

# Senior Cycle

## Subject Choice 2024

In this booklet you will find an outline of all the option subjects both that we in DCW have offered as part of our Leaving Certificate curriculum.

Is not guaranteed that all the choice subjects will be offered to the 5<sup>th</sup> year class of September 2024. The subjects offered always depend on demand, however every effort is made to accommodate all students.

### List of subjects included:

- Accountancy
- Art
- Biology
- Business
- Chemistry
- Computer Science
- French
- Geography
- German
- History
- Home Economics: Scientific & Social
- LCVP
- Music
- Physics
- Spanish

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 students aiming to do when choosing subjects?**

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

**Q. What decisions must students make?**

A. Ultimately 3 decisions:  
 (i) The total number of subjects.  
 (ii) The actual subjects.  
 (iii) The levels at which each subject is taken.

**Q. What should students keep in mind when choosing subjects?**

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

**The following is designed as a guideline to help you make the above 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 potentially available?  
 Students should familiarise themselves with the range of subjects available, especially new subject areas. Be aware of the differences in content and approach between Leaving Certificate and Junior Cycle subjects, e.g. History, Science.

3. The subjects we potentially have available this year are:

1.	Accounting	6.	Spanish	11.	History
2.	Art	7.	German	12.	Home Economics (Sci. & Soc.)
3.	Biology	8.	LCVP	13.	Physics
4.	Business	9.	French	14.	Music
5.	Chemistry	10.	Geography	15.	Computer Science

4. What subjects are students **interested** in?  
 Genuine interest is important in terms of **motivation**.
5. What subjects are students **good** at?  
 Christmas Tests Results and chatting to teachers may help gauge student's ability within subject areas but remember attitude is as important as ability.
6. Are there subjects that complement each other?
7. Do students 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 students 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 students 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, Chemistry, Biology, Computer Science
  - (b) Applied Sciences: Home Economics (Sci. & Soc.)
  - (c) Languages: French, Spanish, German
  - (d) Social Studies: History, Geography, Art, Music
  - (e) Business Studies: Accounting, Business,
  
11. Are students considering taking up a new subject not studied at Junior Cycle 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.**

<b>REMEMBER</b>
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- The number of courses and jobs which require **specific subjects** are quite small but these **need to researched.**
  
- 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 IT's do not need a science subject as a requirement

- 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**
  
- All Leaving Certificate subjects are available at both Higher and Ordinary levels.
  
- NB - There are **Three Hurdles** to get into College – **College Requirements, Course Requirements and Points**
  
- Some courses also require you to do an interview, portfolio, test or Audition

## National Framework of Qualifications

After your Leaving Cert you can go on to apply for Level 6, 7, & 8 Courses



**Please see the following two websites:**

### 1. Careers Portal [www.careersportal.ie](http://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.

[https://careersportal.ie/school/subject\\_explorer\\_more.php?parent=2034&ed\\_sub\\_cat\\_id=388](https://careersportal.ie/school/subject_explorer_more.php?parent=2034&ed_sub_cat_id=388)

### 2. Qualifax [www.qualifax.ie](http://www.qualifax.ie)

This site gives information on colleges/courses and their entry requirements. It also includes a search facility which allows you to search for courses that may or may not require a specific subject.

[https://www.qualifax.ie/index.php?option=com\\_wrapper&view=wrapper&Itemid=77](https://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=77)

