

# *Coláiste an Chroí Naofa*



## *Choosing the right options for Senior Cycle*

*This document is produced to aid you in your decision making for Senior Cycle. It covers Transition Year and Subject options for 5th year.*

## *School Guidance and Counselling Department*

### *Aim*

We offer a full range of interventions and activities, which assist students to make choices about their lives. For second level students these choices are focused in a developmental way on three key areas. These are personal guidance, educational guidance and career guidance.

### *Objectives*

At the end of the school year students will have experienced:

- Guidance in educational and personal management.
- Vocational exploration and information.
- Individual and/or group counselling will have been available for all students on request and/or referral.
- Students will have access to information which is appropriate for their personal, educational and vocational development.
- Parents will have met with the School Guidance Counsellor at information evenings, at organised Guidance meetings and on request.
- Student's needs, with regards to the Guidance Counselling Service, will be evaluated in partnership with students, staff and the Principal/ School Management. Planning for the future will be on-going.

### *Information for Students*

As a student you will make significant decisions while still at school. These choices are related to personal and social issues, educational issues and career issues. Guidance Counsellors are trained professionals with the expertise and knowledge to help you make choices in the three important areas outlined above. We do this through individual consultation, guidance classes and other activities. **We do not make decisions for you.**

During your time in Coláiste an Chroí Naofa we will undertake with you, some or all of the following:

- Help you to explore your feelings about your present life situation.
- Explore with you choices open to you and explore the consequences of each choice.
- Help you to come up with solutions to any problems you may be experiencing.
- Offer confidential counselling and/or advice on issues of a personal nature.
- Give you information on various educational training courses and/or employment opportunities.
- Organise classroom activities where you prepare a CV and letter of application.
- Give you advice and help on study and examination techniques.
- Carry out assessment, aptitude tests and career interest tests.
- Explain to you and your parents the CAO system and assist with application (Universities/Institutes of Technology).
- Assist with application to a Post Leaving Certificate College.
- Give you information on studying abroad.

## **Senior Cycle Programme**

### ***Leaving Certificate***

In Coláiste an Chroí Naofa students generally take seven subjects for their Leaving Certificate. There are four core subjects. These are English, Irish, Maths and French.

Option subjects – Students will study three of the following:

History	Business
Geography	Accounting
Biology	DCG
Chemistry	Music
Physics	Home Economics
Art	

Subjects are taken at either Higher or Ordinary level. Subjects are dependent on sufficient demand and resources. Management reserves the right to determine on an annual basis the range and level of subjects.

### ***Leaving Certificate Vocational Programme – LCVP***

#### ***What is Leaving Certificate Vocational Programme?***

LCVP can be described as Leaving Certificate with a strong vocational/ enterprise dimension.

#### ***What is its purpose and why was it introduced?***

The primary goal 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 to devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate local business 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 use of active teaching and learning methodologies is encouraged in the LCVP.

### ***What do students study?***

Each student must be taking seven Leaving Certificate subjects, including one of the Vocational subject groupings and two Link Modules (Preparation for the World of Work and Enterprise Education). LCVP is an 8<sup>th</sup> subject the student will study.

The Link Module Preparation for the World of Work is designated to provide the student with a general knowledge of the world of work, the skills to find employment and experience in an adult working environment.

The Link Module Enterprise Education encourages students to identify enterprising skills, profile an entrepreneur, investigate business and community enterprises and set up their own enterprise projects as vehicles of learning.

### ***Vocational Subject Groupings***

1. Construction Studies, Engineering, Design and Communication Graphics (DCG), Technology – **Any Two**
2. Physics **and** Construction Studies **or** Engineering **or** Technology **or** DCG
3. Agricultural Science **and** Construction Studies **or** Engineering **or** Technology **or** DCG
4. Agricultural Science **and** Chemistry **or** Physics **or** Physics/Chemistry
5. Home Economics, Agricultural Science, Biology – **Any Two**
6. Home Economics **and** Art Design Option **or** Craft Option
7. Accounting, Business, Economics – **Any Two**
8. Physics **and** Chemistry
9. Biology **and** Chemistry **or** Physics **or** Physics/Chemistry
10. Biology and Agricultural Science
11. Art – Design Option or Craft Option and DCG

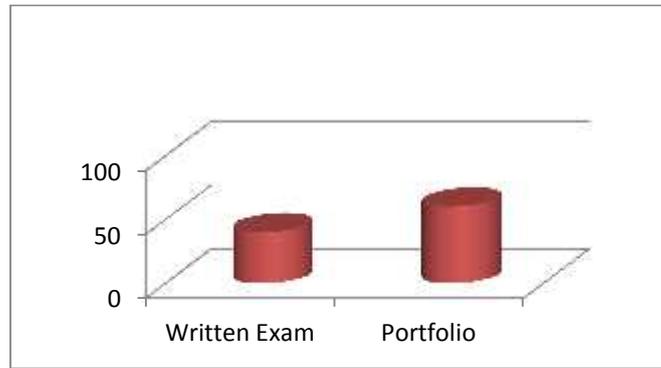
### ***Service Grouping***

12. Engineering **or** Technology **or** Construction **or** DCG **and** Accounting **or** Business **or** Economics
13. Home Economics **and** Accounting **or** Business **or** Economics
14. Agricultural Science **and** Accounting **or** Business **or** Economics
15. Art Design **or** Craftwork Option **and** Accounting **or** Business **or** Economics.
16. Music **and** Accounting **or** Business **or** Economics

(Correct as of 2015-2016)

### **Link Modules Assessment**

The link modules are examined by written examination and portfolio. The written examination is competed in May before the main Leaving Certificate timetable begins and the portfolio is submitted in March.



