

Information Booklet



Leaving Cert Programme

**CBS Thurles
2021-2023**

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Option Subjects

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Construction Studies	Home Economics
Design & Communications	Physical Education
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German	
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Leaving Certificate Vocational Programme (LCVP)

Requirements

There are three requirements to meet for entry to college. These are General Matriculation, Subject Requirements and Points Requirements.

General Matriculation Requirements

These are the general entry requirements you must have to go to college or university.

- Six subjects are required for courses at Honours Degree Level 8, two/three at H5 or above and four at O6/H7.
- For Higher Certificate Level 6 or Ordinary Degree Level 7 courses you require five O6/H7 grades to include Mathematics and English.

For nearly all courses you require a pass in Mathematics and English or Irish.

If you are considering going to any of the **National University of Ireland (N.U.I.) colleges or their associated colleges** listed below a **third language** should be among your chosen subjects.

- University College Dublin (U.C.D.)
- University College Cork (U.C.C.)
- N.U.I. Galway (U.C.G.)
- Maynooth University (formerly N.U.I. Maynooth)
- R.C.S.I. (Royal College of Surgeons)
- National College of Art & Design (N.C.A.D.)*
- Shannon College of Hotel Management
- Institute of Public Administration
- Milltown Institute
- St Angela's College, Sligo (College of NUI Galway)

These colleges require **Mathematics, English, Irish and a language.**

*The National College of Art & Design (NCAD) will take Art or D.C.G. as a subject in lieu of the third language. **Please note that a third language is not a requirement for some courses , e.g. Nursing, Science, Engineering or Agri-food courses.** It is **your responsibility** to check the specific entry requirements for the colleges and courses you are interested in. This information is available from college prospectus, the National University of Ireland website at www.nui.ie or the careers website www.careersportal.ie and www.qualifax.ie

Trinity College Dublin (T.C.D.) and the **University of Limerick (U.L.)** require Mathematics, English and **Irish or a third language.**

Dublin City University (D.C.U.) requires Mathematics and **either English or Irish.**

Cadets in the Defense Forces (Army) also require Mathematics, English, Irish **and a third language.**

It is important to note that there are many Degree & other courses available that do not require a 3rd language as long as you have Mathematics & English or Irish.

Institutes of Technology and Technological University require **Mathematics & English or Irish.**

Courses with specific subject requirements

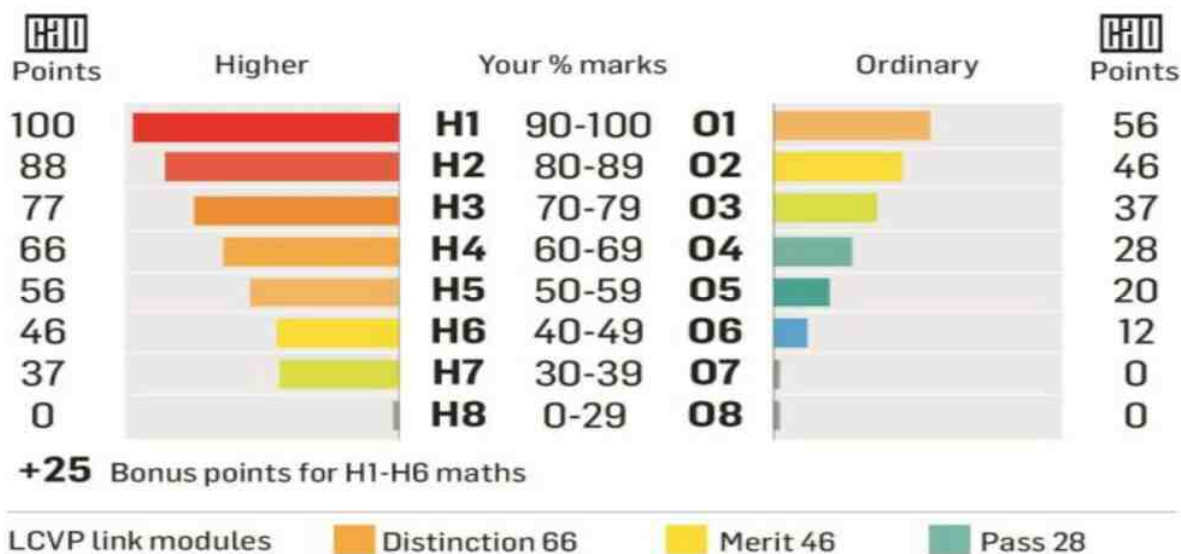
Once you have the core essential subjects of English, Irish and Mathematics (and a third language for many courses at N.U.I colleges) there are courses that have specific subject requirements.

- Some Language Courses require a specific higher grade in your chosen language, but others allow you to study from a beginner's level.
- Courses in Science, Medicine (this includes Physiotherapy, Dentistry, Veterinary, Pharmacy), Nursing and some Engineering courses require one or two sciences.
- Geography is acceptable as a science subject for some courses such as Science at UCD & TCD or Biological and Geographical Science at Maynooth University.
- Veterinary Medicine, Dietetics and some Medicine and Pharmacy courses require Chemistry.
- Engineering/Computer Science (Level 8) Degrees need Higher Mathematics. It is however possible if you have Ordinary level Mathematics to study at Higher Certificate (Level 6) for two years and Ordinary Degree (Level 7) for three years and progress to Honours Degree Level if you achieve high grades.

Equally there are Courses with no specific subject requirements

- Business subjects are useful but are not required for any Business, Commerce or Accountancy courses, (though Commerce- Accounting in NUIG requires Accounting).
- Design & Communication Graphics is not an essential requirement for Architecture, Architectural Technician, Engineering or Construction courses.
- Art is not an essential subject for Art College, but a portfolio is.

New Points System for Leaving Certificate



Points are calculated from your six best results in one Leaving Certificate examination.

All subjects count equally for entry to college or university, with the exception of Higher

Level Mathematics where 25 points will be added to a student's points score grades H1-H6. For example, an H6 Grade in Mathematics will receive 71 points (46 common scale points + 25 bonus points) and an H1 Grade will receive 125 points (100 common scale points + 25 bonus points)

This makes the maximum amount of points awarded 625.

More information about the New Common Points Scale from 2017 is available at www.cao.ie under Student Resources.

L.C.V.P. – Points are awarded for the Leaving Certificate Vocational Programme for entry to University or college as follows - Distinction (66), Merit (46) and Pass (28). Students should check from the college prospectus that L.C.V.P. is an acceptable subject for the particular course they are applying for. L.C.V.P. can be used to calculate points but it is not taken as one of your required six subjects in general. This is particularly important for students studying 6 subjects for Level 8 only due to an Irish exemption.

Summary

Choose your essential subjects and then choose subjects that you enjoy and are good at. A suggested choice of subjects could be Irish, English, Mathematics, a science subject, a language plus two or three other subjects.

To help you it can be very useful to complete the following online career interest tests to see what careers might match your interests.

- www.careersportal.ie Select School students, Transition year, Subject Choice – guide to Leaving Certificate Subject Choices. To complete the Career Interest test, select Self Assessment in your Reach+ accounts or sign up to complete the test.
- Check college prospectuses/websites for general entry requirements and any specific course requirements.
- To check CAO courses that require specific Leaving Certificate subjects you may do so at www.qualifax.ie under Students, Useful Tools, Minimum Subject Requirements. This will give you list of all courses e.g. requiring a third language or e.g. Chemistry.



Continuing Education

Students recognise the benefit of further education and choose to study at college or university, complete a Post Leaving Certificate course (PLC) or take up an apprenticeship. There are thousands of courses to choose from at Universities, Institutes of Technology, Colleges of Further Education and Private colleges.

Universities

In Ireland the main universities are-

(N.U.I.) - University College Dublin, University College Cork, University College Galway, Maynooth University, St Angela's Sligo, National College of Art & Design, Royal College of Surgeons, University of Limerick, University of Dublin (Trinity College), Dublin City University.

These offer Honours Degree Level 8 qualifications lasting three or four years leading to Bachelor degrees e.g. B.Comm. (Commerce), B.A. (Arts), B.Sc. (Science), B.Eng. (Engineering). A Postgraduate Level 9 qualification lasting one or two years can be taken and then progress to Doctorate Level 10.

Institutes of Technology & Technological Universities

There are currently nine Institutes of Technology in Athlone, Carlow, Dundalk, Dun Laoghaire, Galway, Letterkenny, Limerick, Sligo and Waterford. The three former institutes in Dublin, Blanchardstown and Tallaght joined to form the Technical University Dublin (TUD). Cork and Tralee institutes have formed Munster Technological University.

They offer Honours Degree Level 8 (three or four years) and Postgraduate Level 9 as well as the opportunity to study to Doctorate Level 10. In addition, they offer Ordinary Degree Level 7 (three years) and Higher Certificate Level 6 (2 years) courses.

Studying overseas

There are overseas options and details of courses and fees payable in the United Kingdom can be obtained from the UCAS (Universities & Colleges Applications Clearing) website at www.ucas.com. Irish Leaving Certificate grades are allocated equivalent UCAS Tariff points for application purposes. Students must apply online through UCAS "Apply" before 15th January of the year they wish to start. All applications for Oxford or Cambridge University or for any courses in medicine, dentistry, veterinary science or veterinary medicine must be made by the 15th October in the year prior to starting university (e.g. Oct 2022 to start in September 2023). Applicants need to check college the level of fees with colleges in the U.K.

Some students may wish to explore the opportunity to study in Europe where there are many courses taught through English. Further information can be obtained at www.eunicas.ie.

