

Lucan Community College

Overview of Subject Content at Senior Level



Updated March 2025

THE CORE GROUP

GAEILGE

Gaeilge is a core subject in 5th and 6th Year. The Leaving Certificate examination at Higher Level and Ordinary Level includes two written papers, an aural test and an oral test – the latter carries 40% of the total marks. Students who get an honours grade in Junior Certificate should try Higher Level at Senior cycle. Pupils should bear in mind the career/college implications of their choice of level.

Is ábhar riachtanach í an Ghaeilge don sraith sinsir. Sa scrúdú ag an Ard agus Gnáth leibhéal, bíonn dhá pháipéar scríofá, scrúdú cluaistuisceana agus scrúdú cainte le déanamh. Beidh 40% ag dul don scrúdú cainte. Ba chóir do dhaltáí a fhaigheann onóracha sa teastas Sóisearach triail a bhaint as Ardleibhéal sa tsraith sinsir. Ba cheart do dhaltáí smaoineamh á dhéanamh ar impleachtaí tríú leibhéal agus an rogha idir Gnáth agus Ard Leibhéal á dhéanamh acu.

ENGLISH

Leaving Certificate English builds on the foundation set down at Junior Cycle and Transition Year. The study of English at this level will enable students to interpret, compose, discriminate and evaluate a range of texts. The syllabus facilitates the development of students' competence in language and deepens their appreciation of literature while fostering independent and lifelong learning so necessary for today's world.

The examination for Ordinary and Higher Level English courses consists of two papers -

Paper I: Comprehension and Composition

Paper II: Study of Single Text, Comparative Study of texts (including film studies) and Poetry

A student is required to have obtained a minimum of grade 'Achieved' at Junior Cycle Higher Level English to take up Higher Level English for Leaving Certificate. It is also necessary for a student to be an active reader, as independent reading is a key element of the course.

MATHEMATICS

Leaving Certificate Mathematics tends to be a requirement for a great number of jobs and courses. For most jobs, employers look for numeracy skills in all areas including apprenticeships, nursing and the Gardaí.

Securing a pass mark in an Ordinary Paper is necessary for entry into the **majority** of college courses.

It is crucial to make sure that you meet the Maths entry requirements for your course.

HIGHER LEVEL MATHS

Students who would like to pursue honours Maths need to display a high level of comfort with the subject at JC. At least a Merit grade at HL in JC is the department's recommended level of proficiency. An interest in Maths is assumed and good algebraic skills are expected.

There are 25 bonus points awarded to students who achieve a H6 or above in HL Maths.

ORDINARY LEVEL MATHS

To study Ordinary Level Maths, students must have sat Ordinary Level or Higher Level at Junior Certificate.

FOUNDATION LEVEL MATHS

This course caters for those students who took the Foundation Level paper at Junior Certificate. It is also for those who do not progress at Ordinary Level in Senior Cycle.

THE LANGUAGES GROUP

FRENCH

Candidates are examined on 4 skills

- A. Speaking** (the oral is obligatory at both Ordinary & Higher level)
15 minute interview. Students may opt to bring
in a document
(photo/project/picture etc.)
No English may appear on it. Marks –
25% Higher
20% Ordinary

B. Listening (CD Test) Understanding news, interviews, reports, weather, directions, recognising feelings etc. 40 minutes.
 Marks – 20% Higher
 25% Ordinary

1. **Written** Letters, postcards, opinion-type questions, note writing, diary writing, dialogue, reports, sending e-mails.
2. **Reading** Reading Comprehensions.

Answering in French & English. 2
 ½ hours – 55%. For Reading and
 Written Both Higher and
 Ordinary level.

The syllabus aims to cater for a wide range of pupil ability. Assessment will be at Ordinary and Higher levels. While the syllabus is the same for both levels, the performance targets will involve language use of varying degrees of complexity.

Mark Allocation/Weighting of Skills:

Mark Allocation

Higher Level	Ordinary Level
Oral- 25%	Oral- 20%
Listening Comprehension-20%	Listening Comprehension-25%
Reading Comprehension-30%	Reading Comprehension-30%
Writing-25%	Writing-25%

Assessment Criteria

These will take account of:

3. ability to transfer meaning and
- (ii) degrees of accuracy and appropriateness of language, including the range of vocabulary and structures used.