## Accounting

<p><b>Course</b></p> <p><b>Content</b></p>	<p><b>Financial Accounting (5<sup>th</sup> Year and beginning of 6<sup>th</sup> Year)</b></p> <ul style="list-style-type: none"> <li>● Trading, Profit and Loss Accounts, Club Accounts, Service Firms Accounts, Cashflow Statements, Published Accounts, Tabular Statement, Ratio's, Suspense Accounts.</li> </ul> <p><b>Management Accounting (November – March of 6<sup>th</sup> Year)</b></p> <ul style="list-style-type: none"> <li>● Costing</li> <li>● Budgeting</li> </ul>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p><b><u>Higher Level</u></b></p> <p>3-hour exam broken into 3 sections:</p> <p>Section 1: <b>Q1(set question)</b> – Trading, Profit and Loss and Balance Sheet or <b>Two</b> out of Q2,3,4</p> <p>Section 2: pick <b>Two</b> out of <b>Q5 (set question)</b> -Ratio's, 6 or 7</p> <p>Section 3: pick <b>One</b> out of <b>Q8 (set question)</b> - Costing or <b>Q9 (set question)</b>- Budgeting</p> <p><b><u>Ordinary Level</u></b></p> <p>3-hour exam broken into 3 sections:</p> <p>Section 1: <b>Q1(set question)</b> – Trading, Profit and Loss and Balance Sheet or <b>Two</b> out of Q2,3,4</p> <p>Section 2: pick <b>Two</b> out of <b>Q5 (set question)</b> -Ratio's, <b>Q6 (set question)</b> – Cashflow or 7</p> <p>Section 3: pick <b>One</b> out of <b>Q8 (set question)</b> - Costing or <b>Q9 (set question)</b>- Budgeting</p> <p><b><u>Are there any projects/how much are they worth?</u></b></p> <p>No</p>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>Numeracy Skills: The course is numerically based but theory and procedures must be learned also. While the student needs to be comfortable with numbers he they do not need to be doing higher level maths .</p> <p>Organisational Skills: An organised student with a likeness for order will be particularly suited to this course.</p> <p>Accounting offers the chance to develop in many skill sets in other ways, such as decision making, problem solving, critical thinking, orderly presentation and accountability to name a few.</p>

<p><b>What do students like about the subject?</b></p>	<p>It's a very hands-on subject. Students are constantly working or doing, very little theory involved, but it is there and needs to be learnt.</p> <p>It's a predictable subject as to what may be examinable.</p> <p>Sitting in a group setting working together with their peers to solve a problem as well as working with the teacher. It is a very relaxed class with most of it student led. Each group works at their own place.</p> <p>The ordinary level paper is a big step down from higher level so students who may have struggled at higher level are more relaxed and enjoy the subject as the paper is straight forward. Most students switched to Ordinary Level as they rely on this for points and it takes the pressure off other subjects.</p>
<p><b>What do students find difficult about the subject?</b></p>	<p>There are many different templates for the accounts to learn which some students find difficult.</p> <p>Timing is a huge factor that some students struggle with. There is a lot of work to get done in a short amount of time. Need to be strict on timing especially when doing homework as it is time consuming.</p>
<p><b>Relates to other subjects</b></p>	<p>Links to Business in terms of learning about ratio's and how financially stable a company is and budgeting in terms of planning for the future.</p> <p>Links to Maths as it is a numeracy-based subject.</p>
<p><b>Notes</b></p>	

## Art

<p><b>Course Content</b></p>	<p><b>1) Coursework – Leaving Certificate Project</b></p> <ul style="list-style-type: none"> <li>• Preparatory &amp; development work</li> <li>• Working with Primary Sources</li> <li>• Apply a range of mixed media</li> <li>• Observational &amp; Analytical studies</li> <li>• Realise <b>two</b> artefacts</li> </ul> <p><b>2) Visual Studies – Written Paper</b></p> <ul style="list-style-type: none"> <li>• Content Area 1: Europe and the World</li> <li>• Content Area 2: Ireland and Its Place in the Wider World</li> <li>• Content Area 3: Today's World</li> </ul>
<p><b>Exam Structure</b></p>	<p><b><u>Exam structure and breakdown of grade:</u></b></p> <p><b>1) Coursework 50%</b> - One 12-week coursework project in sixth year completed during class time only. Work must remain in the school. Approximate start date of Dec/Jan of sixth year – Within this timeframe students received a project workbook for preparatory &amp; development work based on a theme. Students work with a range of mixed media, then complete one artifact based on a final proposal.</p> <p><b>2) Practical Invigilated Examination (based on above coursework) - 20%</b> - One 5 hour invigilated examination – Within the 5-hour exam students will complete a second finished artifact based on preparatory, development and final proposal completed in the coursework workbook above.</p> <p><b>3) Visual Studies Written Paper - 30%</b> – 2.5 hour written paper in June of sixth year. There are three sections within the written paper. Three sections based on content areas outlined above. Short to medium questions in section A, two essay style answers in Section B &amp; C.</p>
<p><b>Skillset: Type of student</b></p>	<p><b><u>Skillset: Type of student</u></b></p> <ul style="list-style-type: none"> <li>• Open to learning new skills and application of new skills.</li> <li>• Interested in learning the contemporary and historical context of art.</li> <li>• Interested in art appreciation and describing personal responses.</li> <li>• Open to creative possibilities.</li> <li>• Focus on new processes &amp; techniques.</li> <li>• Understand the importance of deadlines.</li> <li>• Enjoy practical project work.</li> </ul>
<p><b>What do students like about the subject?</b></p>	<p><b><u>Students enjoy:</u></b></p> <ul style="list-style-type: none"> <li>• Working through practical means.</li> <li>• Learning new processes &amp; techniques in art.</li> <li>• Working through the process of art from starting theme through to realised art work.</li> <li>• Satisfaction of completing physical art works.</li> <li>• Student led creative learning within a non-judgemental space where pupils feel open to express themselves through different areas of practice.</li> <li>• Reassurance that 70% of the subject is completed before May of exam year.</li> </ul>