Further Education Courses (Quality & Qualifications Ireland (QQI)

Further Education & Training Awards Council (FETAC) Accreditation

The wide variety of Further Education courses available offer practical, vocational based training with work experience in areas such as social care, tourism, business, computing, media studies, drama, music and sports & leisure to name but a few. There are no point requirements for FETAC courses, but students should take the Leaving Certificate examination to be eligible for a

FETAC course. Students can also be required to attend a selection interview to determine their suitability for the course. Applications are made directly to the college and not through the CAO. FETAC courses are very popular and can be –

- A qualification in their own right e.g. childcare, business studies
- Can be used as a steppingstone to explore a career prior to study the subject at college or university e.g. Art portfolio courses, Pre - Nursing, Foundation Engineering
- An excellent route to Higher Education. If you fail to get enough points for your CAO course choices the FETAC links scheme gives you the opportunity to progress to Level 6/7/8 courses in Institutes of Technology and Universities. The colleges in this scheme reserve a percentage of places each year for FETAC candidates.

Apprenticeships

Apprenticeships were traditionally associated with technical and practical careers in five areas: motor mechanics, engineering, printing, electrical work and construction. There are new apprenticeships introduced in areas as diverse as financial services, accounting, medical devices, software development, butchery, warehousing and plastics technology. Many of these areas have a severe skills shortage. Also, apprenticeships are now offered in third-level institutions as well as in further education and training institutes. Further information is available from Solas, www.solas.ie, the further education and training agency, and also www.apprenticeships.ie



Leaving Certificate Mathematics

Introduction

Mathematics is a wide-ranging subject with many aspects. It is the key to opportunity and contributes in direct and fundamental ways to business, finance, health, and defence. For students, mathematics opens doors to careers, enables informed decisions, and provides knowledge to compete in a technological community. Participating fully in the world of the future involves tapping into the power of mathematics.

Aims & Objectives

Leaving Certificate Mathematics strives to develop mathematical knowledge, skills and understanding needed for continuing education, life, and work. By teaching mathematics in contexts that allow learners to see connections within mathematics, between mathematics and other subjects, and between mathematics and its applications to real life, it is envisaged that learners will develop a flexible, disciplined way of thinking and the enthusiasm to search for creative solutions.

The objectives of Leaving Certificate Mathematics are that learners develop:

- the ability to recall relevant mathematical facts.
- instrumental understanding (“knowing how”) and necessary psychomotor skills (skills of physical coordination)·relational understanding (“knowing why”)
- the ability to apply their mathematical knowledge and skill to solve problems in familiar and unfamiliar contexts.
- analytical and creative powers in mathematics.
- an appreciation of mathematics and its uses.
- a positive disposition towards mathematics .

Summary of Course Content

The Leaving Certificate Mathematics syllabus comprises five strands:

1. Statistics and Probability
2. Geometry and Trigonometry
3. Number: Arithmetic, Finance, Indices, Complex Numbers, Measure, Sequences & Series
4. Algebra: Equations, Inequalities5.Functions: Functions & Graphs, Calculus

The strand structure of the syllabus should not be taken to imply that topics are to be studied in isolation. Where appropriate, connections should be made within and across the strands and with other areas of learning.

Overview of Exam Structure

Learning is assessed in two papers, each of 2½ hours duration, broadly divided into two groups of strands:

- Paper 1: Strands 3, 4 & 5: Number, Algebra, Functions.
- Paper 2: Strands 1 & 2: Probability & Statistics, Geometry & Trigonometry.

Each paper is structured into two halves:

- Section A –5 or 6 shorter questions (Concepts & Skills) = 150 marks·

- Section B –2 or 3 longer questions (Contexts & Applications) = 150 marks

The total marks available for the entire examination is 600 marks. Candidates must answer all 10 questions; there are no choices on the paper.

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

Not applicable.

Career Opportunities

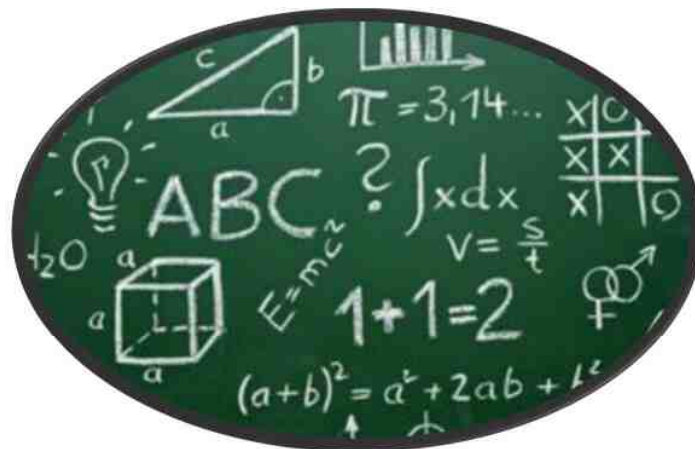
Leaving Certificate Mathematics at higher, ordinary and foundation levels, provides a wide range of career opportunities to students from STEM (Science, Technology, Engineering and Mathematics) subject areas to apprenticeships. Many college courses also require Mathematics as a basis for entry.

Subject Requirements (if any)

There are three levels for the syllabus and examination: Foundation, Ordinary, and Higher. To study a certain level in Leaving Certificate Mathematics, students must have at least passed the corresponding level at Junior Certificate.

Additional Information (if any)

Additional reward is given to students that successfully complete the Higher level syllabus and examination. Achieving an H6 grade (equivalent to the old Higher D grade), or better, gains an additional 25 CAO points.



Leaving Certificate English

Introduction

The Leaving Cert English syllabus gives priority to the study and acquisition of the language skills, both oral and written that are needed for adult life. It provides students with opportunities for the development of the higher order thinking skills of analysis, inference, synthesis and evaluation.

Developing students' interest in literature, remains central to the L.C. English. It builds on the J.C. syllabus which emphasis the development of a range of literacy and oral skills.

Aims & Objectives

L.C. English aims to develop in students a mature and critical literacy, an appreciation for language used accurately and appropriately and a competence in a range of language skills.

Summary of Course Content:

Paper 1: This paper will be specifically aimed at testing the comprehending and composing abilities of students.

Higher and Ordinary Level students will be required to answer a number of comprehension questions, fulfil a functional writing task, and write an extended composition in a specific genre. In the composition students will be expected to demonstrate clearly their engagement with and understanding of the original text(s), reveal their own coherent, evaluative response to the text(s), and put forward their own view in a particular written genre.

Paper 2 : This paper will test students' knowledge of and response to a range of texts.

There will be Three Sections on this Paper.

SECTION A: In-depth study of a text

SECTION B: Comparative study

SECTION C: Poetry

Overview of Exam Structure :

Learning is assessed in two papers:

Paper 1 : Language Paper (2hrs 50 mins)

Paper 2: Studied Texts (3hrs 20 mins)

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc. Not applicable.

Career Opportunities

Digital copywriter, Editorial assistant, English as a foreign language teacher, Magazine journalist, Newspaper journalist, Publishing copy-editor/proofreader, Secondary school teacher, Web content manager, Writer etc.

Subject Requirements (if any)

Students must attain a descriptor of at least "Achieved" at Junior Cycle to continue with Higher level at Leaving Certificate.

Leaving Certificate Gaelge

Introduction

Leaving Certificate Irish builds upon the language developed during Junior Cycle. All four language skills are further developed in order to enable the learner to take an active part in the bilingual society in which we live in today in Ireland. The learner is encouraged to develop and share her/his views on a range of topics. The learner is also prepared during Senior Cycle for further study in or through Irish.

Aims & Objectives

Aidhmeanna Ábhair:

- Cumas Gaelge na ndaltaí a fhobairt i dtreo is go mbeigh gach scil teanga – (éisteacht, labhairt, léamh, scríobh) acu de réir na n-aicmhainne
- Meon dearfach i leith na teanga a chothú sna daltaí
- Léargas a thabhairt do na daltaí ar chultúr agus ar shaíocht Ghaelach na hÉireann.
- Taitneamh agus spreagadh inteachtúil agus mothúcháinach a sholáthar do na daltaí

Cuspóirí Ábhair:

Bítear ag súil go mbeidh na daltaí in ann:

- Cumarsáid a dhéanamh trí mhéan na Gaelge agus an teanga a labhairt go cruinn
- Tascanna scríobhneoireachta a chur i gcrích
- Éisteacht le trialacha cluastuisceana agus iad a thuiscint
- Léitheoireacht a dhéanamh
- Go mbeidh lucht na hArdteist staidéar a dhéanamh at phrós, filíocht srl.

Summary of Course Content

Irish is assessed at three levels i.e. Foundation Level, Ordinary Level or Higher Level. The learner's oral competency is assessed around Easter of the final year, in an oral examination worth 40%, at each level, of the overall mark, and the other three skills are assessed in June. Aspects of literary works must be studied at Ordinary Level while at Higher Level these same works and additional material must be studied in greater detail.

Overview of Exam Structure

Tá trí leibhéal ar fáil san Ardteist – Ardleibhéal, Gnáthleibhéal agus bonnleibhéal.

ARDLEIBHÉAL (600 marc)

Béaltriail:

240marc (40%)- scrúdú béil a mhaireann tuairim is cúig noiméad déag. Co mhrá den chuid is mó atá i gceist anseo agus bíonn ar dhaltaí píosa filíochta a léamh agus cur síos a dhéanamh ar shraith pictiúr.

Paipéar 1: Ceist 1= Triail Chluaistuisceana - 60 marc (10%). Maireann an scrúdú seo fiche nóiméad.