Format

The examination will assess a candidate's ability to:

4. understand the spoken language
5. understand the written language
6. communicate in the spoken language
7. (d) communicate in the written language.

Within each of these Assessment Objectives the language and examination tasks will arise from the subject content.

Oral Assessment

The oral component of assessment will consist of

8. general conversation, based on the syllabus content;
9. candidates may avail of the option of discussing a chosen document. This is not compulsory.

Fifteen minutes will be allotted per candidate.

Listening Comprehension

Candidates will be required to listen to a recording and to answer questions in English or Irish on what they have heard. They will be required to demonstrate an understanding of general information and specific details on a variety of aural stimuli arising from the subject content of the syllabus, including conversations overheard, public announcements, and extracts from radio and other sources.

Reading Comprehension

Candidates will be expected to demonstrate an understanding of, and extract relevant specific information from, such texts as magazine articles and works of literature. Material at the Higher Level will place greater demands on the candidates. It will require the candidate to explore various levels of meaning within a text and demonstrate awareness of some stylistic aspects of literary texts.

Written Production

The tasks set will primarily require the candidate to use the target language for purposes of communication, such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating, etc.

GERMAN

The syllabus aims to cater for a wide range of pupil ability. Assessment will be at Ordinary and Higher levels. While the syllabus is the same for both levels, the performance targets will involve language use of varying degrees of complexity.

Mark Allocation/Weighting of Skills:

In the ongoing language acquisition process, receptive skills (listening and reading) develop earlier and to a greater degree than do productive skills (speaking and writing). In differentiating between Ordinary and Higher Level assessment, the receptive skills will, taken together at Ordinary Level, be accorded a greater emphasis in terms of total available marks than will the corresponding skills at Higher Level. As a result, more marks will be allocated to productive skills at Higher Level than at Ordinary Level.

Mark Allocation

Higher Level	Ordinary Level
Oral- 25%	Oral- 20%
Listening Comprehension-20%	Listening Comprehension-20%
Reading Comprehension-30%	Reading Comprehension-30%
Writing-25%	Writing-15%

Assessment Criteria

These will take account of:

- (i) ability to transfer meaning and
- (ii) degrees of accuracy and appropriateness of language, including the range of vocabulary and structures used.

Format

The examination will assess a candidate's ability to:

- (a) understand the spoken language
- (b) understand the written language
- (c) communicate in the spoken language
- (d) (d) communicate in the written language.

Within each of these Assessment Objectives the language and examination tasks will arise from the subject content.

Oral Assessment

The oral component of assessment will consist of

- (a) general conversation, based on the syllabus content; candidates may avail of the option of discussing a literary work
- (b) one of these options: (i) Project: discussing a project the candidate has worked on which is relevant to the syllabus content (ii) Picture Sequence: story narration and brief discussion of issues arising from story
- (c) a role-play situation.

Fifteen minutes will be allotted per candidate.

Listening Comprehension

Candidates will be required to listen to a recording and to answer questions in English or Irish on what they have heard. They will be required to demonstrate an understanding of general information and specific details on a variety of aural stimuli arising from the subject content of the syllabus, including conversations overheard, public announcements, and extracts from radio and other sources.

Reading Comprehension

Candidates will be expected to demonstrate an understanding of, and extract relevant specific information from, such texts as public signs, menus, timetables, brochures, guides, letters, newspaper or magazine articles and works of literature. Material at the Higher Level will place greater demands on the candidates. It will require the candidate to explore various levels of meaning within a text and demonstrate awareness of some stylistic aspects of literary texts.

Written Production

The tasks set will primarily require the candidate to use the target language for purposes of communication, such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating, etc.

THE HUMANITIES GROUP

<h2>HISTORY</h2>

History as a subject allows us to see the stories, patterns of change and trends of behaviours of the past. Through its study, History helps students make sense of the world we are in today and equips us with the skills to become more engaged and inquisitive about the world in which we are living. The History syllabus

offers you, the student, an exciting opportunity to dive deeper into the areas of History which you enjoyed at Junior Certificate level. If you enjoyed JC History, this is the course for you.