## ***Results***

### ***LCVP Recognition From 2004***

#### **Institutes of Technology and Universities**

**Distinction 66 points = H4**

**Merit 46 points = H6/ O2**

**Pass 28 points = O4**

#### **Link Modules Results**

**Distinction 80% - 100%**

**Merit 65% - 79%**

**Pass 50% - 64%**

In what ways will students benefit from taking LCVP?

Students who take LCVP will benefit in several ways. Through the programmes' focus on personal developments they will be better able to:

- Communicate their thoughts and ideas effectively
- Take responsibility for their own learning
- Work as a team member who can cope with changing circumstances

Throughout the programmes focus on the world of work they will have:

- Knowledge of the world of work
- Skills for job seeking
- Undertaken work experience or participated in work simulation

Through the programmes focus on enterprise, business and technology, they will:

- Be more innovative and enterprising
- Be used to working in teams
- Be familiar with setting up and running enterprise initiatives
- Have experience of using computers and audio-visual equipment

Through these benefits, LCVP students will be more employable. They will be in a better position to set up their own business. In addition, they will have skills and attitudes, which will enable them to be more effective learners in any future education they receive at third level.

## ***Transition Year Programme***

*‘To promote the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative and responsible members of society’*

(Department of Education and Skills).



At present the Transition Year Programme is available on a non-compulsory basis. This is a one-year programme, which comes immediately after completion of the Junior Cycle. Currently the programme is as follows, though elements may change from year to year.

### **The Programme includes modules in:**

- Work Experience
- Community Placement
- Speech and drama
- Presentation skills
- GAA coaching
- Refereeing
- First Aid
- Self Defence
- Theatre
- Geography and History trips
- Team bonding days
- Rapping Workshop
- Film Making
- Drumming
- Puppetry
- Dance
- Yoga
- Soccer Skills
- Fitness
- Italian
- Enterprise Projects/Mini Company
- A Transition Year School tour based in Ireland or abroad.
- Further study of the subjects, which the students will take at Leaving Certificate Level

### ***The benefits of the Transition Year Programme***

- Discover more about their personal strengths
- Develop maturity and self-confidence
- Improve self-esteem
- Build interpersonal and team skills
- Make wiser subject choices for Leaving Certificate and Further Education
- Extend the learning experience beyond the classroom
- Develop entrepreneurial skills
- Explore the working world
- Extend the repertoire of learning systems

## ***Guidelines for Subject Choice – Senior Cycle***

When choosing subjects for Leaving Certificate, three things should be taken into account

1. Ability as seen in your performance in the subject to date
2. Interest – how much you like the subject
3. Career implications

### ***Some career implications of subject choice***

General: All Third Level Colleges have some basic requirements. For example in NUI Colleges like UCC, UCG or UCD, the minimum requirements are 2 honours & 4 passes (this may not be sufficient for most courses, hence the points system). You must have Irish and English for most faculties. French, Maths and Science are essential for some faculties. NB foundation level maths is not acceptable for some Third Level courses.

***THE FOLLOWING NOTES WILL GIVE YOU AN IDEA OF THE CONTENT AND CAREER RELEVANCE OF EACH SUBJECT; HOWEVER, DO REMEMBER THAT THIS IS AN AREA THAT IS CONSTANTLY CHANGING. ALWAYS CHECK THE LATEST COLLEGE LITERATURE FOR FULL UP-TO-DATE DETAILS.***

***It is your choice and your responsibility***

## Leaving Certificate Subjects

In Coláiste an Chroí Naofa all students study Irish, English, Maths, French and Religion (students can gain an exemption from Irish provided they meet the Department of Education and Skills Guidelines).

### *Irish*



*Ordinary Level:* suitable for students who have taken and passed the ordinary level Junior Certificate Irish and pupils who passed the Higher Level Junior Certificate. This course consists of Oral, Aural and Written exam. There is a strong emphasis on oral work as the oral exam is now worth 40% of the overall exam.

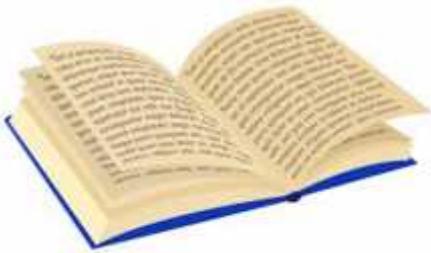
*Higher Level:* only suitable for those students who have taken and passed higher level Junior Certificate Irish. The course content consists of the ordinary level course plus additional literature. Answers will include greater detail than in the ordinary level exam. There is a strong emphasis on oral work as the oral exam is worth 40% of the overall exam.