Ceist 2 = Ceapadóireacht – 100 marc (16.66%)
Bíonn ar dhaltáí ceist amháin a fhreagairt.
Caithfidh daltaí aiste nó scéal nó alt nó diospóireacht a scríobh.

Paipéar 2: 200 marc (33.33%). Maireann
an paipéar seo trí huaire agus cúig nóiméad. Tá ceithre cheist le
fhreagairt: Ceist 1 = Dhá Léamhthuiscint, Ceist 2 = Prós Ainmnithe, Ceist 3
= Filíocht Ainmnithe agus Ceist 4 = Litríocht Bhreise

GNÁTHLEIBHÉAL (600 marc)

Béaltriall: - 240marc (40%)-
scrúdú béil a mhaireann tuairim is cuig nóiméad déag. Comhrá den
chuid is mó atá i gceist anseo agus bíonn ar dhaltáí piosa filíochta a
léamh agus cur síos a dhéanamh ar shraith pictiúr.

Paipéar 1: Ceist 1= Triail Chluaistuisceana - 60 marc (10%). Maireann
an scrúdú seo fiche nóiméad.
Ceist 2 = Ceapadóireacht – 100 marc (16.66%).
Bíonn alt, scéal, litir agus comhrá ar an bpaipéar agus bíonn ar dhaltáí dhá cheist a
fhreagairt.

Paipéar 2: 200 marc (33.33%).
Maireann an paipéar dhá uair agus fiche nóiméad.
Tá dhá léamhthuiscint le fhreagairt chomh maith le ceisteanna ar a
bprós agus ar an bhfilíocht.

Outline of Practical Elements if applicable e.g.Project Work, Aural, Orals, Research Topics etc.

Oral Irish Marks (Completed around Easter time each year)
5– Beannú 35- léamh filíochta 80- sraith pictiúr 120- comhrá

Career Opportunities

Media, Education, Civil Service, EU Job opportunities.

Subject Requirements (if any)

Students must attain a D at Junior Cycle to continue with Higher level at Leaving Certificate.

Additional Information (if any)

None

Optional Subjects



Leaving Certificate Agricultural Science

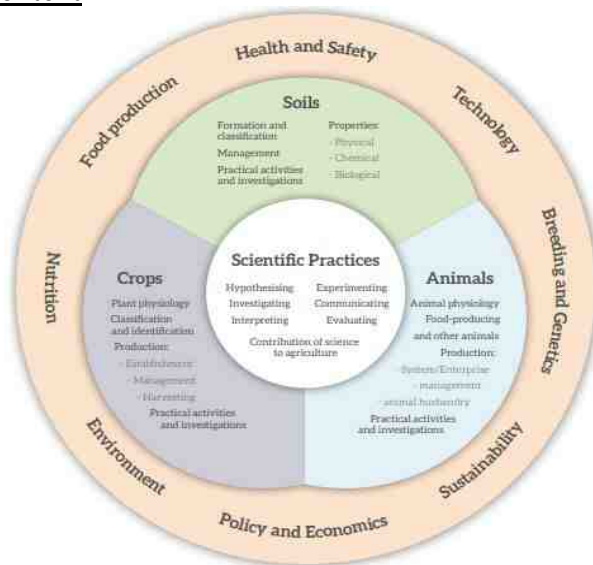
Introduction

Agricultural Science is the study of the science and technology behind the principles and practices of agriculture. The syllabus has recently been changed with the first cohort of students to sit the new syllabus exam in 2021.

Aims & Objectives

- Appreciate the natural environment and human interactions with it and the sustainable use of its resources, recognising the need for a rational and balanced approach to the exploitation of these resources in a local and global context.
- Recognise the need for, and global importance of, relevant strategies and policies to promote the Agri food industry while insulating it from future challenges (e.g. climate change, novel crop and animal diseases) and identify opportunities for innovation and entrepreneurship in the context of local, regional and world markets.
- Develop their scientific knowledge and skills, in the context of agricultural practices, and increase their awareness of health and safety issues associated with these practices.

Summary of Course Content



Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

SPECIFIED PRACTICAL ACTIVITIES

Over the two years of the course, each learner is required to complete and prepare reports on the specified practical activities which are included as learning outcomes in the specification (these are marked with an *). The reports will not be externally assessed but must be available for inspection and retained until the end of the assessment process.

INDIVIDUAL INVESTIGATIVE STUDY

As well as the specified practical activities, each student is required to carry out an individual investigative study related to a topic in agricultural science, including any research that might be

appropriate. The individual study is an investigative activity, which is based on and draws from a thematic brief set annually by the State Examinations Commission at the commencement of the two-year course. It is conducted over the two years of the course and facilitates study of particular areas in greater depth and which may be of local or regional agricultural significance. It enables students to see at a practical level how science underpins and supports agricultural practices, processes and research.

Career Opportunities

As well as mainstream farming, there are also career opportunities in: Animal, plant and food sciences; Agri-business, e.g. sales and marketing departments; Environmental management; Amenity horticulture and forestry areas; Senior technical positions in quality control and food processing industries; Technical personnel in organisations offering environmental services to farmers; Start-up agriculturally based businesses

Subject Requirements (if any)

- Students should have a genuine interest in Science.
- It is preferable for students to have studied Science at higher level for their Junior Certificate
- students must have an inquisitive mind and a desire to know why things work as they do.



Leaving Certificate Biology

Introduction

Biology is the study of life. Through the study of biology students employ the processes of science in their investigations and explore the diversity of life and the inter-relationship between organisms and their environment.

Aims of Subject:

The aims of the syllabus are:

- to contribute to students' general education through their involvement in the process of scientific investigation and the acquisition of biological knowledge and understanding
- to encourage in students an attitude of scientific enquiry, of curiosity and self-discovery through (i) individual study and personal initiative (ii) team-work (iii) class-directed work
 - to develop an understanding of biological facts and principles
- to enhance an interest in and develop an appreciation of the nature and diversity of organisms
- to create an awareness of the application of biological knowledge to modern society in personal, social, economic, environmental, industrial, agricultural, medical, waste management and other technological contexts
- to develop in students an ability to make informed evaluations about contemporary biological issues.

Summary of Course Content

The subject is divided into three units:

- Unit One - The Study of Life, The Scientific Method, Characteristics of Life, Nutrition, General Principles of Ecology, and a Study of an Ecosystem.
- Unit Two - The Cell structure, Cell Metabolism, Cell Continuity, Cell Diversity and Genetics.
- Unit Three - The Organism Diversity of Organisms, Organisation and the Vascular Structures, Transport and Nutrition, Breathing System and Nutrition, Responses to Stimuli and Reproduction and Growth.

Overview of Exam Structure

- Section A -Mainly shorter style questions -6 questions to do 5 -25%
- Section B -Based on the 22 mandatory experiments -3 questions to do 2 -15%
- Section C -Long Questions -A lot of detail required -Will be asked to draw and label anatomical diagrams -60%

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, and Research Topics etc.

22 mandatory experiments, which are examined in the terminal exam only. Therefore, a maximum of one experiment every three weeks. Students must maintain a written report of all experiments. These reports must always be available for inspection by the State Examinations Commission. The SEC has the authority to prevent a student from sitting the written paper if they fail to produce a complete set of laboratory reports.

Leaving Certificate Physics

Introduction

Physics is the key science which deals with interactions in the physical world dealing with the fundamental question of ‘Why things are as they are.’. Physics is a facts, theory and mathematical based subject and does require a particular aptitude in mathematics for students to do well. Higher-level mathematics however is **not** necessary, rather a willingness to engage and work towards improvement.

Aims & Objectives

- To give students an understanding of the fundamental principles of physics and their application to everyday life and technology.
- To develop an appreciation of physics as a human endeavor, thereby enriching the students’ experience of life.
- To develop the ability to observe, to think logically and to communicate effectively.

Summary of Course Content

Leaving Certificate Physics is offered at both Higher and Ordinary level and includes the study of areas including ‘ Mechanics (Motion), Electricity, Heat, Light & Sound, Waves, Electromagnetics, Radioactivity, Electron Physics and Particle Physics.

Material is covered using both a theoretical and practical approach, with 24 Mandatory Experiments conducted and recorded over the two-year cycle.

Overview of Exam Structure

The exam is comprised of Section, A which examines students’ knowledge of mandatory experiments. Students are expected to answer three out of four questions covering the practical activities as outlined in the subject syllabus. Section A is worth 30% of the exam. Section B examines all areas of the course, where students answer five out of eight questions. Typical section B questions will test students’ knowledge and understanding of facts, theory and calculations. Exam paper layout is identical for both higher and ordinary level although the detailed required at higher level is significantly more than that at ordinary level.

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc. (Please include approx. deadline)

At the moment there is no practical element to assessment of Leaving Certificate Physics. Students are however required to carry out a total of 24 (22 at Ordinary Level) mandatory experiments and to maintain a written record of all practical work undertaken.