Topics may include:

- Dictatorships and Democracy in Europe 1920-1945
- USA and The World 1945-1989
- Ireland – Sovereignty and Partition 1912-1949
- Politics and Society in Northern Ireland 1949-1993

If you chose History, you will have the opportunity to undertake a research study of your choice, submitting your research before the examination takes place. This research study is required at Higher and Ordinary Level and is worth 20% of the total marks. Students don't complete the research in TY but may begin their research in this year.

A major area of study for Leaving Certificate History is a detailed examination of documents under a predefined case study. These are both written and visual documents. This section seeks to develop interpretation and analytical skills which are vital in many aspects of the workplace and are also worth 20% of the final exam. 60% of the marks is based on three essays on the topics listed above. With the grading scheme for Leaving Certificate, many students will achieve a pass with the research topic and the documents.

One of the main skills developed during the study of History is acquiring a critical approach to information. In addition, students will learn how to develop an informed opinion about issues. Students also learn to recognise the complexity of issues and the need for balance when dealing with controversial and important events. Students will also learn to see issues from a wide variety of perspectives, (e.g., political, social, economic); learn to support an argument; organise ideas; express clear opinions and reach balanced conclusions. Reading and essay writing are central to this subject at Higher Level. Ordinary Level students answer short questions and write in paragraphs.

History gives you the freedom to be in charge of your own research and express fact-driven opinions on key events throughout the time periods we study. The skills acquired are useful not only in the study of History, but also in courses and careers in Media, Project Management, Economics, English, Gaming, Journalism, Law, Education, Politics, Medicine, Psychology, Sociology, Archaeology, Military and many more. For more information, please check <https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/History/>

GEOGRAPHY

The new Geography syllabus was introduced in 2004 and builds on the knowledge and skills developed during the Junior Cycle programme. One main difference is the introduction of a compulsory fieldwork investigation which is assessed as a project worth 20% at Higher Level and Ordinary Level. This gives students an opportunity to apply the skills developed in the classroom in a practical environment. The project has assisted students of all levels to achieve excellent points. It also helps reduce stress as this is completed in class prior to the Leaving Certificate written examination in June. The majority of students who choose Geography take the Higher Level paper and achieve amongst the highest grades in the school each year.

The course consists of three sections at Higher Level and two at Ordinary Level.

These are:

1. Core Unit (Compulsory)
 - o Physical Geography: Rivers, The Sea, Rocks, Plate tectonics.
 - o Regional Geography: characteristics of regions and case studies of Ireland, Europe and Global examples.
 - o Geographical investigation and key skills (map reading etc.)
2. Elective Unit (one elective to be chosen).
 - o Human Geography: Population and migration Or
 - o Economic Geography: The role of Multinational companies and Ireland role within the EU.
3. Options (One option chosen for Higher Level only. Below is a list of the most popular options chosen).
 - o Geoecology (soils and biomes)

Or

- o Culture and Identity

Or

- o Global Interdependence (fair trade and role of NGOs).

Geography is a useful subject for many careers and courses, including geology, environment science, tourism, urban planning, meteorology, horticulture, etc.

Trinity College Dublin will accept geography as a science subject for a small number of courses. You should investigate this further if this applies to a course of interest to you.

POLITICS AND SOCIETY

Politics and Society is a challenging and rewarding subject that suits any student who is interested in human rights, equality, diversity, sustainable development, power and democratic decision-making. If you want to become a more informed and active global citizen, then this subject will be of interest to you. Studying Politics and Society gives students a real insight into how people, power, and society work.

Why choose Politics & Society?

Politics and Society has never been a more relevant subject than in our current time. Students will learn about social and political theories and how these theories relate to current issues. There will be lots of classroom discussion, debate and reflection on the different ideas and perspectives. Through this, students will develop valuable analytical and evaluation skills as they debate topical and sometimes controversial issues, study different viewpoints and form their own political opinions.