Irish is required for all faculties in the National University of Ireland (UCD, UCC, Maynooth University, NCAD). However you can be exempt under certain conditions, for example born outside Ireland or severe dyslexia. If you are exempt from it, or think you should be exempt, then contact the NUI in Dublin for full details of the procedures to adopt if you are applying to any of their colleges.

**Possible Career Paths:** Primary school teacher, secondary school teacher, Law and Irish, Translator, Politician, TG4 presenter, Actor/Actress, Irish music teacher or Irish dancing teacher (Irish music and dance course in UL).

## *English*

English at Leaving Certificate level seeks to develop advanced reading and writing skills that students need for entering adult life. The syllabus groups these skills under five categories of language use:



- The informative
- The argumentative
- The persuasive
- The narrative
- The aesthetic

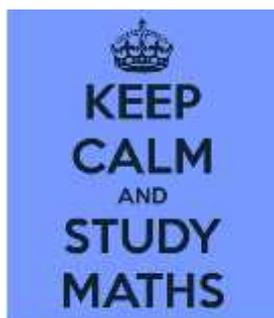
In all of these categories students are challenged to comprehend and compose texts. Comprehending denotes the ability to understand, question, identify, interpret and evaluate. Composing denotes the ability to speak, write and shape texts in a range of genres, to research and prepare materials, to communicate effectively.

The sheer variety of texts explored within the syllabus ensures authentic opportunities for dialogue and speculation in the classroom and beyond.

Most employers require a pass in English (O6). Likewise the majority of Third Level Courses require O6 English. H4/5 in English is essential for a small number of courses like Journalism (DIT) and Communications and Journalism (DCU).

**Possible Career Paths:** Acting, Advertising, Broadcasting, Civil Servant, Courier, Librarian, Marketing, Politician, Public Relations Officer, Solicitor, Barrister, Speech and Language Therapist, Teacher, Receptionist, Computer Programmer, Proof Reader, Sales Representative, Translator, Interpreter or Secretary.

## Mathematics



Employers tend to expect applicants to have numeric skills and look for at least an O6 in Maths. The Institutes of Technology require an O6 for entry into their Science, Engineering and most of their Business Courses. The Universities require an O4 for many of their Science and Business courses reflecting its importance as part of these courses. Higher Level Maths is required by relatively few courses. One group that require it are Engineering (Level 8) degrees. These are courses that lead on to professional qualification as an Engineer and for each of these you need to have at least a H4 in Higher Level Maths. It is also important to note that while many Computer courses do not require a Higher Level Maths grade these courses have a high percentage of Maths-based content. If you are thinking of studying Computer Science, Software Development or BIS, to name a few, it is worthwhile researching the level of Maths required to complete the course.

### ***Bonus Points for Higher Level Maths:***

All students presenting with a H6 or above in Higher Level Mathematics will have 25 points added to their score for Mathematics. The six highest subject point scores will then be counted to achieve a cumulative points score, as is normal practice.

The bonus points will only be relevant in cases where the subject Higher Level Mathematics (including the bonus points) is scored as one of the candidate's six best subjects for points purposes. Consequently, if Higher Level Mathematics (cumulative points score) is not among these six subjects, the bonus points will not be included in the total points score.

The table below illustrates the impact of the Bonus Points;

<i>Grade</i>	<i>Percentage</i>
H1 / O1	90 – 100
H2 / O2	80 – 89
H3 / O3	70 – 79
H4 / O4	60 – 69
H5 / O5	50 – 59
H6 / O6	40 – 49
H7 / O7	30 – 39
H8 / O8	0 - 29

Please Note that a pass is a H6 at higher level and an O6 at ordinary level.

Grade HL	Points	Points incl bonus	Grade OL	Points
H1	100	125	O1	56
H2	88	113	O2	46
H3	77	102	O3	37
H4	66	91	O4	28
H5	56	81	O5	20
H6	46	71	O6	12
H7	37	37	O7	0
H8	0	0	O8	0

**Foundation Level Maths is less widely accepted.** Some colleges will allow it where no maths is involved in the course, e.g. Art and Design, but will not give any points for it. Some employers will accept it for apprenticeships. Most PLC courses will accept it. Some Institutes of Technology accept Foundation Level Maths or they will allow the student to sit a maths exam with them which will allow them entry into the course (see CIT website for example). All Institutes vary on their acceptance of Foundation Level maths, please check individual college requirements for courses you are interested in.

**Possible Career Paths:** Accountancy, Actuary, Air Traffic Controller, Architecture, Astronomy, Banking, Biologist, Clerical Work, Chemist, Civil Servant, Computer Operator, Economist, Engineer, Technician, Geologist, Insurance, Laboratory Technician, Mathematics teacher, Marketing, Medical Laboratory Technician, Meteorologist, Physicist, Psychologist, Programmer, Quantity Surveyor, Scientist, Sociologist, Statistician, System Analyst, Tax Officer or Trade.

## ***French***



Higher & Ordinary Level options are available at Leaving Certificate. It would be advisable if you opted for ordinary level for Junior Certificate that you would continue with ordinary level for Leaving Certificate.