<b>What do students find difficult about the subject?</b>	<b><u>Students find the following challenging in SC Art:</u></b> <ul style="list-style-type: none"><li>• Working to strict deadlines.</li></ul>
<b>Relates to other subjects</b>	<b><u>Art relates to the following subject areas:</u></b> <ul style="list-style-type: none"><li>• English – Documenting and describing personal responses to visual stimuli. Structuring essay style answers in Visual Studies.</li><li>• All subjects that evoke curiosity, foster creative response and encourages problem solving and solution-based thinking.</li></ul>
<b>Notes:</b>	



## Biology

<p><b>Course</b></p> <p><b>Content</b></p>	<p><b><u>Topics covered:</u></b></p> <p>There are 28 topics with experiments completed in 16 of these topics.</p> <p>Majority of chapters are to do with animal (human) body systems for example, the breathing, circulation, nervous system and many more with another topic which covers DNA and Genetics, 4 topics cover plants, 1 topic is spent studying a woodland ecosystem and 1 large topic which covers bacteria, viruses and fungi which links in with the Human Defence topic.</p> <p style="padding-left: 40px;">➤ 8 set topics out of the 28 topics are on the leaving cert paper every year.</p> <p><b><u>When is the course covered by?</u></b></p> <p>This varies from year to year but roughly by mid to late April.</p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p>What does the exam look like?</p> <p><b><u>Exam structure:</u></b> 3 hour <u>written exam</u>.</p> <p>(students should not be under pressure for time in this 3-hour exam)</p> <p>Section A – Short questions. <b><u>Choice:</u></b> Answer 5 out of 7 Q's. (25% of exam)</p> <p>Section B – Experiment questions. <b><u>Choice:</u></b> Answer 2 out of 3 Q's. (15%)</p> <p>Section C – Long questions. <b><u>Choice:</u></b> Answer 4 out of 7 Q's (60%)</p> <p>Biology is a theory-based subject with a lot of learning required.</p> <ul style="list-style-type: none"> <li>● 100% of marks are given in the written exam.</li> <li>● Experiments are completed throughout the year and questions are then answered on these experiments in the three-hour written exam.</li> <li>● There are no essay style answers in biology. A paragraph of 10 sentences is the most that is required in a long question.</li> </ul>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>Biology is a theory based subject so students need to be prepared to apply set revision times (little and often) into their schedule from the very beginning of 5<sup>th</sup> year.</p> <p>Students need to be able to apply this learned theory to past exam paper questions, which we begin straight away in 5<sup>th</sup> year.</p> <p>Lab skills are learned throughout the two years and how to carry out certain experiments is examined in the exam.</p>