The Politics and Society course is split up into the following key strands:

- **Human rights and responsibilities**
 - o *Human Rights Principles, Rights and Young People, State Bodies for Human Rights*
- **Power & decision making**
 - o *Government, Policy, The role of the Media, Representation*
- **Sustainable development**
 - o *Environmental Justice, Global Poverty, Development, Climate Change*
- **Globalisation**
 - o *National Identity, Culture and Diversity, Western and non-Western Culture, Globalisation*
- **Active citizenship**

Assessment

Politics and Society will be assessed at two levels, Ordinary level and Higher level. There will be two assessment components at each level

1. **A written examination which accounts for 80% of the final grade.** The exam is split up into three sections:
 - I. ***Short answer questions***
 - II. ***Short answer and extended response questions on databased case study***
 - III. ***Discursive essays***

2. **A citizenship project which accounts for 20%.** The citizenship project enables students to research a topic of interest to them and then apply their learning in action. This can be done either individually or in small groups.

Politics and Society is useful for such careers as:

Politics, Law, Development Studies, Media Studies, History, Geography, Journalism, Public Administration, Civil Service, NGO's and International Organisations such as the European Union or the United Nations and many more.

Furthermore, the skills of critical thinking and active citizenship that you will develop through this subject will be useful to you in any future learning, especially at university level in terms of conducting effective research and in your everyday life. Politics and Society will prepare you for life in the real world, understanding how society works and allowing you to participate as an active citizen.

THE ARTISTIC GROUP

MUSIC

Leaving Certificate Music is available in the school at both Higher and Ordinary levels. The course has been designed with the student in mind and since the new course was introduced in 1999, results have improved considerably with over 90% of Higher Level candidates achieving honours over the last number of years. There are three "core" or essential activities on the Music syllabus:

1. Performing
2. Composing
3. Listening

Each essential activity is allocated 25%. You may choose the final 25% (ELECTIVE) from any of the above categories to suit your own strengths. **Almost all Leaving Certificate students choose performance as their chosen elective; 50% of the entire course.**

Approximately 67 – 72% of Higher-Level music students nationwide score a H3 or above.

Why choose music as a Leaving Certificate subject?

- ✓ Playing an instrument or singing can account for 50% of the entire exam.
- ✓ Students that take music lessons outside of school may already be prepared for the performance element of the course. This is one subject where **your hobby can earn you CAO points.**
- ✓ Music and music participation nurtures wellbeing and social development.
- ✓ Music can open the doors to many facets of 3rd level education and job opportunities. For example, primary and secondary teaching, performance, media studies, broadcasting, technology, sound engineering, music therapy etc.
- ✓ Students benefit in many ways by developing their performance skills. Many develop a deeper sense of self awareness and improve their social skills. Students also learn to build self-esteem and confidence through the creative process.
- ✓ Leaving Cert music provides the student with a deeper understanding and appreciation for a variety of different musical styles and genres.

What level of musical ability do you need?

- ✓ You **do not** need to have completed the Junior Certificate/Junior Cycle music course to take music at Senior Level.
- ✓ It is desired to have at least some musical experience but it is not an essential requirement. If a student is willing to learn, has an interest and is happy to get involved in classroom musical activity, then they will be successful in Leaving Cert music.
- ✓ The performance elective caters for a large variety of skills and musical abilities.
- ✓ Students may opt to take music technology as a substantial part of the performance elective, along with displaying some ability on a chosen instrument or singing.
- ✓ Students may choose to perform any style of music, for example, pop, classical, traditional, folk. They may also perform solo and/or in a group.

ART

There are three assessment components in Leaving Certificate Art:

1. Practical Coursework
2. Practical Examination
3. A Written Examination.

Unlike most other subjects, most of the marks for Leaving Certificate Art have been awarded by the time the June exams come around. Only 30% of the final grade is based on a written exam, which is on Visual Studies (Art History). The practical work in art includes strands of Research, Respond and Create.

Research Strand

Students will learn how to become a visual researcher. As part of the research process, they will learn to select a stimulus, choose relevant primary sources and develop, rationalise and contextualise their ideas and work further. The learning outcomes in this strand address the research methods employed within a visual subject, including the recording of these within a visual sketchpad. Learners will have the opportunity to also use their locality, including galleries, museums, architecture, public sculpture and more, for research purposes.

Create Strand

Learners will be engaged in the process of making/creating art from conception to realisation using a range of skills and chosen material(s), as appropriate. They will create work based on a starting stimulus, respond to it and develop it as their work progresses.

Respond Strand

Learners need to understand that in Art they can, and do, react to artwork, whether it is their own or another's. They will learn to stand outside of their own work and to reflect on it critically. Learners will also learn about and learn from aspects of Visual Studies, which will help to increase their knowledge of Art and so inform their opinions of their work and the work of others.