Knowledge of a continental language is highly desirable and many third level institutions offer opportunities to students to study in Europe during their course. Third level students, taking a language as part of their degree, have the opportunity to spend their third year in a European College. Proficiency in the language in which the course is taught is necessary. An increasing number of courses at Third Level may include the study of a continental language. Many courses will offer a module in a language. For example; Commerce with a language, Law with a language, Construction or International Business with a language, to name a few. Graduates with degrees in computing and languages are very marketable in the present economic climate.

**Possible Career Paths:** Administrator, Archivist, All international careers for example Marketing, Computers, Linguist, Civil Servant, Travel and Tourism, Catering, Translator, Journalism, Librarian, Trade, European Union Posts and Teaching.

## *Religion*



Religious Education at senior cycle in Coláiste an Chroí Naofa honours the Catholic, Christian ethos of the school.

Religious Education incorporates theological, moral, spiritual and aesthetic elements.

Religion is a human response to the mysteries of existence, an attempt to understand the meaning and purpose of life. It helps to create an awareness of ourselves and contributes to an understanding and appreciation of life, by examining our values and morals, while relating these to Christian and other religious principles.

Religion is a world phenomenon, thus the recognition and knowledge of the faiths of others plays an important part in tolerance and compassionate relationships between individuals and societies.

To compliment text work, a variety of experiences are included:

- Retreats
- Meditations
- Liturgies
- Prayer services
- Guest speakers
- I.C.T

These help foster the holistic development of the individual. Pupils participate fully in all aspects of the Religious Education Programme.

A Relationship and Sexual Education module is covered during religion time to continue student's education from the Junior Cycle S.P.H.E programme.

**Possible Career Paths:** Teacher, Chaplain, Journalist, Researcher, Travel and Tourism, Politics and International Development.

## ***Art & Design***

Students are required to sit FOUR papers for the Leaving Certificate.

THREE papers are practical and ONE is written.

The percentage breakdown is:

Art History – 37 ½ % P

Practical Papers – 62 ½ %

### **Imaginative Composition or Still Life:**

This paper will consist of a descriptive passage which will be open to interpretation through the format of a project booklet. The paper is made available to the student six weeks before its intended submission and must be completed in the school.

### **Craft work:**

The project booklet for the Imaginative Composition or Still Life is intended to inform the theme of the student's craftwork. Students must complete their craftwork piece during a five hour examination.

### **Life Sketching:**

Candidates are required to make two sketches of a model. The first will be a pose of 15mins. The second will be a more fully worked drawing taking approximately 30mins.

### **History and Appreciation of Art, Craft & Design:**

The examination paper offers a wide choice of topics on each section (as listed below).

Candidates are required to answer one question from each of the three sections of the paper. (3 essay type questions in total).

*Section 1* - Art in Ireland (from Prehistoric times to present)

*Section 2* - European Art (from 1000 A.D. to present)

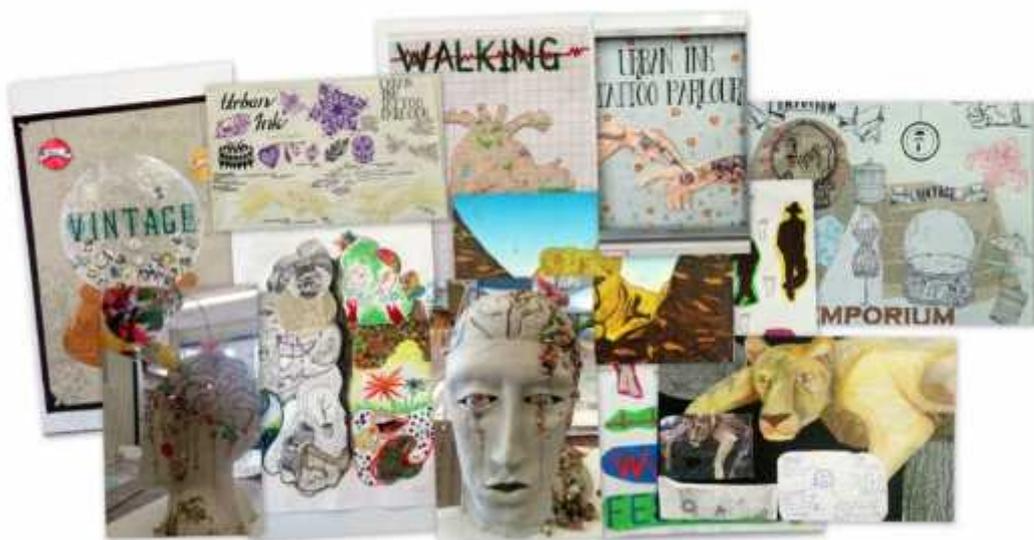
*Section 3* -General Appreciation (this section is intended to afford the candidate with an opportunity to discuss topics based on every day visual experiences in their own environment.)

