an appreciation of the society in which you live and of other societies as well, both past and present.
- Studying history will sharpen your communication skills. In learning to write about history, you will learn about the importance of supporting your argument or point of view with relevant evidence.
- Historical writing helps you to develop your skills in organizing ideas, expressing clear

Opinions and reaching a balanced conclusion. These skills help you in many other subjects as well as in many careers.

- History also develops an ability to think independently without jumping to unsupported conclusions. Employers tend to look for people who are independent thinkers, open-minded, disciplined, good at problem – solving and able to pick out the essential from the trivial.

Careers

An interest in, and knowledge of history are relevant to any career related to current affairs – journalism, local and national radio and TV. History is valuable as a background to studies in law, town planning, architecture, politics, economics, sociology, music, art, museum and library work. History is a good training for administration, management and the world of business in general.

Home Economics

Home Economics is an applied subject, combining theory with practice. This is a new syllabus with a time allocation of five periods a week.

The course is divided into three core sections: -

i Food studies	45%
ii Resource management and consumer studies	25%
iii Social studies	10%
There are three electives, from which one will be chosen: They are Elective 1 - Home Design and Management Elective 2 -Textiles Fashion and Design Elective 3 -Social Studies	20%

Practical work is carried out as part of the food studies. This programme will be assessed at Leaving Certificate and counts for **20%** of the examination.

The practical components are written into a coursework journal and submitted to the Examinations Commission at the beginning of November in Form 6.

Further Studies

Taking Home Economics as a Leaving Certificate subject may be an advantage to students intending to pursue a career in the following areas:

Food and culinary arts	Fashion design
Food science and nutrition	Interior design
Hotel and catering management	Nursing
Social studies	Childcare Profession
Product Development	Enterprise
Teaching	Health Service

Music

Music is in its own right, a way of “knowing” and a form of knowledge and it also encourages the cognitive processes used in other subject areas. It is an immensely useful subject.

The syllabus continues to emphasise the integration of the three activity areas introduced at Junior Cycle:

1. Performance (25%) - students may perform individually or as a group (Senior choir, band etc). The standard required is that of a student who has been performing in a school context for 5 years.
2. Listening (25%) - includes:
 - four prescribed works of different historical context
 - Irish music
 - general aural skills, i.e. rhythm, melody, vocal & instrumental timbres

3. Composition (25%) - includes:
 - melodic & harmonic composition
 - melody writing
 - adding chord symbols (e.g. guitar chords) to melody
 - adding bass notes (base line) to melody
 - exploring various styles of writing from popular to 'classical '

4. Remaining 25% - students may undertake any one of the above activities as a "higher elective" e.g.: performance could total 50 % of total.

The syllabus structure has been adopted to provide a fully balanced musical experience central to which is the development of musicality.

Career Areas: Applicants with a well-rounded education are more likely to be successful in this competitive age. Music is useful for media work or studies, teaching, sound engineering, public relations, library work, communications, performance and music at third level.

Note: Students are required to be able to read music to study this subject. Little knowledge of music theory or history is not a problem but a working knowledge of a musical instrument (piano, guitar, voice etc.) is an advantage.

Physics

The study of Physics is an adventure! It can be challenging but it can also be rewarding. Understanding a little more about the often-surprising ways of the physical world can make the world seem a more fascinating and complex place. How does the electric motor work? What evidence do we have that the Universe is expanding (the Big Bang)? What are the basic particles of nature and how are they studied in the Large Hadron Collider at CERN? How can we measure the power of an athlete? The answer to these questions and many more can be found in the study of Physics.

There is also an emphasis on practical work with 24 mandatory experiments to be carried out.

Course Content:

1. Mechanics (force and movement): satellites, collisions, acceleration of a car.
2. Optics: optical fibres, correcting faulty eyesight, mirrors
3. Heat: different temperature scales, refrigerators
4. Waves: spectra of light, loudness of sounds (decibels)
5. Electricity and magnetism: lightening conductors, Earth's magnetism
6. Atomic and nuclear physics: nuclear energy, radioactivity, x-rays.

There are also two optional additional modules at higher level: Particle Physics and Applied Electricity.

Career Areas

Some of the career areas in which Physics can be particularly useful are medical, technical, engineering and architectural, electronic, communications, information technology and scientific.

LCW (Life Community and Work)

LCW points system

Award	Points
Distinction	66
Merit	46
Pass	28

The LIFE COMMUNITY AND WORK programme (LCW) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The LCVP combines the academic strengths of the Leaving Cert with a new and dynamic focus on self-directed learning, innovation and enterprise. This 2-year programme aims 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. It is an extra subject and is timetabled.

Course Content

This specification is composed of two integrated modules: Me and my Future; and Community and Work, which are designed for a minimum of 120 hours of class contact time.

Four strands are spread across the two modules, which are designed to be studied and engaged with, in a non-linear sequence and interwoven manner, as outlined below.

At the end of each strand, an Applied Learning Task is outlined which provides opportunities for students to apply their learning to a learning outcome that incorporates the knowledge, skills, values and dispositions from their engagement with a number of learning outcomes, within and across the strands of study. For example - create and develop a personal statement, create a career progression plan or reflect on the role they played during the collaborative problem-solving task to address a real-life community issue.

The design of the Applied Learning Tasks supports students to revisit and continue to develop them over their two years of study, capturing a broader picture of a student's personal development and engagement with the course.