<b>What do students like about the subject?</b>	What my current students have said about the subject:  <ol style="list-style-type: none"><li>1. It is a very interesting subject.</li><li>2. When a topic is completed, you can answer all past exam questions on that topic so there is a sense of progress within the subject.</li><li>3. It involves learned definitions rather than forming an opinion-based answer.</li><li>4. Labelled diagrams are easy to learn for some students.</li><li>5. No maths required.</li><li>6. No essay style answers.</li></ol>
<b>What do students find difficult about the subject?</b>	What my current students have said about the subject.  <ol style="list-style-type: none"><li>1. A lot of difficult lengthy words.</li><li>2. Theory heavy: so it requires a lot of revision.</li><li>3. Continuous engagement in class is needed. (Keep on top of notes)</li><li>4. Drawing labelled diagrams could be difficult for some students.</li></ol>
<b>Relates to other subjects</b>	Topics like Food, Enzymes and Bacteria are also covered in Home Ec.
<b>Notes</b>	

## Business

<p><b>Course Content</b></p>	<p>This is a practical course that introduces students to the world of business in a straightforward and logical way. It aims to create an awareness of the importance of business activity and to develop a positive and ethical attitude towards it. Business will give students a broad understanding of the following topics which are fundamental elements of 3rd level Business courses.</p> <ul style="list-style-type: none"> <li>● Students are exposed to how businesses operate in both a national and international environment.</li> <li>● Students can expect to understand how to form a business and the necessary legal requirements to be put in place to do so.</li> <li>● They will learn about the importance of enterprise and entrepreneurship in today's business world and the skills and characteristics necessary to become a successful entrepreneur/manager.</li> <li>● How best to market one's company from initial brainstorming of ideas to product/service development, to achieving sales of product or service and advertising will all be studied.</li> <li>● Leaving cert business has been on offer for many years now, so there are lots of past papers to help the student when revising.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>● People in Business</li> <li>● Conflict in Business – the Consumer</li> <li>● Conflicting Interest – Industrial Relations</li> </ul> <p><b>Unit 2</b> Enterprise</p> <p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>● Identifying Opportunities</li> <li>● Getting Started</li> <li>● Marketing</li> <li>● Business Expansion</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>● Introduction to Management</li> <li>● Management Skills 1 - Leadership and Motivation</li> <li>● Management Skills 2 – Communication</li> <li>● Management Activities – Planning, Organising, Controlling</li> </ul> <p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>● Categories of Industry</li> <li>● Ownership Structures</li> <li>● Conflict between Business and Society</li> <li>● Business, Economy and Community Development</li> <li>● Government and Business</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>● Household &amp; Business Management – Finance</li> <li>● Household &amp; Business Management – Insurance &amp; Taxation</li> <li>● Monitoring the Business</li> <li>● Human Resource Management</li> <li>● Management of Change</li> </ul> <p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>● International Trade</li> <li>● European Union</li> <li>● Global Business</li> </ul> </td> </tr> </table>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>● People in Business</li> <li>● Conflict in Business – the Consumer</li> <li>● Conflicting Interest – Industrial Relations</li> </ul> <p><b>Unit 2</b> Enterprise</p> <p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>● Identifying Opportunities</li> <li>● Getting Started</li> <li>● Marketing</li> <li>● Business Expansion</li> </ul>	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>● Introduction to Management</li> <li>● Management Skills 1 - Leadership and Motivation</li> <li>● Management Skills 2 – Communication</li> <li>● Management Activities – Planning, Organising, Controlling</li> </ul> <p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>● Categories of Industry</li> <li>● Ownership Structures</li> <li>● Conflict between Business and Society</li> <li>● Business, Economy and Community Development</li> <li>● Government and Business</li> </ul>	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>● Household &amp; Business Management – Finance</li> <li>● Household &amp; Business Management – Insurance &amp; Taxation</li> <li>● Monitoring the Business</li> <li>● Human Resource Management</li> <li>● Management of Change</li> </ul> <p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>● International Trade</li> <li>● European Union</li> <li>● Global Business</li> </ul>
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<p><b>Exam Structure</b></p>	<p>The Leaving Certificate examination is 3 hours for Higher Level and 2½ hours for Ordinary Level. The Higher-Level paper has three sections:</p> <ul style="list-style-type: none"> <li>● Section 1 contains short questions examining all aspects of the syllabus.</li> <li>● Section 2 consists of a compulsory Applied Business Question (ABQ)- Case Study</li> <li>● Section 3 examines the different sections of the syllabus in detail.</li> </ul> <p>The Ordinary Level paper has two sections:</p> <ul style="list-style-type: none"> <li>● Section 1 contains short questions examining all aspects of the syllabus.</li> <li>● Section 2 examines the different sections of the syllabus in detail.</li> </ul>			
<p><b>Skillset: Type of student</b></p>	<p>The learning experiences in business develop students' <b>critical thinking, creative and organisational skills</b> while enhancing <b>literacy and numeracy skills</b> using real-life examples. Business is useful for careers in a wide range of areas including Banking, Finance, Administration, Law, Insurance, Management and Marketing among others.</p> <ul style="list-style-type: none"> <li>● The subject is suited to students who are willing to work hard and caters for all abilities.</li> <li>● It is not necessary for students to have studied Junior Certificate Business Studies, but this would be a help.</li> <li>● Not necessary to write long essays, answers are presented in bullet points.</li> <li>● Course content is factual and requires a lot of learning, containing only a few mathematical elements.</li> <li>● Ideally, students would have an interest in business and current affairs and would have an up to date knowledge of the economic environment.</li> <li>● An organised and consistent attitude to homework and study would be essential in this subject.</li> </ul>			