## Art Careers:

Luckily, not all artists starve these days. A career in art can be quite lucrative especially if you couple your artistic talents with computer skills. Competition in the field of art is generally high. The best talents usually gain the highest paying positions. However, employment opportunities are expected to grow for careers in art, especially in the area of multimedia (including growth for video producers, animators, and game designers). It is also worth noting that a high percentage of all artists are self-employed. This is great news for those with an independent and entrepreneurial spirit. Art careers are available in a variety of fields including:

- Publishing, including illustration & animation
- Advertising
- Marketing
- Multimedia
- Film & media arts
- Computer & technology art
- Video game creation
- Architecture
- Engineering
- Education (primary & second & third level, museums & galleries)
- Craft (textile, ceramic, glass, painting, sculpture etc.)
- Design, including interior design, product design, graphic design, fashion design, computer & website design, garden design.

Art is a broad field which stretches across many types of careers and industries. There are literally hundreds of careers in the art field, each with different responsibilities, salaries, and required skills and education.



## *History*

Why choose History?

*'One death is a tragedy; one million is a statistic' Joseph Stalin*



What do we study in Leaving Certificate History?

1. Irish History
  - a. Document based question  
The Pursuit of Sovereignty and the Impact of Partition 1912-1949.
  - b. Movements for Reform 1870- 1914
2. History of Europe and the Wider World
  - a. The United States and the Wider World 1945-1989
  - b. European Retreat from Empire and Its Aftermath 1945-1989

How is History assessed?

1. A written examination paper (80%)
2. A research study report (20%)

Student will get the opportunity to research a topic that interests them and submit a report prior to the examination. This is an opportunity for students to do really well and gain valuable marks prior to the Leaving Certificate.

What is on the exam paper?

There is a lot of variety on this course. Question 1 is called the Document Based Question and involves the study of 3 case studies. Students simply answer questions on documents in the exam e.g. Letters, newspaper articles or even cartoons. Students will also write a number of essays or paragraphs depending on the level chosen.

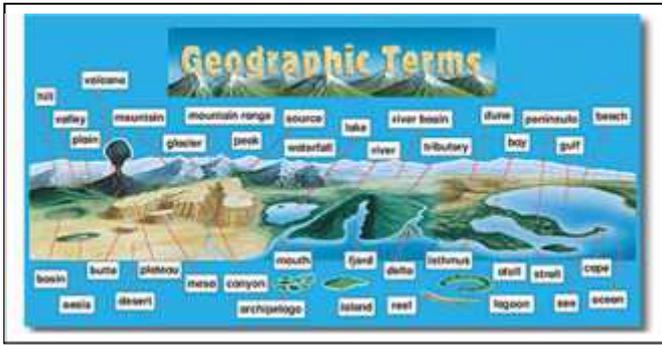
Is it difficult to do well in Leaving Certificate History?

There is a perception by some that it is hard to do well in history, however it is a subject that students generally do well in. 78% earned an A/B/C in the last 3 years. 12% earned an A2 or higher in 2012.

**What can I use History for?**

The skills that are learned are useful in all areas of life or career but here are some suggestions you could pursue: The Legal Professions, Politics, Conflict Resolution and International Relations, Education, Archaeology, Journalism and Media, Research, Communications Media, Advertising, Marketing.

## Geography



The syllabus is presented in the form of core, elective, and optional areas of study.

### **Core Unit 1: Patterns and processes in the physical environment.**

This unit aims to examine the relationship between the tectonic cycle, the rock cycle and the processes of landform development

### **Core Unit 2: Regional geography.**

This unit aims to examine how economic, human, and physical processes interact in regional settings. This unit examines definite regions in Ireland, Europe and a Sub-continental region.

### **Core Unit 3: Geographical Investigation and skills.**



This unit leads to the completion of an individual geographical investigation which is worth 20% of the overall marks.

*Geography field trip to prove coastal deposition is active in forming a beach.*

### **Elective Unit 4: Patterns and processes in the Economic Environment OR the Human Environment.**

Patterns and processes in the Economic Environment examines patterns in economic development and the growth of a single interdependent global economy

Patterns and processes in the Human Environment examines the dynamic nature of population and the pattern and distribution of settlement.

### **Optional Unit: Students taking the Higher Level also study ONE of the following**

- Global Interdependence
- Culture and Identity
- Geocology
- The Atmosphere – Ocean Environment

## **Assessment**

Assessment will take the form of a terminal written examination (weighting of 80%) and a report on the geographical investigation (weighting of 20%).

## **Geographical Skills**

Skills Students should have the opportunity to develop the following skills, where appropriate, as they study all aspects of the syllabus:

- information gathering skills
- presentation and communication skills
- investigative skills
- social skills
- evaluation skills

Textbooks are at the discretion of the Department of Geography in Coláiste an Chroí Naofa.

Geography is a very attractive subject for today's students. It provides skills and broad perspectives on environment and society that enable students to have a broad grasp of the subject. For similar reasons, geography provides a sound foundation for students who plan to enter graduate work in a variety of fields, from geography to business, land use planning, law and even medicine.

Geography in college will provide training in geospatial technologies such as geographic information systems, computer mapping, remote sensing, GPS etc. This high-growth industry generates tens of billions of dollars in annual revenues for companies around the world. Geospatial technologies are one of the three largest employment growth fields and so will provide opportunities for graduating students.

The potential for practicing geography in private enterprise and in government has grown considerably in recent years, although often such positions are not designated with the title of geographer. Many geographers, however, work in the private and public sectors.