Students also do Visual Studies (The History and Appreciation of Art), which covers Irish and European Art, and Art Appreciation.

ASSESSMENT COMPONENT	WEIGHTING	LEVEL
Practical coursework	50%	Higher and Ordinary
Practical Examination	20%	Higher and Ordinary
Written examination	30%	Higher and Ordinary

Like every other subject, Art can be taken at Ordinary Level or Higher Level.

The course for each level is the same but the marking scheme is different.

The practical coursework takes place after Christmas over a 10-week period, whereas, the Visual Studies exam is in June.

There is also a practical exam in which the student is required to make a piece of design or craftwork.

If a student is considering taking Art at Leaving Certificate level without having done Art at Junior Certificate, the following criteria should apply:

1. Evidence of good drawing skills
2. A definite interest in the subject
3. Discussion (bring examples of drawing) to the Art Teacher before a final decision is made.

Art is highly recommended for those intending to do an Art course, particularly those that require a portfolio. Art will lay a solid foundation for many third level courses because of the research, design, technical skills and creativity learned in Art. Preparation of a portfolio should not be left until 6th year but should be started in 5th Year. Art is useful for careers/courses in Architecture, Commercial Photography, Media Studies, Film Production, Animation, Advertising, Product Design, Industrial Design, Graphic Design and areas of Fine Art, Design and Craftwork.

THE SOCIAL GROUP

HOME ECONOMICS

The Leaving Certificate Home Economics syllabus provides students with the knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work.

Who can choose Home Economics for the Leaving Certificate?

- It is advisable but not compulsory for students opting for Leaving Certificate Home Economics to have studied Home Economics at Junior Cycle. Some of the areas covered on the Junior Cycle Home Economics specification are continued at Leaving Certificate level.

- In the past, we have had students who only picked up the subject in 5th year and achieved very high grades in the Leaving Certificate by working hard.

What is involved in the Leaving Certificate Home Economics course?

This is a wide-ranging course, covering many life skills areas:

- Food Studies (including practical cookery tasks)
- Resource Management & Consumer Studies
- Social Studies

Assessment:

- Written Exam paper - 80% (available at Higher and Ordinary level)
- Practical Coursework - 20% (The practical cookery assignments involve research, practical classes and an evaluation. These are typed up in the digital coursework journal and submitted prior to the written exam).

Links with other subjects:

- Biology
- Business Studies

Being aware of this cross-curricular advantage is helpful when choosing subjects.

Links to Careers:

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

RELIGIOUS EDUCATION

Religious Education is a personally enriching subject which helps the learner to function effectively in a complex, pluralist culture. It is fully recognised by CAO, UCAS and other entry bodies into third level education and merits the same points as other Leaving Certificate subjects. It is a great forum which allows students to debate the big questions of life. It is suitable to people of religious faiths, and the most ardent of atheists! The student who pursues this course of study must assume the roles of critical questioner and reflective searcher: roles which are at the heart of a commitment to lifelong learning. Areas which are studied include Philosophy, Christianity, Islam, Religion in Ireland, Religion and Science and Religion and Gender. There is also a coursework component which accounts for 20% of the overall marks.

The Aims of Religious Education

- To foster an awareness that the human search for meaning is common to all peoples, of all ages and at all times
- To explore how this search for meaning has found, and continues to find expression in religion
- To identify how understandings of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live and continue to have an impact on personal lifestyle, inter-personal relationships and relationships between individuals and their communities and contexts

- To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life
- To contribute to the spiritual and moral development of the student

The terminal examination is 2½ hours for Higher Level, 2 hours for Ordinary Level. Candidates must answer questions from 4 sections of the course. Higher Level candidates should be able to write essay style answers. Leaving Cert results since its introduction in Lucan CC have been above the national average. Over 80% of students nationally score a C3 or higher at honours level, meaning a minimum of 60 CAO points or better. A good standard of English is required as the Leaving Certificate requires you to write up to eight essays. There are no short questions in the terminal examination.