Career Opportunities

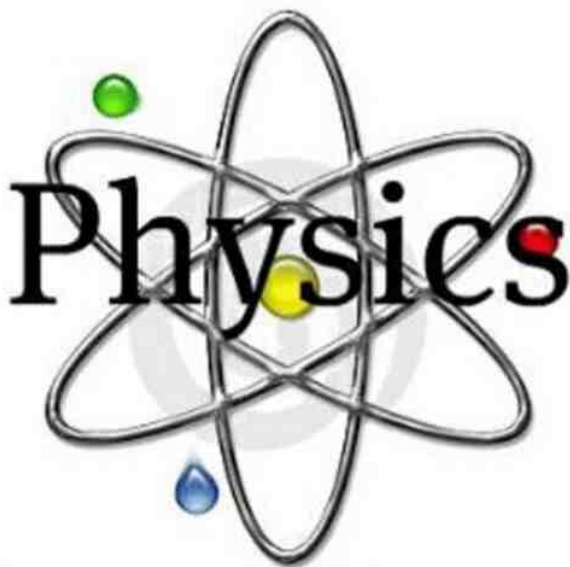
Physics is a highly sought after subject in many disciplines. Careers include among others, astronomy, electronics, biomedical, mechanical engineering, computer engineering, civil engineering, environmental engineering, military, second and third level education, radiation protection, environmental monitoring, construction, telecommunications, photography, video recording, laser technology, graphics/software design, semiconductors, high voltage applications, etc....

Subject Requirements (if any)

There are no specific subject requirements to study Physics, however it is highly recommended that students considering taking Leaving Certificate Physics have a level of competence at mathematics. Although the mathematical standard is not that of HL Mathematics, students who struggle with mathematics tend to struggle with a large element of the Physics course. A good work ethic and keen interest in the physical world and how it works is typical of students who do well at Physics.

Additional Information (if any)

For a full subject description please see the physics syllabus online at www.curriculumonline.ie/physics



Leaving Certificate Chemistry

Introduction

Chemistry involves a problem-solving approach to the world of chemicals, atomic structure, how and why different chemical reactions occur, the rates at which reactions occur and the history of chemicals and the periodic table. If you are interested in using laboratory tests to identify unknown compounds, creating chemical reactions, learning how everyday chemicals are made and used, then chemistry could be for you. Chemistry offers opportunities for those who would like to carry out investigative laboratory work such as forensics or in a Medical or Pharmaceutical Laboratory.

Aims & Objectives

The aims and objectives of the syllabus, common to both levels, are:

- 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.

Summary of Course Content

Chemistry is offered at both Higher and Ordinary levels. The main topics covered are Atomic Theory, The Periodic Table, Analytical Techniques, Acids, Bases and pH, Water, Stoichiometry, Volumetric analysis, Instrumentation, Chemical Equilibrium, Organic Chemistry and Thermo-chemistry. All Mandatory Experiments must be recorded and be available for inspection.

Overview of Exam Structure

Candidates must answer 8 of 11 questions on the day of the exam. These must include a minimum of 2 questions from section A and 6 questions from section B. Each question is worth 50 marks. Section A: 3 questions based on the 28 Mandatory Experiments (worth a minimum of 25% up to a maximum of 37.5% of the overall grade) Section B: 8 questions based on the course content (worth a minimum of 62.5% up to a maximum of 75% of the overall grade).

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

(Please include approx. deadline)

Chemistry involves practical work where students carry out 28 mandatory experiments and record and analyse the data collected, drawing conclusions around what the student has observed in the process.

Career Opportunities

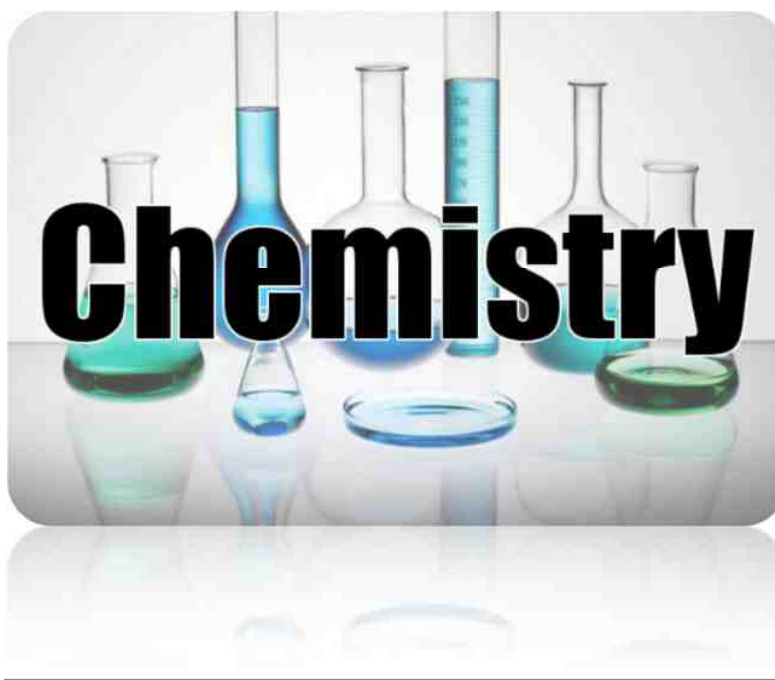
Chemistry is a gateway to a wide variety of careers such as Medicine, Pharmacy, Physiotherapy, Dentistry, Biomedical Engineering, Genetics and many more exciting careers. Pharmaceuticals (offers wide employment in Ireland), Forensics, Environmental Control, Materials Scientist, Chemical and Biochemical Engineering, Cosmetics Industry, Oil Refining, Plastics, Water Monitoring, Medicine, Pharmacy, Veterinary, Physiotherapy, Dentistry, Occupational Health, Geology, Research and Development, Education, Genetic Engineering, Micro-Biology among others.

Subject Requirements (if any)

No subject requirements, however, students should have an aptitude for science. Being competent and comfortable with Mathematics is preferable.

Additional Information (if any)

Chemistry is a compulsory requirement for- Medicine, Pharmacy, Veterinary, Dietetics and Dentistry. Chemistry is also strongly recommended for all Science and Engineering course



Leaving Certificate Construction Studies

Introduction

Construction Studies introduces students to the knowledge and skills associated with construction technology and construction materials and practices. This is achieved through theoretical study and integrated practical projects which provide a basis for the thorough exploration of materials and processes.

It is recommended that a student taking Leaving Certificate Construction Studies has a general interest in buildings and the built environment. Each student should have an aptitude and interest for design and practical work. Junior Certificate Materials Technology Wood and/or Technical Graphics would be desirable subjects to have completed at Junior Certificate though not compulsory.

Aims & Objectives

The courses have been designed so as

- (a) to introduce pupils to the knowledge and skills involved in construction technology and construction materials and practices, through theoretical study and integrated practical projects.
- (b) to develop the pupils' ability to communicate ideas and information by appropriate methods, and to encourage them to apply accurate observation and scientific investigation through the exploration of materials and processes.
- (c) to contribute towards their general education, and
- (d) to provide a basis for those who may wish to study construction technology at third level

Summary of Course Content

Part I - Construction Theory and Drawing

• General principles • Substructure • Superstructure • Internal construction • Services and external works • Heat and thermal effects in buildings • Illumination in buildings • Sound in buildings, Passive House Design, Sustainable Development

Part II - Practical Skills

• Tools • Processes

Part III - Course Work and Projects

• Workshop/laboratory experiments • Student projects

Overview of Exam Structure

The examination at higher and ordinary levels has three separate components.

Part 1: Three hour written paper worth 300 marks. The exam consists of 10 questions out of which five have to be attempted. Question 1 is a compulsory drawing question of a building detail. (Worth 50% of total assessment)

Part 2: 4 hour Practical Day Test - woodwork exam where the student makes a small item out of timber under exam conditions. The exam normally takes place in May. This accounts for 150 marks.(Worth 25% of total assessment)

Part 3: Building Project where the student makes a building detail, a scale model of a building or a craft piece. The student also produces a portfolio to accompany the project that they make. Ideally this project must be completed by Christmas. This accounts for 150 marks.
(Worth 25% of total assessment)

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

As outlined above there are two practical elements to this subject:

Practical Day Test: Four hour exam completed in May during Sixth year

Building Project: Completed in class during Sixth year to be finished by the end of April

Career Opportunities

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



Leaving Certificate Design & Communication Graphics (DCG)

Introduction

Leaving Certificate **Design** and **Communication Graphics** involves comprehending, analysing and communicating information presented verbally or graphically. Problem solving and creative thinking skills are developed through the analysis and solution of problems in both two and three dimensions graphics.

This subject follows a naturally progression from Technical Graphics and students should ideally have covered that course. D.C.G. endeavors to develop skills in the areas of graphical communication, creative problem solving, spatial abilities / visualization, design capabilities, computer graphics and CAD modeling.

Aims & Objectives

- The objectives of this syllabus are to develop the student's knowledge, understanding, skills and competencies in Design and Communication Graphics, while fostering positive attitudes to the use of graphics in problem solving.
- On completion of their studies students should be
 - familiar with the principles, concepts, terminology and methodologies associated with the graphics code
 - able to apply the principles of both plane and descriptive geometries to the solution of a variety of concrete and abstract graphic problems
 - able to produce neat and accurate drawings that comply with internationally recognised standards and conventions
 - able to model, in two and three dimensions, graphic design problems and solutions, utilising a range of appropriate techniques and media with confidence and discernment
 - appreciative of the facility which the graphics code provides, in the solution of problems and in the visual communication of data
 - able to utilise freehand sketching, both two and three dimensional, as a means of communication and as an aid to spatial reasoning and refinement
 - able to utilise a variety of rendering and presentation techniques in the solution of graphic design problems, in both two and three dimensions
 - competent and confident in the application of CAD and other appropriate Information and Communication Technologies (ICT) in the solution, modelling and presentation of graphic design solutions, in two and three dimensions
 - able to interpret verbal, written and mathematical information, and to represent it graphically
 - able to evaluate design solutions and solve design problems on the basis of sound aesthetic principles and to appreciate the impact of design on the visual quality of the human environment
 - appreciative of the broad vocational relevance of Design and Communication Graphics.