## **Possible Career Paths:**

Civil Engineer, Construction, Town Planning, Architecture, Meteorology, Horticulture, Auctioneering, Estate Agent, Forestry, Market Research, Statistics, Archaeology, Cartography, Politics, Journalism, Social Work, Solicitor, Garda, Probation Officer, Human Resources, Teaching, Pilot. The list is endless as you learn a lot of transferable skills through geography.

## ***Music***



Music at senior cycle aims to equip students for life after school by laying a solid foundation for further music studies while keeping in mind the special value of music in enhancing one's quality of life.

Music is offered at higher and ordinary level to students who have completed Junior Certificate Music, however, students with a music background or aptitude can be accommodated on consultation with the music teacher.

The course components include; composition, listening and performance are worth 25% of the overall mark. The remaining 25% is allocated to an elective study in one of these areas, based on each student's abilities.

In the vast majority of cases students choose performance as their elective, making this component account for 50% of their entire exam. Students can perform solo or as part of a group on any recognised instrument (including Voice, recorder, piano, guitar etc.), usually in combination with a short music technology activity.

The listening component includes the study of four set works, ranging in style from Baroque to Popular Irish Music and the development of key aural and analytical skills. As part of the composition component, students develop their creative abilities through various forms of melodic and harmonic expression.

### **Possible Career Paths**

Composer/performer/arranger, entertainment/recreation industry, orchestra/band/choir work; music therapy/speech therapy/ occupational therapy, primary/secondary school teaching, media/radio/television/film, sound engineering/recording studio/ music technology, drama/dance/musical theatre/performance arts, librarian/folklore studies, cultural diversity, music retail store.

## Accounting

Accounting is the provision of information about the financial position, performance and changes in financial position of an organisation. This information is used by many people in assessing and making decisions about the organisation. The two main branches of accounting are financial accounting and management accounting.

### Financial Accounting

- Preparing Company Final Accounts
- Analysis and Interpretation of Accounts
- Monitoring the cash-flow of a business
- Preparing accounts for farms, clubs and service firms
- Bank Reconciliation Accounts
- Control Accounts
- Incomplete Accounts

### Management Accounting

- Costing products
- Budgeting cash in a business
- Break-Even analysis



### *Level of Literacy/Numeracy required:*

Students would need to like working with figures and have had a liking for and an aptitude for the Accounting aspects of Junior Certificate Business Studies.

**Possible Career Paths:** Accountant, Auditor, Banking, Economists, Insurance, Teaching, Researcher (T.V. and Politics), Journalist, Management, Self-Employment or Local Government.

## Business

**What is Business?** Leaving Certificate Business creates an awareness of the importance of business activity and develops a positive and ethical attitude towards enterprise. The learning experiences in business develop students' critical thinking, creative and organisational skills while enhancing literacy and numeracy skills using real-life examples. Business provides students with a learning foundation for a wide range of careers in business, marketing, law, enterprise and management.



**Aims:**

- To contribute to a balanced and appropriate general education, leading to the personal and social development of students through a study of business and enterprise.
- To develop a clear understanding of the role of enterprise, to encourage the development of appropriate enterprise learning skills and to generate in students a positive and ethical attitude to enterprise in personal, business and public life.
- To develop a critical understanding of the overall environment in which business functions.
- To help prepare students for participation in a changing business environment for adult and working life and also as a basis for further education.

**Objectives:**

- To develop students' literacy, numeracy, problem solving and communication skills
- Develop attention to detail in the presentation of information
- To develop an understanding of the structures, institutions, processes and management of business
- Enable students to make informed business decisions
- To enable students to use established commercial principles and knowledge, to critically evaluate commercial information, and to offer solutions to given commercial problems
- To promote a positive awareness of cultural and social diversity in international business
- To understand and appreciate ethics in business.

**What do you study?**

You study about all aspects of the business world, from Consumer Law to Marketing, Employment to European Union and Economics.

**You learn about?**

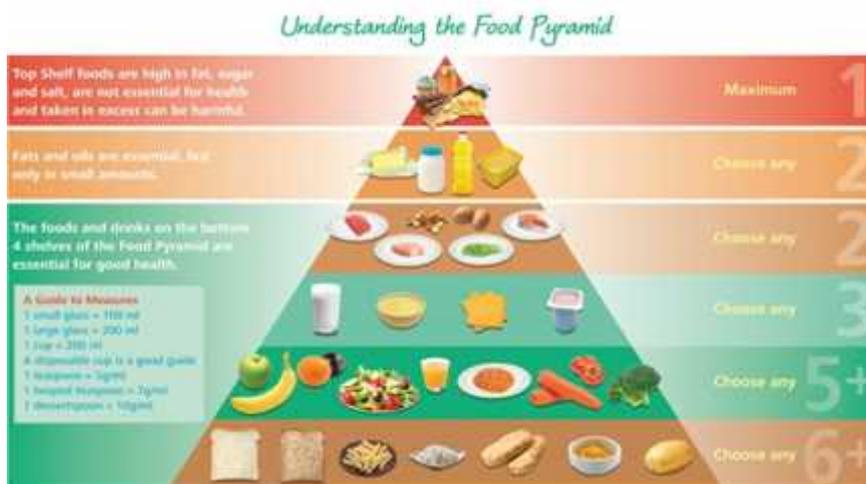
*People:* Consumers, Producers, Investors, Interest Groups, Employers, Employees, Industrial Relations, etc.