THE SCIENCE GROUP

BIOLOGY

Biology is defined as the scientific study of life. The aim of Leaving Certificate Biology is to provide students with an experience that develops their interest in and enthusiasm for the scientific study of life. Leaving Certificate Biology **aims** to empower students to:

- Build knowledge and understanding of several specified core concepts and fundamental principles of biology
- Develop the skills and values needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of systems and interactions in the biological world
- Demonstrate inquiry and practical skills consistent with the principles and practices of biology
- Understand how society and science are interwoven, the everyday relevance of biology and the ethical implications of biology

Careers related to biology

The learning experienced while studying biology can lead to many exciting careers in the following areas; **biomedical, environmental, agricultural, food, health, sport, forensic sciences and biotechnology**

The new leaving Certificate Biology specification consists of four strands: a unifying strand, **Nature of Science** and three contextual strands, **Organisation of Life, Structures and Processes of Life** and **Interactions of Life**

The specification identifies three crosscutting themes – **Health, Sustainability and Technology**. The specification is presented in the form of learning outcomes.

- **Organisation of Life:** characteristics of life, chemicals of life, cells, genetic inheritance, evolution
- **Structures and Processes of Life:** enzymes, photosynthesis, respiration, cell division, protein synthesis, body systems, reproduction (human and plant), digestion, gas exchange
- **Interactions of Life:** ecology, ecosystems, biodiversity, microorganisms, nutrient recycling, DNA, genetic engineering

Assessment

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

Each component will be set and examined by the State Examination Commission

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

CHEMISTRY

Chemistry is the study of substances, their properties, structure, and the changes they undergo. Chemistry is often said to be the 'central science' as with a solid background in Chemistry you will find it easier to move into other fields as your interests develop e.g., Engineering, Medicine, Pharmacy, Geology, Economics, Business etc....

Students who are interested in studying Chemistry for Senior Cycle should:

1. Be interested in science and enjoy practical work.
2. Be proficient in Maths and enjoy problem solving.
3. Understand that the Leaving Cert Chemistry course is very different to the Junior Cert programme.

The aims of the syllabus:

- To stimulate and sustain students' interest in, and enjoyment of, chemistry
- To provide a relevant course for those students who will complete their study of chemistry at this level
- To provide a foundation course in chemistry for those students who will continue their studies in chemistry or in related subjects
- To encourage an appreciation of the scientific, social, economic, environmental and technological aspects of chemistry and an understanding of the historical development of chemistry
- To illustrate generally how humanity has benefited from the study and practice of chemistry
- To develop an appreciation of scientific method and rational thought
- To develop skills in laboratory procedures and techniques, carried out with due regard for safety, together with the ability to assess the uses and limitations of these procedures
- To develop skills of observation, analysis, evaluation, communication and problem solving

Please note that if a student is likely to study Science, Engineering, or a medical course, it is highly unlikely that he/she will be able to avoid Chemistry and Physics at third level. Chemistry is a key component of Medicine, Pharmacy and Veterinary Science and can be difficult to take up for the first time in college. Chemistry is a Leaving Certificate course requirement for Veterinary Science in U.C.D, Pharmacy in and Human Nutrition and Dietetics in TU Dublin.

The syllabus is offered at two levels: Higher and Ordinary. These are distinguished by (i) range of topics, (ii) depth of treatment. The syllabus includes a course of practical work and laboratory work incorporating over 28 mandatory experiments.

The final Chemistry Leaving Certificate examination is a three-hour exam for both Higher and Ordinary Level students in which students must answer 8 questions (At least 2 from Section A (experimental) and 6 from Section B (all topics)).

PHYSICS

Physics is the study of how and why the world and the universe work. It tells us why the sky is blue, why do stars twinkle and how do planes fly.

It is an integral part of the everyday world. It is a branch of science which studies areas such as motion, forces, energy, electricity, particle physics, nuclear physics, light and optics. The study of Physics encourages the development of logical and numerical skills. It is a good basis for any scientific career especially Engineering, Medical Physics and Computer Science. There is a visit to Maynooth University laboratories for prescribed activities that use university equipment to conduct experiments.

Students who are interested in taking the subject at Senior Cycle should:

1. Have enjoyed Junior Certificate Science.
2. Have an interest in how things work.
3. As there is a high mathematical component in Physics, students should enjoy using Maths to solve problems.

Leaving Certificate Physical Education (LCPE)

The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life.