<p><b>What do students like about the subject?</b></p>	<p><b>When surveyed students said the following:</b></p> <ul style="list-style-type: none"> <li>● Look at stuff that applies to the real world</li> <li>● Learn useful stuff</li> <li>● Theory based/once you know the theory you are fine-easy to just learn it...</li> <li>● Predictable, once you know it is easy to answer</li> <li>● Provided with a lot of resources</li> <li>● Independent learning (depends on the person)</li> </ul>
<p><b>What do students find difficult about the subject?</b></p>	<p><b>When surveyed students said the following:</b></p> <ul style="list-style-type: none"> <li>● Lots of definitions</li> <li>● Learning how to answer the questions.</li> </ul>
<p><b>Relates to other subjects</b></p>	<ul style="list-style-type: none"> <li>● <b>Accounting:</b> Accounting is closely related to business, as it involves recording, summarizing and analysing financial transactions. A strong foundation in accounting can be useful in understanding business financial statements and making informed business decisions.</li> <li>● <b>Mathematics:</b> Mathematics is a fundamental subject that underpins many aspects of business, particularly in areas such as finance and statistics. A solid grounding in mathematics can be useful in analysing business data and making informed decisions.</li> <li>● <b>English:</b> English language skills are essential in business, as effective communication is critical in a variety of business contexts, from negotiating contracts to writing reports.</li> <li>● <b>LCVP:</b> LC Business can be a valuable subject for students participating in LCVP, as it can provide them with practical skills and knowledge, contribute to the development of their key skills, and help them to better understand the world of work and the wider economic context in which businesses operate.</li> </ul>
<p><b>Notes</b></p>	