*Enterprise:* Entrepreneurship, Management of Business, Financial Management, Human Resource Management, Marketing, Household, etc.

*Environment:* Types of Business, Community Development, Government and Business, International Business, the E.U., the role of Information Technology in Business etc.

**Possible Career Paths:** Sales, Marketing, Advertising, Merchandising, Banking, Human Resource Management, Event Management, Self-Employed Business person, Purchasing Officer, Insurance, Law, Teaching, Retail Management, Hospital Management, Hospitality Management or Bar Management.

## Home Economics – Scientific and Social



The Home Economics syllabus provides students with the knowledge, understanding, skills and attitudes necessary for managing their own life, for further education and work. The learning experiences in home economics develop flexibility and adaptability in students, preparing them for a consumer oriented society and provides a learning foundation for a wide range of careers. The subject is an applied science subject combining theory with practice. It is concerned with the management of resources to meet the physical, emotional, intellectual, social and economic needs of individuals and families. The study of Home Economics emphasises the interdependent relationship that exists between individuals, families and their immediate and distant environments. No other discipline integrates as many theoretical and applied areas of education or reaches out as far as Home Economics.

### Course Content:

The course is divided into two main areas:

**The Core** is subdivided into:

<b>Food Studies:</b>	<b>Nutrition and food chemistry, diet and health; food commodities; food preparation and cooking processes including meal management and planning.</b>
<b>Resource Management, Consumer Studies and Household Technology.</b>	Family resource management; housing; consumer choices; consumer responsibility and protection; contribution of technological developments to management of the home.
<b>Social studies</b>	Family in society; definitions/structure/functions of the family; marriage, family as a caring unit; family law.

All aspects of the core are covered. Practical and written assignments are based on the core of the subject.



**The Elective:** the elective most suited to the ability of the class will be selected.

Elective 1 – Home Design and Management

Elective 2 – Social Studies

Each elective is some extension of the core.

### ***Assessment***

Leaving Certificate Home Economics is assessed at higher and ordinary level as follows:

- A final examination paper – 80% of marks (core 60%; elective 20%)
- An assessment of the practical components of the programme (20%) that is written assignments based on food practical's from the core. These will be completed by the student during 5<sup>th</sup> year.

### **Possible Career Paths:**

Home Economics Teaching, food science, dietician, environmental designer, health inspector, nursing, occupational therapy, social work, nursery and pre-school management, child care, hotel/catering management, chef, bakery and confectionery, sociologist, home management, fashion designer, tourism, agricultural science, interior designer, hospitality, dental nursing, dental technician, environmental health officer, health and safety inspector, laboratory technician or microbiologist.

## ***Science Subjects***

Not all science courses available at Third Level require a science subject, but you would be well advised to do one if you were at all interested in anything in relation to science. A sample of the areas that require science are; Science, Medical, Paramedical, Nursing, Engineering or Technology areas. On the other hand if you do not find science interesting or have no interest in work or study in any of these areas then you should not fall into the trap of 'keeping your options open' especially if science is not one of your best subjects. Remember also, if you are struggling with it, that the reason it is required in the above areas is that it forms a large part of that area of study. Hence if you do not like it at secondary school you may find it unbearable at third level.

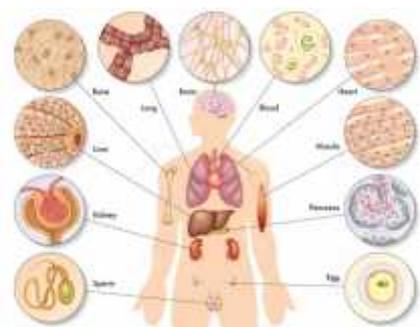
With the exception of some courses in colleges, most of those requiring a science subject only seek one and often only at ordinary level. Requirements can be quite detailed, if you wish to pursue a science based course, it is advisable to check the requirements as some can expect you to have two science subjects for Leaving Certificate.

## ***Biology***

Biology, along with the physical sciences (Physics & Chemistry, is a vital and integral element in the education process. In recent years, huge opportunities have become available in science related fields, particularly in biological sciences. In recognition of this, the senior biology syllabus has been revised and a new syllabus was introduced in September 2002. Fundamental to the new course is the following philosophy:

*'Biology is the study of life, and through its study biology students employ the process of science in their investigations and explore the diversity of life and the inter-relationships between organisms and their environment'*

(Dept. of Education and Science,  
2001)



The new syllabus comprises three broad units:

Unit one:      Biology – The study of life

Unit two:      The Cell

Unit three:     The Organism

*Level of Literacy/Numeracy required:*

A keen interest in reading about topics on the course is important as is the ability to interpret and produce graphs. A medium to high level of literacy is required for comprehension and interpretation.