Summary of Course Content and Overview of Exam Structure

Their final Leaving Certificate assessment comprises of two key components:

1. **A Terminal Drawing Exam** (worth 60% of total assessment) examined in one paper of 3-hour duration. The syllabus content is outlined below.
 - Plane & Descriptive Geometry
 - Projection Systems
 - Plane Geometry
 - Conic Sections
 - Descriptive Geometry Intersections
 - Developments of Surfaces
 - Applied Graphics
 - Dynamic Mechanisms
 - Structural Forms
 - Geologic Geometry
 - Surface Geometry
 - Assemblies
2. **Project Work** (worth 40% of total assessment) of approximately 40 hours duration submitted on disk and as hardcopy to the Department of Education before the State Examinations commences. The project will focus on modes of design communication with emphasis on elements of design Communication graphics .Use of information and communication technologies in design. Some examples of modes of communication are a computer parametric modelling package '*Solidworks*', use of digital media, freehand drawing etc.
Completed and submitted in January in Sixth Year

Career Opportunities

All types of engineering, architecture, architecture technician, product design, etc.

Subject Requirements (if any)

Tee square, set squares, compass, A3 folder & textbook



Leaving Certificate French

Introduction

In today's global economy, it is strongly advisable that students acquire proficiency in the French language. The study of French at Leaving Cert level allows students to develop the four skills of listening, speaking, writing and reading. The development of these skills is coupled with a deepened awareness of the French culture and lifestyle.

Aims & Objectives

French, as a Leaving Certificate subject, aims to bring students closer to fluency in the French language, as well as developing a good knowledge of literature, culture and geography, to provide a context for communication. It builds on the knowledge acquired for the Junior Cycle.

Summary of Course Content

For both Higher and Ordinary level students, the French exam is composed of three parts: the oral exam, the written paper (reading comprehensions and written assignments) and the aural exam. The total marks are 400 and this breaks down as explained below.

Overview of Exam Structure

		Higher Level	Ordinary Level
(a)	Oral Communication	100	80
(b)	Paper 1 Reading Comprehension	120	140
	Paper 1 Written Expression	100	80
(c)	Paper 11 Listening Comprehension	80	100
	Total	400	400

The Oral Exam

The French Oral Exam takes place within the school when the student is in 6th yr. This consists of a 12-minute conversation with an external examiner either immediately before or immediately after the Easter holidays.

Topics for the oral will be covered during 5th and 6th yr. and include, for example, myself, neighbourhood, hobbies, how I spend the summer holidays, future, career choice etc. These topics must be prepared in advance by the student. There is an option for the student to prepare a document/project/photo in advance and include a discussion about this into the 12-minute oral exam.

The Aural Exam

For the listening test, students listen to the same material at both Higher and Ordinary Levels. However, the questions at Higher Level are much more specific and require very detailed answers. The listening comprehension questions are answered in English.

Reading Comprehension Exam:

Higher Level: The written section consists of two Reading Comprehensions, i.e. one journalistic and one literary.

Ordinary Level: Students must complete 4 Reading Comprehensions

Written Expression:

Higher level:

Students must also answer 3 written expression questions. These may include a formal letter, informal letter, fax, e-mail, message, diary entry and essays on a variety of current topics such as homelessness, the environment, obesity, religion, Europe etc. At Higher Level there is much more emphasis on written expression (manipulation of tenses and other grammatical structures, a large varied vocabulary on a wide range of topics.)

Ordinary level:

Students must complete two written expression questions, and these may include a cloze test, completing a form, formal letter, informal letter, fax, email, message, diary entry and postcard. At Ordinary Level the emphasis is placed on comprehension.

It should be noted that the level of French at higher level senior cycle is appreciably higher than at Junior Cycle.

Career Opportunities

Proficiency in French is a much sought- after skill in the technological industry. Listed below are some of the other career opportunities arising from studying French: community worker, interpreter, foreign language correspondent, government administrator, immigration officer, archivist, international business advisor, lawyer, translator, UN representative.



Leaving Certificate German

Introduction

Aims & Objectives

The syllabus aims to develop learners' communication skills in the target language whilst promoting cultural awareness.

Summary of Course Content

The three main elements of the course are comprehension, oral and written presentations
Written Examination (220 marks for Higher Level, 220 marks for Ordinary Level)

Higher Level	Ordinary Level.
The written section consists of 2 reading comprehensions of different styles, (60marks each). Marks are awarded for a wide-ranging, detailed understanding of the texts including mood and style. The written responses are written in German . Students must display a range of tenses and grammatical functions and a wide variety of vocabulary	The written section consists of 3 reading comprehensions of different styles. (60marks, 60 marks and 40 marks). The questions are answered in English . Marks are awarded for recognition of individual words and details.
A grammar section (25 marks),	A grammar section (15 marks)
A written piece on an issue (25 marks) A letter or essay (50 marks).	There are 2 written expression pieces, where the students are guided with half sentences and English instructions (15 marks and 30 marks).

Aural Examination (80 Marks for Higher Level, 100 Marks for Ordinary Level)

The same listening comprehension pieces are played for both higher and ordinary level exams. However, the higher level questions require a greater amount of vocabulary and more detailed answers. Higher level requires a message to be taken down **in German**.

Ordinary level questions require more recognition of individual words than sentence structures.

Oral Examination (100 Marks for Higher Level, 80 Marks for Ordinary Level)

The oral exam takes place around Easter time in sixth year. The oral examination consists of a 15 minute conversation with an examiner. Both higher and ordinary level students have the same oral examination. Students must be able to maintain a fluent "natural" conversation, display a competence in the present, past and future tenses and keep reasonable control of the word order. The conversation has three sections:

1. A general conversation (40marks) based on core topics such as myself, family, school, hobbies, future plans, knowledge of Germany and comparisons/contrasts with Ireland.
2. A picture sequence or a project (30 marks). These are prepared in advance of the exam. The student tells the story contained in prepared cartoon sequences and is then questioned on issues

arising from the story. Students have the choice of preparing a project based on any German theme.

3. 5 Roleplays. The pupil and the examiner role-play one of the prepared scenarios.

Overview of Exam Structure

Higher Level-Breakdown of Marks	Ordinary Level - Breakdown of Marks
<ul style="list-style-type: none">• Aural- 20% (80 marks)	<ul style="list-style-type: none">• Aural- 25% (100 marks)
<ul style="list-style-type: none">• Oral- 25% (100 marks)	<ul style="list-style-type: none">• Oral- 20% (80 marks)
<ul style="list-style-type: none">• Written- 55% (220 marks)	<ul style="list-style-type: none">• Written- 55% (220 marks)
Total Marks = 400 (every 4 marks = 1%)	Total Marks = 400 (every 4 marks = 1%)

Career Opportunities

Over 300 German companies in Ireland employing 20,000 workers

Additional Information

- German is the most spoken language in the European Union
- German is the native language of 95 million people approx.
- Many people in central and eastern Europe choose to learn German as a second language
- Germany has the biggest economy in Europe and the fourth largest worldwide
- German is the largest trading partner with the US
- German is spoken in German, Austria and Switzerland.
- There is a two week exchange programme to Rosenheim in Germany each year in our school for 4th/5th Yrs.



Leaving Certificate Accounting

Introduction

While the Junior Certificate Business Studies Course provides a foundation for Accounting, it is not essential, and it is possible to take it up at senior cycle. The Accounting course is numerically based but theory and procedures are also covered. The course offers a hard working student a real possibility of high grades because of the non-ambiguous nature of the questions. As a subject it also features on all business courses taken at college level and also features in other courses such as I.T., Law and Engineering.

Aims & Objectives

Accounting is a business studies option with the Leaving Certificate Programme. It covers aspects of business life which are not dealt with in any other subject in that programme.

It is concerned with the preparation, recording, extraction, presentation and analysis of financial information for the purpose of making economic decisions.

Students will also study Management Accounting where they will learn how to analyse business costs and prepare budgets.

Summary of Course Content

Financial Statements preparation, Club Accounts, Company Accounts, Manufacturing Accounts, Break-even Analysis, Accounting Theory and Principles, Farm Accounts, Interpretation of financial statements, Costing and Budgeting.

Overview of Exam Structure

Accounting is examined at both Higher and Ordinary level. Both involve one three-hour exam. The exam paper is made up of three sections:

Sections 1 & 2 – Financial Accounting. This consists of choosing in section 1 either Q1 (120 marks) or 2 others at 60 marks each and in section 2 the option of 2 out of 3 questions at 100 marks each.

Section 3 – Management Accounting. One question at 80 marks out of a choice of two questions.

Career Opportunities

Accounting as a subject leads to dynamic and challenging careers and accountancy is a recognised qualification that can be used abroad. Accountants can work in a wide variety of finance roles, e.g. Financial Analyst, Commodity Trader, Stockbroker for many types of organisations or in careers in Research, Teaching and Management.

Subject Requirements (if any)

None.

Students who have not taken Business Studies to Junior Certificate level can select this subject but should be motivated and committed to learning a new subject area.



Leaving Certificate Business

Introduction

Business will suit a candidate who is interested in current affairs and listens to the news, reads the papers and stays alert to what is happening in the general business world. Learning of key concepts is essential and the ability to apply these concepts in everyday life will be the difference between passing the subject and getting a very good grade. This subject suits someone who has an organised mind and likes to answer questions in bullet points not in long essay format. The course content is factual. It contains only a few mathematical elements.