Module 1- Me and my Future

Understanding who you are as a person is an important and foundational step, as students begin to explore and investigate a variety of progression opportunities and post senior cycle pathways. In this module, Me and my Future, students have many opportunities to explore who they are,

supporting them to develop a deeper understanding of their values; aptitudes, achievements and interests; strengths and weaknesses; and associated skillsets.

Strand 1 - Understanding Myself

In this strand, students explore the concept of personal development and develop their understanding of the role that goal setting may play in supporting a person to identify an area in their lives they wish to further progress, improve and achieve within. Students create personal development goals that can be planned for, measured and achieved through their engagement with a variety of learning experiences, both in the classroom and wider community, and have many opportunities to revisit and refine these goals as they engage with the learning outcomes in this strand and across the specification.

Strand 2 - Understanding my Progression Opportunities

In this strand, students explore, learn about, and begin to appreciate the importance of diverse post-school progression opportunities available to all students. Students in this strand have opportunities to explore and investigate a variety of education, training and workplace progression opportunities that align to and support the development of their aptitudes, achievements and interests, all of which improves their prospects for success within a variety of pathways.

Module 2 - Community and Work

In this module, Community and Work, students explore the concept of community and the workplace, learning to appreciate the importance of local, national and global community and their roles within it and the workplace. Students explore communities that are important to them and the opportunities and challenges within them. Students recognise the importance of participating and contributing positively to communities.

Strand 1 - Appreciating my community

In this strand, students are introduced to the concept of community and learn to appreciate the importance of community from a local, national and global perspective, identifying different ways to participate and contribute positively to a community. Students can identify positive aspects of their communities and the importance of participating and contributing to them. They do this by critically exploring the role of volunteering and by identifying different ways to volunteer in a community.

Strand 2 - Engaging with the Workplace

As students engage with this strand, they continue to learn about the world of work by appreciating their role within the workplace, now and in their future lives. Students in this strand learn how to apply for jobs and develop a deeper understanding of the job application process, shortlisting and the interview process, considering the role of technology in this process. Students learn about the purpose of competency-based application forms, and complete one.

Exam Structure

<u>Life, Community & Work</u>	Weighting	Level
Portfolio in Action	60% of Marks	Common
Written Examination	40% of Marks	Common

There are two assessment components: a written examination and an Additional Assessment Component, Portfolio in Action. 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).

The written examination paper will include a selection of questions that will assess:

- learning described in the four strands of study
- application of the cross-cutting elements of participating, reflecting and applying
- application of their engagement with the Applied Learning Tasks.

Additional assessment component - Portfolio in Action

The Additional Assessment Component (AAC) in Leaving Certificate Life, Community and Work, provides students with an opportunity to demonstrate their engagement with the learning across the course, which they document in their portfolio.

The AAC, Portfolio in Action, will provide students with an opportunity to reflect on, refine and use the work from their portfolio in year two of the course, in response to a brief, which will be issued annually by the SEC.

The brief will provide a context for students to demonstrate the work of their portfolio which they have developed over two years. Upon completion, students produce an individual, multi-modal submission in a format prescribed by the SEC. Whilst students utilise the work of their portfolio to engage with the brief, they do not submit their portfolio for assessment.

Breakdown of project-terminal examination elements of Leaving Certificate Subjects

	Oral/Aural	Project	Pr. Exam	June exam	Total
Accounting	-	-	-	100	100
Ag. Science	-	25	-	75	100
Art	-	-	62.5	37.5	100
Biology	-	40*	-	60	100
Business	-	40*	-	60	100
Chemistry	-	40*	-	60	100
Construction Technology	-	30	20	50	100
Design Communication Graphics (DCG)	-	40	-	60	100
German	25/20	-	-	55	100
French HL	25	-	-	75	100
French OL	20	-	-	80	100
Home Economics	-	20	-	80	100
Geography	-	40	-	60	100
Irish	40	-	-	60	100
History	-	20	-	80	100
Music	-	-	50	50	100
Maths	-	-	-	100	100
Politics & Society	-	20	-	80	100
Physics	-	40*	-	60	100
LCW	-	60	40	-	100

Summary

1. Keep your career options open by choosing a broad range of subjects for Leaving Certificate that interest you.
2. Choose subjects that you have an aptitude/ability for, enjoy and have an interest in as a way to maximise your points.
3. Final decisions on Career plans should be delayed as long as possible, what you want to be at 16 may not be what you want to be at 18!
4. There are certain subjects that are essential for entry into particular courses, colleges and careers e.g. Biology for Nursing. Therefore, ensure that you have the essential subjects for your job/career. The various third level colleges all give the subjects requirements necessary for entry into their colleges and courses in their prospectus and on their college website. Also use Qualifax (www.qualifax.ie) to check matriculation and course requirements.
5. Honours Maths is necessary for some degree courses in Engineering.
6. A European Language is necessary for many degree courses at University. (UCD, UCG, Maynooth and UCC).
7. For all Third level courses points are scored on six HIGHEST GRADES OBTAINED in one sitting of the L.C.
8. When deciding your subject options never pick a subject believing that it is easy.
9. Never pick a subject because, your friends are doing that subject; your future career path may be totally different to your friends, and do not hesitate to ask for advice.
10. Subject choice should not depend on what teacher is teaching a certain subject at Leaving Certificate level.
11. Talk to your teachers, past pupils, students in 5th and 6th year currently studying the subjects that interest you, older brothers and sisters and parents/guardians to help you make a more informed subject choice.
12. Always get your information through RESEARCH and more RESEARCH.
13. Ask for advice from your Guidance Counsellors.