There are three assessment components in LCPE: Physical Activity Project, Performance Assessment and the written paper.

Assessment Component	Weighting	Level
Physical activity project	20%	Higher and Ordinary
Performance assessment	30%	Common Level
Written examination	50%	Higher and Ordinary

LCPE is designed to appeal to a broad range of learners, whether they excel in sport or have a keen interest in physical activity and sport either as a performer and/or as a coach/ choreographer.

Physical Activity Project

The Physical Activity Project enables you to:

- analyse your performance in one activity
- set four performance goals
- plan and implement a programme to improve.
- reflect on progress. Learners can use video, photographs and text, to tell the story of the project.

Performance Assessment

In Performance Assessment you will compile a video of your best performance in one of the three physical activities studied in LCPE. The video will include footage gathered in a variety of contexts, including fully

competitive and/or conditioned practices designed to showcase particular aspects of performance, e.g., attacking play.

Contemporary issues in physical activity

You will learn about different personal, social and contextual factors that impact on participation and performance. You will be learning about:

Strand 1:

- the skills and techniques required
- the biomechanics involved
- performance related fitness
- the impact of psychological factors on performance

Strand 2:

- Promoting physical activity
- Ethics and fair play

In addition, **two** of the following topics will be prescribed each year.

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

As you learn the theory, you will learn to apply it to the three physical activities that your class is studying in LCPE. These activities will be selected from six distinct physical activity areas.

For more information and sample student work please visit:

<https://www.youtube.com/watch?v=t6r3Uy6Gkws>

APPLIED MATHS

The subject applies mathematical techniques to real world circumstances. Applied Maths gives you a real-life skill as you learn how to solve everyday problems using Mathematics as a tool. For potential engineers, Applied Maths comes highly recommended. It can also be applied to many other fields, such as, Medicine, Economics, Design, Technology and Business. It complements both Physics and Maths very well as there is some overlap. This subject develops a strong problem-solving ability.

Students do a mathematical modelling project in 6th year which is worth 20% of the overall grade. The written exam in June is worth 80%.

Applied Maths is available at both Higher and Ordinary Levels. Applied Maths will be available after school timetabled hours for interested students.

COMPUTER SCIENCE

Computer science is the study of computing and algorithmic processes. Leaving Certificate Computer Science includes how programming and computational thinking can be applied to the solution of problems, and how computing technology impacts the world around us. It is useful in any career, not just those related directly to computer science.

Students learn to code through the **Python** coding language. They make websites using **HTML/CSS** and **JavaScript**.

Students learn programming by solving problems through computational thinking processes and through practical applications such as applied learning tasks (4 unmarked projects completed over 2 years).

No prior knowledge of coding or computer science is required. Students of all mathematical abilities can access the course at all levels.

Students submit a **project** in 6th year which is worth **30%** of the overall Leaving Cert grade. There is a **practical coding exam and a written exam** in late May which is worth **70%**. All assessments are completed before the formal exam period in June of 6th year.

THE BUSINESS GROUP

BUSINESS

Business is particularly helpful for students who wish to pursue careers/courses in Marketing, Finance and Human Resource Management. It is also extremely useful for those who dream of setting up their own business one day. There is no requirement for students to have studied Junior Cycle Business Studies before, so it is open to all students to take it up for the Leaving Certificate.

Major topics of study include:

- Management skills: Leadership, Motivation and Communication
- Management activities: Planning, Organisation and Control
- Enterprise
- Industrial Relations
- New product/service development
- Marketing
- Human Resource Management
- Ethics and Corporate Social Responsibility
- International Trading Environment
- The European Union
- Finance
- Tax
- Insurance
- Business Structures □ Consumer.

ACCOUNTING

The study of Accounting requires students to think in an analytical and logical manner and is particularly suited to students who are mathematically inclined. Accounting is useful for careers in Accountancy,

Business, Banking, Insurance and Actuarial Studies. The course covers both Financial and Management Accounting.

Major topics in **Financial Accounting** include:

- Cash Flow statements
- Published Accounts
- Interpretation of Accounts
- Incomplete Records

Major topics in **Management Accounting** include:

- Costing
- Budgeting

Students may take up Accounting without having studied Junior Certificate Business Studies.