Aims & Objectives

Leaving Certificate Business aims to create an awareness of the importance of business activity and to develop a positive and ethical attitude towards enterprise. The learning experiences in business aims to develop students' critical thinking, creative and organisational skills while enhancing literacy and numeracy skills using real-life examples.

Summary of Course Content

Unit 1: People in Business

Unit 2: Enterprise

Unit 3: Management 1. Skills & Activities

Unit 4: Management 2. Insurance, Taxation, Finance, HRM, Managing Change

Unit 5: Business in Action

Unit 6: Domestic Environment

Unit 7: International Environment

Overview of Exam Structure

Higher Level Exam 1x3 hour paper (400 marks) 3Sections.

Section 1: Short Questions (8/10) 80 marks

Section 2: Applied Business Question 80 marks and compulsory

Section 3 : Long Questions 60 marks per question (4/7)

Ordinary Level Exam 1x2.5-hour paper. (400marks) 2 sections.

Section1: Short Questions (10/15) 100 marks

Section 2: Long Questions (4/8)75 per marks per question

Outline of Practical Elements if applicable e.g., Project Work, Aural, Orals, Research Topics etc. None

Career Opportunities

Business provides students with a learning foundation for a wide range of careers in banking, administration, insurance, marketing, law, enterprise and management. This subject would be useful to anyone thinking of starting his or her own business in the future

Subject Requirements (if any):

Students who have not taken Business Studies to Junior Certificate level can select this subject but should be motivated and committed to learning a new subject area.

Leaving Certificate Economics

Introduction

Economics is the study of the processes and decisions that influence the production and consumption of goods and services by individuals, firms, governments and other institutions in an economy.

Aims & Objectives

Leaving Certificate Economics aims to stimulate students' curiosity and interest in the economic environment and how they interact with it. It develops a set of skills, knowledge and values that enables students to understand the economic forces which affect their everyday lives, their society and their economy at local, national and global levels, making them more informed as decision makers.

Summary of Course Content

Strand 1; What is economics about?

Strand 2: How are economic decisions made?

Strand 3: What can markets do?

Strand 4: What is the relationship between policy and economic performance?

Strand 5: How is the economy influenced by international economies?



Overview of Exam Structure

Written Paper: 2.5 hours long consisting of:

Section A: Short answer questions

Section b: Extended response questions

Research Study

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

Research Study: 20% at higher and ordinary level. Inquiry based approach. Due approx. April/May of 6th Year.

Career Opportunities

Accountant, Financial Analyst, Insurance Underwriter, Production Manager, Economic Researcher, Stockbroker, Teacher, Commodity Trader.

Subject Requirements (if any)

It is not necessary for students to have studied Business Studies at Junior cycle level.

Additional Information (if any)

None

Art, Craft & Design

Introduction

Studying Art (traditional, contemporary, new and/or digital media) gives students knowledge, skills and values by experiencing a wide variety of ideas, practices and media. Art is made up of **researching, creating and responding**. The generation of new ideas and methods and the making of new work and objects is the definition of what it is to be innovative.

Art will appeal to you if you would like:

- To develop many skills (conceptual and practical)
- To develop creative and critical thinking skills
- Strengthens the ability to communicate ideas through their own work
- To develop empathy through respect for their fellow learners and the wider community
- Develop a sense of self expression
- Make connections to other subject and build on skills that are transferable (drawing and imagination skills)

Leaving Certificate Art can develop the learning of those who have studied Visual Art at junior cycle. It can also meet the needs of those who want to study Art at senior cycle for the first time.

Aims and Objectives:

The objectives of Leaving Certificate Art are to enable learners to:

- develop aesthetic awareness and understanding
- develop critical, practical, conceptual, and problem-solving skills
- develop research, communication and reflective skills
- appreciate and respond critically to their own work, that of their peers as well as society and their environment
- gain an understanding of Visual Studies and visual language
- appreciate and enjoy the processes involved in researching, creating and responding to Art as a lifelong skill.

Summary of course content

The New LC Art Specification has 3 strands: **Research, Create and Respond**.

There are three assessment components in Leaving Certificate Art:

- Practical coursework
- Practical examination
- Written examination

There are two levels – Ordinary level and Higher level.

Work for the practical coursework and the invigilated examination will be based on the same Key Word. Each component will be administered and assessed by the State Examinations Commission

(SEC). The Art specification is designed for 180 hours of class contact time.

Overview of Exam Structure

Coursework

The coursework assessment includes two related but separate components –

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

- Practical coursework
- Practical examination – which will be completed in the final year of study.
- Both pieces of work will be based on the same Theme, chosen from a coursework brief issued by the SEC.

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

Practical Coursework – 50%: The practical coursework tests the student’s ability to use the knowledge, concepts and skills developed in their study of Art to produce a completed piece of work, inspired by a theme/key word over a set time.

Students will receive the SEC brief at the beginning of Term 2 (Year 2) outlining the time when the coursework must be complete. Learners will be required to make one piece of work and plan and develop work for the making of a second piece of work for during the Practical Examination.

Practical Exam - 20%: The Practical Examination will take place after the completion of the practical coursework and within 5 hours of a single day. Learners will create a second realised work for this examination.

Witten Examination – 30%: The questions will focus on a broad understanding of Visual Studies asking students to apply, analyse, evaluate and respond.



Career Opportunities

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. Employment opportunities are growing for careers in art, especially in the area of multimedia - video producers, animation, and game design. Prosthetic Artistry is becoming a big industry in Ireland. 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.

Leaving Certificate Music

Introduction

Studying music enhances all learning skills, communication skills, creativity, team work, discipline, cultural awareness, respect for others and also self-esteem through personal accomplishment. A student will take all benefits of studying Music with them no matter what they do in life.

Aims & Objectives

The aims of the syllabus are:

- to provide continuity and progression in the skills acquired through the Junior Certificate syllabus in music, consistent with individual and special needs
- to provide a general education in music for all students, whether or not they proceed to further study or a career in music
- to encourage the development of musical creativity, sensitivity and potential through active involvement in performing, composing and listening to music
- to cultivate musicality and its expression
- to develop an informed interest in music and the enjoyment of music-making
- to foster a spirit of musical enterprise
- to develop the critical and imaginative faculties

Objectives

Knowledge and understanding

- to provide sufficient musical knowledge and understanding to enable students to practise listening and composing with greater proficiency and interest
- to support performing skills with a more informed awareness of the related and necessary knowledge and understanding
- to develop an understanding of how music contributes to the social, historical, technological, economic and cultural aspects of life skills
- to provide opportunity for the regular practice and development of individual and/or group performing and composing skills at an appropriate level consistent with individual differences, needs, and interests
- to encourage students to listen purposefully to a wide variety of musical styles and genres, including music from the past and the present and from our own and other environments, and to articulate their perceptions in a musically literate manner

Summary of Course Content

The structure of this syllabus follows the Junior Certificate outline with three essential activities in performing, composing, and listening. Supporting skills and studies, e.g. music reading, analysis, dictation, historical and contextual knowledge, are included under one or more of these headings. Each student is required to study all three essential activities.

In Thurles CBS, students prepare the following for the Leaving Certificate exam.

Performing 50% Composing 25% Listening 25%

The Composition and Listening papers (1 hour and ½ each) are examined in the Final Exam. The Practical element of the exam is examined in March/April of 6th year.

Music Technology

Students have the option to present 4 pieces or songs in their practical examination and then present the technology component as the remaining 25 percent of the practical exam. This involves inputting, editing and performing music through the medium of technology. In the CBS the Technology part of the Practical is taught and students have the option of presenting half of their practical as Technology. It is a popular choice with many.

Career Opportunities

There are many careers available to students who study Music in secondary school such as; Performer and Composer, Recording Studio Technician, Classroom teacher, Instrumental Teacher, Music Lecturer, Music Business, Music Industry Touring, Film Music, Music Journalism, Church Music, Musical Director and Theatre, Music Health and Therapy, Music Industry Merchandising, and many more. It is also worth noting that many companies employ people who have studied Music because of their ability to ‘ think outside of the box’ and also because of the disciplines they have developed from studying Music, which other studies do not always develop.

Subject Requirements (if any)

While it helps to have previous knowledge of learning an instrument, there are no special requirements to studying music at secondary school. If you have not studied Music in school, already play an instrument and are willing to work hard, you may choose Music as a Leaving Cert Subject and do well in it.



Leaving Certificate Geography

Introduction

Geography at senior level is an optional subject. It encompasses many of the elements studied for the Junior Cycle. Topics such as plate tectonics, economic regions, climate etc., are studied in greater detail. Students who have completed the Junior Cycle will benefit from understanding the fundamentals of the course, which they will face at senior level.

Aims & Objectives

Geography is concerned with the study of people and their environment. The subject will help students develop an understanding of the changing relationships between the physical and human worlds. Through their study of Geography, students will develop geographical skills that will help them to make informed judgments about issues at local, national and international levels.

Summary of Course Content

Leaving Certificate Geography may be studied at Higher and Ordinary level. The course is divided into core, elective and optional units of study. Students are expected to develop important geographical skills as they study these units.

Core Units:

1. Patterns and processes in the physical environment.
2. Regional geography.
3. The Geographical Investigation and Skills unit (Fieldwork).

Elective Units:

1. Patterns and processes in economic activities.
2. Patterns and processes in the human environment.

Optional Units:

1. Global Interdependence.
2. Geo-ecology.
3. Culture and Identity.
4. The Atmosphere-ocean environment.

Higher level students study all core units, one of the elective units and one of the optional units. Ordinary level students study all core units and one of the elective units.

Overview of Exam Structure

Leaving Certificate Geography is assessed at Higher and Ordinary level.