## Other qualities considered an advantage:

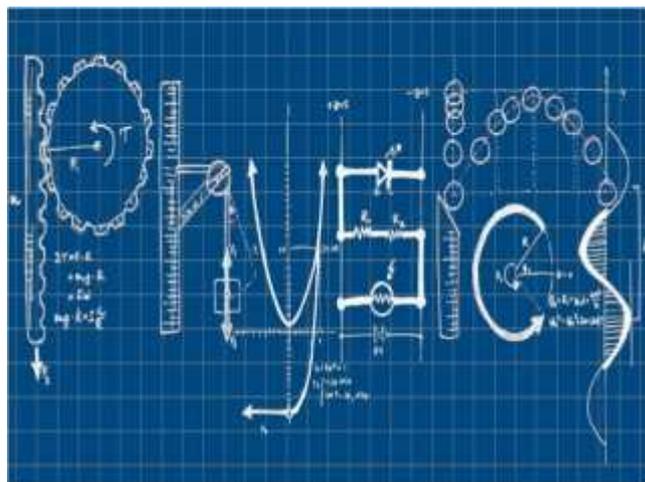
Good listening and attention skills, a liking for experimental work, an inquisitive mind and ability to think outside the box (abstract thinking).

Chemistry is suitable for higher and ordinary level students.

Some Irish courses where chemistry is either required or recommended to have include: agriculture, biochemistry, biophysics, botany, food science, microbiology, zoology, chemical engineering and technology, anatomy, physiology, dentistry, nursing, medicine, pharmacy, pharmacology and veterinary science.

**Possible career paths:** Agriculture, animal nursing, archaeologist, chemist, chemistry teacher, dairy scientist, dental hygienist, dental surgeon, dietician, doctor, chemical engineer, food science technologist, health inspector, industrial chemist, laboratory assistant, medical laboratory technician, physiotherapist, pilot, radiographer, science laboratory technician, speech and language therapist, forensic science, photographic processing, cosmetic science, quality control or medical sales representative.

## Physics



If you want to use your imagination, your practical ability and your creative flair, then physics could be for you.

If you are fascinated by the world around you and would like to understand more about it, or if you are thinking about a career in medicine, engineering, computing, the environment, space or technology, then physics is for you.

If you want to use that interest in the world around to solve many of the

Earth's greatest problems then physics is definitely for you. From the search for renewable fuels to the use of solar power in water purification schemes in developing countries, physicists are working with engineers, biologists, chemists, governments, charities and industry to make our planet a safer and more sustainable place.

While many physicists work in research labs particularly in Universities, two thirds of Irish physics graduates work in other areas such as medical technology, computing, energy production or food sciences. There is exciting work in meteorology, photonics, nanotechnology, and scientific journalism, aerospace and in chemical, mechanical or civil engineering.

If after studying physics you move away completely from physics-based work the ideas, techniques and ways of thinking, which you learnt, will always help you understand the scientific and technological information in the media. The logical and problem solving techniques are of use in any career.

Physics is the branch of science that studies force, matter and energy. Physics is used to solve problems: environmental, social, health, technological and many more. It's about practical things but also involves ideas such as origin of the universe and the tiniest building blocks of all materials.

### *Leaving Certificate Physics Course*

The physics course is very practical with 27 mandatory student practical's which are examined on section A of the final exam and account for 30% of the paper.

The areas of study are:

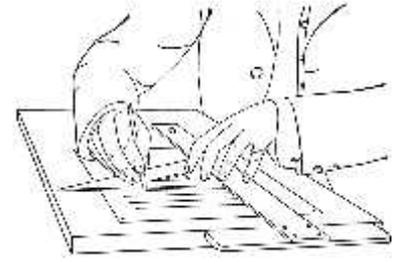
- Optics
- Mechanics
- Heat and Temperature
- Sound and Waves
- Static Electricity
- Current Electricity
- Electromagnetism
- Modern Physics
- Particle Physics

It is not necessary to study honours maths to study physics, and while maths is used in physics to solve problems, it is not only part of the course and students will be trained in the use of the calculator, formula and tables.

**Possible Career Paths:** Architecture, Astronomy, Biophysicist, Computer Careers, Dentist, Doctor, Engineer (especially electrical and electronic engineering), Geophysicist, Health Inspector, Medical Laboratory Technician, Metallurgist, Meteorologist, Nurse, Oceanographer, Optician, Pharmacist, Physicist, Physics Teacher, Photographic Technician, Pilot, Radiographer, Telecommunications, Trade apprenticeships, Heating and Ventilation.

## 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 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 in this subject.

### What career options are there?

DCG is a core element of many 3<sup>rd</sup> level courses, for example, Engineering, Construction, Industrial Design and Architecture. Knowledge of DCG will greatly enhance a student's ability to succeed in any 3<sup>rd</sup> level engineering-based programme.

All apprenticeships include the study and completion of detailed technical drawings. The studying of DCG to Leaving Certificate is once again a distinct advantage.

### Exam:

3 hours written exam – 60%

Research and Design Project in 6<sup>th</sup> year – 40%

Free software (CAD) is available for use for the duration of the Leaving Certificate Course.



**Possible Career Paths:** Engineering, Construction, Interior Design, Interior Architecture, Architectural Technician, Architecture and all Apprenticeships.