THE PRACTICAL GROUP

A good practical student should:

- Be accurate and careful in drawings and tasks.
- Think logically and in sequence when approaching a task.
- Be creative when designing a solution to a problem.
- Be co-ordinated and skilful in carrying out their assignments.

ENGINEERING

This subject leads on from Junior Certificate/Junior Cycle Engineering (formerly Materials Technology Metalwork).

It involves the study of a wide range of mechanical engineering processes, materials and technological applications along with the development of practical skills, resourcefulness and creativity.

The course is divided into a Practical Section – Workshop Processes, and a Theoretical Section – Materials Technology, and involves the presentation of a project as part of the Leaving Certificate Examination.

TECHNOLOGY

Leaving Certificate Technology leads on from Junior Certificate/Junior Cycle Applied Technology.

Technology education is an essential component of the curriculum. In a world where encounters with a wide range of technologies are part of the daily life experience of all people at work or at leisure, students

should be equipped to face these encounters with the confidence that comes from learning about a wide range of technologies.

The core is intended as a broad general introduction to the nature of technology. It is also intended to provide students with a consolidation, extension and refinement of the knowledge, skills and techniques acquired in the Junior Cycle. The main elements of the core are listed below:

- A Process of Design
- Project and Quality Management
- Materials and Production
- Communication and Graphic Media
- Information and Communications Technology
- Structures and Mechanisms
- Energy, Electricity, and Electronics

The five options extend from the core and expand in depth and breadth from the elements within the core. The options provide an opportunity for students to undertake a more in-depth study of particular aspects of technology. Students must choose two of the following five options:

- Electronics and Control
- Applied Control Systems
- Information and Communications Technology
- Manufacturing Systems
- Materials Technology.

The syllabus will be assessed in terms of its stated objectives at each of two levels, Ordinary and Higher, by means of a terminal examination paper 50% and a project 50%.

DESIGN & COMMUNICATIONS GRAPHICS (DCG)

This subject leads on from Junior Certificate/Junior Cycle Graphics (formerly Technical Graphics). This develops intellectual qualities of comprehension, analysis and problem solving as well as the skills of drawing and the development of an awareness of design.

A practical course assignment of a design investigation and modification or concept design including 3D CAD is required (40% of marks).

Although it is not an essential requirement for those wishing to enter Architecture or an Engineering course, it is generally an essential part of most technician courses.

CONSTRUCTION STUDIES

This subject leads on from Junior Certificate/Junior Cycle Wood Technology.

The course is divided into 3 aspects:

The theory (50%) is mainly focused on domestic buildings. The course covers the historical development of architecture, internal design of houses and materials and practices in the construction of houses. The theory is linked with doing projects throughout the year to help the learner understand through practical application.

The practical day exam (25%) is a 4-hour test of woodworking joint skills. The students must make a prescribed project from a set of working drawings.

The project (25%) is open for students to design and is made throughout the year along with a design folder. The projects are most commonly pieces of furniture or scaled models of houses linked to the theory.

Leaving Certificate Vocational Programme

The strong vocational focus of the LCVP is achieved through the provision of two additional courses of study in work preparation and enterprise, known as the Link Modules.

These subjects teach the skills and knowledge needed to understand how business works.

Why study the Link Modules?

Students who take the LCVP/Link Modules will benefit in several ways. Through the Programme's focus on personal development, they will be able to:

- Communicate their thoughts and ideas effectively.
- Take responsibility for their own learning.
- Work as a member of a team or group.
- Adapt and cope with changing circumstances.

Through the Programme's 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 enterprising 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 aptitudes which will enable them to be more effective learners in the further education they receive at third level.

What kind of Student would the Link Modules suit

- This is a practical subject/programme that suits practical students.
- It is a real preparation for the world of work.
- The bulk of marks go for the portfolio which is done over the 2-years
- Links with other option subjects which can enhance performance in those subjects.
- Promotes skills and qualities of self-reliance, innovation and enterprise

Skills learned through LCVP such as planning, researching, writing reports and making presentations are keys to your success at third level.

Please note that you can count LCVP for points purposes but not for matriculation, i.e., it will not count as one of the 5/6 subjects required for general entry.

Useful Websites

- www.careersportal.ie (Students should log into their REACH account)
- www.qualifax.ie
- www.ncca.ie
- www.examinations.ie