Examination paper = 80%

Report on Geographical Investigation = 20%

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

The Report on Geographical Investigation is submitted using the official Reporting Booklet in April of the final year.

Career Opportunities

- . Town planner

- . Cartographer
- . Transport management
- . Meteorologist
- . Tourism
- . Demographer
- . Environmental Officer
- . Geographic Information System Specialist

Subject Requirements (if any)

Not applicable.

Additional Information (if any)

Geography is one of those subjects that most students find manageable and can achieve excellent grades once they are prepared to put in a consistent effort over both years of the Leaving Certificate Syllabus. Most students enjoy the scope of the material they cover in Geography, the insights it can provide into understanding the world around us and the sheer contemporary nature of the issues it tackles.



Leaving Certificate History

Introduction

As well as learning about Irish and global historical events, history students pick up valuable skills in relation to research, analysis, essay planning and writing, literacy and independent thought.

Aims & Objectives

Knowledge and understanding 1. To develop knowledge and understanding of human activity in the past. 2. To promote understanding of the present through the development of a historical perspective on issues of contemporary importance. 3. To develop knowledge and understanding of Irish, European and world history. 4. To develop students' understanding of historical concepts. 5. To provide students with a perspective of change in a world of change. Skills of history 1. To develop an awareness of different interpretations of particular historical issues. 2. To develop a range of research skills essential for the study of history. 3. To develop an appreciation of the nature and variety of historical evidence. Preparation for life and citizenship 1. To develop the ability to think critically. 2. To develop positive values associated with the study of history. 3. To develop in students an appreciation of the society in which they live and of other societies, past and present. 4. To develop in students an informed and critical awareness of their historical inheritance. Objectives Knowledge and understanding 1. Students should acquire knowledge and develop understanding of • the specific listed elements of the topics studied • how the actions and experiences of previous generations have helped influence the world of their successors • how elements of the Irish history topics studied fit into a broader international context. Depending on the topic in question, that context may involve consideration of such aspects as - the British dimension - the European dimension - the global dimension - the Irish diaspora • human activity in the past, from a variety of perspectives. In studying human activity in the past, attention should be given to the experiences of women. The main forms of activity to be studied may be categorised as follows: - administrative - cultural - economic - political - religious - scientific - social.

Summary of Course Content

Students do two modules from Modern Irish history and two modules from Modern Europe and the Wider World. They also complete a pre-submitted research project on any topic of their choice.

Overview of Exam Structure

Three modules are examined in essay format at higher level and there is one documents-based question. Each module is worth 100 marks. At ordinary level there is more of a focus on paragraph-based answers.

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

(Please include approx. deadline)

The research project (1,200-1,500 words) is pre-submitted around the end of April. It is worth 100 marks (25 % of overall).

Career Opportunities

History students learn a variety of analytical skills which are useful in a wide array of careers, some of which include: journalism, legal profession, teaching, academia, archivist, historian, research analyst, politician, civil servant, archaeologist, public relations,

Subject Requirements (if any)

None

Additional Information (if any)

None



Leaving Certificate Home Economics

Introduction

Leaving Certificate Home Economics provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work. It has a direct relevance to the present and future life of every young person. It encompasses aspects of Science, Nutrition, Consumer and Social Studies as well as practical Culinary Skills. Students learn about the links between diet, health, family, home and resource management. Home Economics aims to empower students with the knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work.

Aims & Objectives

Home Economics aims to develop nutritional knowledge, food culinary skills, consumer competence and an awareness of sociological factors affecting modern society.

It aims to develop life skills in students, which they can carry on into the future.

Summary of Course Content

Home Economics covers the topics of food science and nutrition, resource management and social studies.

Overview of Exam Structure

20% of the grade at leaving cert is based on a coursework journal, which is submitted at Halloween of 6th year. The coursework journal is a written account of four assigned cookery practicals undertaken in class.

80% written exam

- Food studies 45%
- Resource management and consumer studies 25%
- Social studies 10%
- Elective 20%

Outline of Practical Elements if applicable e.g. Project Work, Aural, Orals, Research Topics etc.

Practical cookery learning the scientific principles behind different cookery methods along with 4 specific cookery tasks designed by the SEC to be carried out and written up for their journal.

Career Opportunities

The learning experiences in home economics develop flexibility and adaptability in students, prepare them for a consumer-oriented society and provide a learning foundation for a wide range of careers in food, textiles, science, design, social studies and tourism.

Dietetics, Nutritionist, Food industry, Food Science, Education, Government Agencies, Health Inspector, Chef, Consumer Agencies, Health Promotion, Health Coaching, Hospitality etc...

Subject Requirements (if any)

As this is a new subject in our school it is not possible for the boys to have completed it at junior cycle. However, a motivated, hardworking student could do very well at this subject as it is a subject very relevant to everyday life with a strong practical element.



Leaving Certificate Physical Education

Introduction

2020 was the first year that we as a school could offer LCPE as an examination subject. Senior Cycle Physical Education (SCPE) will be separate from this and all students will still have SCPE in its current format, i.e. having two periods of PE weekly in a non-exam format.

Aims & Objectives

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. The objectives are to develop, performance in physical activity ability to reflect on performance in physical activity, knowledge and understanding of the factors which influence performance and participation in physical activity, appreciation of the benefits of physical activity for lifelong health and wellbeing, to undertake different roles in physical activities, understanding of the role of physical activity and sport in the social and cultural life of Ireland

Summary of Course Content & Overview of Exam Structure

ASSESSMENT COMPONENT	WEIGHTING	LEVEL
Physical activity project	20%	Higher and Ordinary
Performance assessment	30%	Common level
Written examination	50%	Higher and Ordinary

Written Paper: 2.5 hours long

Please look at the sample papers below at Higher and Ordinary Level. There is a huge range of content in the theory section. There are a number of cross-curricular links, some areas include a strong emphasis on English for reporting and reflecting on activities, strong emphasis on Maths and Physics for statistical analysis, strong emphasis on Biology and Home Economics in relation to the physical make-up of the body and diet. Other areas that are included are Business Studies through Business in sport and Religion through Ethics in sport.

STRAND 1 Towards optimum performance	STRAND 2 Contemporary issues in physical activity
<ol style="list-style-type: none">1. Learning and improving skill and technique2. Physical and psychological demands of performance3. Structures, strategies, roles and conventions4. Planning for optimum performance	<ol style="list-style-type: none">5. Promoting physical activity6. Ethics and fair play <p><i>In addition, two of the following topics will be prescribed each year:</i></p> <ol style="list-style-type: none">7. Physical activity and inclusion8. Technology, media and sport9. Gender and physical activity10. Business and enterprise in physical activity and sport

Physical activity project – 20%

Learners are required to complete a physical activity project. Each learner can choose which activity to focus on for their physical activity project. However, it is recognised that the

particular context of the school, the physical education programme it can facilitate and the level of community facilities, will have a bearing on the level of choice that can be managed. The physical education teacher, in consultation with the learners, will agree the range of activities that can be accommodated and supported for their physical activity project. The project takes place from October to December of 6th year. Learners may choose to complete the physical activity project in one of following roles:

- Performer
- Coach/choreographer.

Performance assessment–30%

There are six physical activity areas: *Athletics, Aquatics, Games, Adventure Activities, Personal Exercise and Fitness, Artistic and Aesthetic Activities*. From these three activities must be selected – one activity from three different areas. ICT has an important role to play in the preparation and presentation of coursework for assessment purposes in physical education. The performance is captured digitally by the learner and is captured in sessions designed to demonstrate the learner’s best personal performance in fully competitive and/or conditioned practices or performance settings. The Performance Assessment is captured in physical education class, under the supervision of the physical education teacher, between January and March. Your teacher must supervise your completion of the Performance Assessment. The performance assessment is at a common level and is assessed by the State Examinations Commission. It is due before 31st March in 6th Year.

Career Opportunities

PE Teacher, Primary Teacher, Sports Scientist, Physiotherapist, Sports Rehabilitation, Personal Trainer, Gym Instructor, Coach, Professional Athlete, etc.

Subject Requirements

It is not necessary for students to have studied Physical Education as a short course at Junior cycle level. The new Short Course as well as the TY GAA Future Leaders programme are of use to studying LCPE.

Additional Information

LCPE Specification https://pdst.ie/sites/default/files/LCPE_Specification_en.pdf

LCPE Sample Higher Level Paper <https://www.examinations.ie/misc-doc/EN-EX-41886652.pdf>

LCPE Sample Ordinary Level Paper <https://www.examinations.ie/misc-doc/EN-EX-37737078.pdf>

Leaving Certificate Applied Maths.

Introduction.

A new subject specification will be introduced in September 2021 for examination in June 2023. Applied mathematics is the use of the language of mathematics to study and solve real-world problems. It is multi-disciplinary in nature; applied mathematicians collaborate with colleagues in many disciplines using quantitative techniques and high-performance computing to shed light on complex problems in their field. Leaving Certificate Applied Mathematics introduces modelling through exploration of real problems in the physical, natural, and economic worlds. Modelling requires students to turn authentic situations into mathematical structures.

Aims

Leaving Certificate Applied Mathematics aims to develop the learner's capacity to use mathematics to model real-world problems. By focusing on all aspects of the problem-solving cycle it is envisaged that learners will move beyond calculating procedures and gain experience in asking appropriate questions, formulating mathematical representations of problems, and interpreting and verifying results. Through Applied Mathematics, students should learn to appreciate the extent to which mathematics is relevant in everyday life, generating engagement and interest in the process. It is anticipated that digital technology will be used as a learning tool in some aspects of this course.

Objectives

The objectives of Leaving Certificate Applied Mathematics are to develop applied mathematical problem-solving skills so that students will be able to:

- Formulate a problem: Consider the scope and detail of a real-world problem, and to define manageable questions to address
- Translate the problem into mathematics: Create or choose a suitable mathematical model, and then formulate the question as a mathematical problem within the model
- Compute a solution: Use mathematical techniques to solve the mathematical problem
- Evaluate the solution: Interpret the mathematical solution in the original context.

Summary of course content.

There are four strands in Leaving Certificate Applied Maths:

- Mathematical modelling. In this unifying strand students learn about mathematical modelling as a process that uses mathematics to represent, analyse, make predictions or otherwise provide insight into real-world phenomena.
- Mathematical modelling with Networks and Graphs. In this strand, students learn about networks or graphs as mathematical models which can be used to investigate a wide range of real-world problems.
- Mathematically modelling the Physical World. In this unit students explore the motion of a particle and how characteristics of this motion can be described by functions.
- Mathematically modelling a changing World. In this strand, students learn about difference and differential equations and how useful these are for modelling, simulating and understanding phenomena in the real world that involve change.

Assessment.

Assessment for certification is based on the aim, objectives, and learning outcomes of this specification. Differentiation at the point of assessment is achieved through examinations at two levels—Ordinary level and Higher level.

There are two assessment components at each level: written examination and a modelling project.

Each component will be set and examined by the State Examinations Commission (SEC).

Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

Modelling project 20% Higher and Ordinary

Written examination 80% Higher and Ordinary

Further Information.

Further information on Leaving Certificate Applied Maths, including learning outcomes can be found at,

www.curriculumonline.ie

Leaving Certificate Vocational Programme

What is L.C.V.P?

It is an **enhanced** Leaving Certificate programme whereby senior students complete 7 Leaving Certificate subjects plus 2 Link Modules –

1. ***World of Work*** – Preparation for the world of work, completion of Curriculum Vitae, Letters of application, Career investigations, work shadowing, a week of work experience, etc.
 2. ***Enterprise education*** – what is an entrepreneur, what is involved in setting up and running a business and the promotion of personal and business enterprise.
- Students **qualify** for the programme depending on **subject choices** for the Leaving Certificate (see next page). If students change their option in September or later, they may no longer qualify for LCVP.
 - Students must complete a **portfolio of work** which accounts for 60% of the marks and an **exam** in May of the Leaving Certificate year which accounts for the other 40% of the marks.
 - Students obtain **points** for University and the Institutes of Technology for completing the Link Modules. (The Link Modules result can be used as a sixth subject for points purposes.)
Marking Scheme
Distinction (80-100%) is worth 66 points
Merit (65-79%) is worth 46 points
Pass (50 – 64%) is worth 28 points
 - L.C.V.P. Programme would normally include 1-2 external industry visits, external guest speakers, career investigations, interview and job-seeking skills. Students participate in a work experience placement for one week during 5th year.

Fifth year student will be asked if they wish to study the LCVP programme before the exams in June. Students not completing the LCVP will be timetabled for extra Math's/English classes at these times.

- Further information on the L.C.V.P. Programme is available on the website www.pdst.ie or www.lcvp.ie

AIDS TO MAKING YOUR CHOICE

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



Q. What are you aiming to do when choosing subjects?

A. You are aiming to choose a meaningful, manageable package of subjects, (i.e. a set of subjects which will give students a sense of direction, will provide self-motivation and is achievable.

Q. What decisions must you make?

A. Ultimately 3 decisions:
1. The total number of subjects.
2. The actual subjects.
3. The levels at which each subject is taken.

Q. What should you keep in mind when choosing subjects?

A. 1. Know your strengths and interests – use your CAT scores, tests
2. Choose subjects that you like and would be good at.
3. Inform yourself of Leaving Certificate subject requirements for third level colleges or courses.

Thought, planning, research and accurate information are needed to make decisions about subject choices.

The following is designed as a guideline to help you make decisions.

1. **Irish, English and Maths** are considered the core subjects in this school. Therefore, students generally choose **4** other subjects.
2. What subjects are available?
You should familiarise themselves with the range of subjects available, especially new subject areas. Be aware of the differences in subject content and approach between Leaving and Junior Certificate.

3. The subjects we have available this year are:

Art	Construction Studies	Business
Home Economics	Geography	Accountancy
Biology	LCVP	Economics
Physics	French	Music
History	Design and Communication Graphics	L.C. Physical Education
German	Chemistry	Agricultural Science
Applied Maths		

4. What subjects are you **interested** in?

Genuine interest is important in terms of **motivation**.

5. What subjects are you **good** at?

Junior Certificate Mock Results, class results, experience in T.Y. and chatting to teachers may help gauge student ability within subject areas, but remember attitude is as important as ability.

6. Are there subjects that complement each other?

7. Do you intend to attend Third Level or directly enter the workforce?

8. What subjects are: a. **essential** (needed) college/course requirements
b. **desirable** for courses/areas of work

9. Do you have a **definite** career direction? If so, choose a combination of appropriate subjects to enhance career prospects but **be aware of the cost of not doing a subject**.

10. What should you do if they are unclear and wish to keep options as open as possible. It may be advisable to choose subjects from different groups:

(a) Science: Physics, Biology, Chemistry, Agricultural Science

(b) Practical & Applied Design and Communication Graphics
Construction Studies, L.C. Physical Education

(c) Languages: French, German

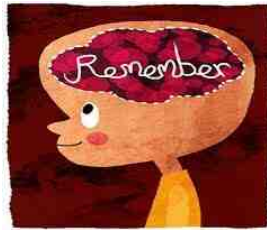
(d) Business Studies: Accounting, Business, Economics

(e) Humanities, Social, History, Geography, Home Economics Art, Music,
& Creative

11. Are you considering taking up a new subject not studied at Junior Certificate Level. Give careful thought to this. Talk to the subject teachers concerned.

GET as much advice as possible – BUT be aware of bias or incorrect information.

REMEMBER



- All Leaving Certificate subjects are available at both Higher and Ordinary levels.
- It may be a mistake not opting for a certain subject.

Practically all science, medical, paramedical, and engineering courses require at least one laboratory science subject (Biology, Chemistry, Physics). A number are now looking for 2 science subjects. Some courses at Certificate level in I.T.'s do not need a science subject as a requirement.

- NB - There are **Three Hurdles** to get into College – **College Requirements, Course Requirements and Points.**
- If interested in a specific area, check out the admission requirements and faculty/course requirements in the specific colleges.
 - (a) Admission to the college - college **requirements**
 - (b) Admission to the specific course – course **requirements**
- Some courses also require you to do an interview, portfolio, or Audition.
- The number of courses and jobs which require **specific subjects** are quite small, but these will **need to be researched.**

National Framework of Qualifications

After your Leaving Cert you can go on to apply for Level 6, 7, & 8 Courses. These levels can lead into each other.



Useful Websites to help you with your decision

Please see the following two websites:

1. Careers Portal www.careersportal.ie

This site gives a comprehensive guide to all Leaving Certificate subjects including information on what the subject involves, why study it, career possibilities, subject content, exam structure and marks distribution.

http://www.careersportal.ie/school/subject_explorer

This web page allows you to find out more information on each subject

2. Qualifax www.qualifax.ie

Click on Students → Useful Tools → Minimum Subject Requirements → Leaving Certificate Subjects and research any third level course requirements

3. Examinations.ie Look up past papers online – www.examinations.ie

Leaving Certificate Subject Choices

Art, Craft & Design	Construction Studies	Business
Home Economics	Geography	Accountancy
Biology	LCVP	Economics
Physics	French	Music
History	Design and Communication Graphics	L.C. Physical Education
German	Chemistry	Agricultural Science
Applied Maths		

1. *What are your strongest subjects at the moment?*

2. *What are your favourite subjects at the moment?*

3. *Based on interest alone, what subjects do you think you would like to study for the Leaving Cert?*

4. *What careers do you think you might be interested in the future?*

5. *What Leaving Cert subjects do you think you might need for this career/careers?*

6. *What other personal characteristics do you think you might need for this career/careers?*

Note: It is vital that you familiarise yourself with the essential subject requirements for courses which may be of interest to you in the future? Do research before choosing!!

When considering your options after Junior Cycle it is important to look at all the options on offer to you. Similarly, it is important to research well all the courses, colleges and other training options and become familiar with the entry requirements before you make your selection.

Work your way through the following questions and begin your research.

How do I feel about my leaving cert options?	Confused? Bit confused? Some ideas? Know what I want?
How many subjects will I study in total?	
How many at Higher level? Ordinary? Foundation?	
What subjects do I like?	

What subjects do I find difficult?	
What subjects am I good at?	
Will I study a European/other language?	
Will I need to study a science? Which one?	
Will I study a business subject? Which one?	
Will I need to study Art or Music?	
Am I aiming for a Level 5, 6, 7 or 8 course after school?	
What countries am I interested in studying in?	
What colleges am I interested in?	
What types of courses/further training am I interested in?	
What are the college min. entry requirements?	
What are the course min entry requirements?	
Are there other tests/portfolios etc. needed?	

Do I want to keep my options open and keep general subjects, maybe one science?	
What research do I need to do?	
What questions do I have?	
What websites can I use to find out what I need to know?	
What careers fairs will I attend?	
What open days will I attend?	
Who can I talk to? Contact?	
What emails will I send?	

Make the right decisions by researching all your options and discussing your options carefully.

Potential Course/College/Career: _____



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