## Chemistry

<p><b>Course Content</b></p>	<p>Chemistry is the science of matter. It plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is the branch of science that deals with the composition of substances and their properties and reactions. It is often referred to as the central science because it joins together physics and mathematics, biology and medicine, and the earth and environmental sciences. Knowing something about chemistry is worthwhile because it provides an excellent basis for understanding the physical universe we live in.</p> <p>The LC Chemistry syllabus has the following components:</p> <ul style="list-style-type: none"> <li>• Pure chemistry 70%</li> <li>• Applications of chemistry 22.5%</li> <li>• Chemistry for citizens 7.5%</li> </ul> <p>The core includes:</p> <ul style="list-style-type: none"> <li>• Periodic Table and Atomic Structure</li> <li>• Chemical Bonding</li> <li>• Stoichiometry and Formulas and Equations • Acids and Bases</li> <li>• Volumetric Analysis</li> <li>• Thermochemistry</li> <li>• Organic Chemistry</li> <li>• Rates of Reaction</li> <li>• Chemical Equilibrium</li> <li>• Water Chemistry.</li> </ul> <p>Options including: Industrial Chemistry, Atmospheric Chemistry, Materials and Extraction of Metals/ additional Electrochemistry.</p>
<p><b>Exam Structure</b></p>	<p>LC Chemistry is a 3 hour exam.</p> <p>This exam consists of 2 sections:</p> <ul style="list-style-type: none"> <li>● Section A: Questions are based on the 28 mandatory experiments.</li> <li>● Section B: Long Questions based on theory and practicals.</li> <li>● There is a good choice in both sections.</li> </ul>
<p><b>Skillset: Type of student</b></p>	<p>Students who enjoy problem solving will enjoy chemistry.</p> <p>Students who enjoyed the practical component of Junior Cycle Science will also enjoy chemistry - Lab skills are built up over 2 years with mandatory experiments.</p> <p>Students need to be confident with maths – higher level <u>not</u> necessary, but confidence with manipulating equations needed.</p> <p>Students interested in a career in any of the following <u>need</u> Leaving Certificate Chemistry: Veterinary Medicine, Human Nutrition &amp; Dietetics, Pharmacy &amp; Medicine.</p> <p>Chemistry is also <u>very useful</u> for a whole range of other careers such as: Agriculture, Archaeologist, Architect, Brewing Technologist, Chemist, Chemistry Teacher, Dairy Scientist, Dentist, Dental Hygienist, Dental Surgery Assistant, Dietician, Doctor, Engineering, especially Chemical Engineering, Food Science Technologist, Forestry Inspector, Fuel Technologist, Health Inspector, Industrial Chemist, Laboratory Assistant, Medicine, Medical Laboratory scientist, Pharmacist, Pharmacy Technician, Physiotherapist, Pilot, Radiographer, Quality control and Biotechnology, Veterinary Surgeon or Nurse.</p>

<b>What do students like about the subject?</b>	<p>They enjoy the very practical nature of the subject- they learn varied practical skills e.g. setting up and manipulating apparatus and making measurements and observations.</p> <p>Chemistry is a logical subject - precise.</p> <p>Chemistry is a very interesting subject - applications of chemistry enable students to see where it applies in the world of work.</p>
<b>What do students find difficult about the subject?</b>	<p>Requires consistent work from the start of 5<sup>th</sup> year as there is a large jump from Junior Cycle to Leaving Cert level – but we do start each topic from scratch so it shouldn't be a problem once you are prepared to work at it.</p>
<b>Relates to other subjects</b>	<p>Chemistry has links with biology and physics, and uses maths.</p>
<b>Notes</b>	

## Computer Science

<p><b>Course</b></p> <p><b>Content</b></p>	<p><u>Programming Languages</u></p> <ul style="list-style-type: none"> <li>❖ <b>Python</b> – Easy and versatile – great for modelling and data analytics.</li> <li>❖ <b>HTML and CSS</b> – Used for creating the structure and style of a webpage.</li> <li>❖ <b>JavaScript</b> – Used for creating the interactive parts of a webpage and for programming the micro:bits.</li> </ul> <p><u>Applied Learning Tasks</u></p> <p>The ALTs are practical projects that will give students opportunities to apply their skills and learn to create digital artefacts in a collaborative manner.</p> <ul style="list-style-type: none"> <li>❖ <b>ALT 1 - Interactive Information Systems</b>-Students will develop an interactive website that can display information from a database to meet a set of user needs.</li> <li>❖ <b>ALT 2 – Analytics</b> - Students will get data, represent it in a graphical format, and use it to discover average and expected results. They will use the data to find patterns or otherwise inform their understanding of the topic.</li> <li>❖ <b>ALT 3 - Modelling and Simulation</b> - Students will create a computational model of a system that would be too complicated to do by hand. They will use the model to test different scenarios.</li> <li>❖ <b>ALT 4 - Embedded Systems</b> - They will use micro:bits and motors/sensors to create an electronic device to complete a task of their choosing.</li> </ul> <p><u>Software Design</u></p> <p>This will be the main part of the course and where you will learn how to design and create computer programs.</p> <ul style="list-style-type: none"> <li>❖ <b>Computational Thinking</b> – How to break problems down into small steps</li> <li>❖ <b>Algorithms</b> – Create pieces of code that preform calculations.</li> <li>❖ <b>Data Representation</b> – How to graphically show information</li> <li>❖ <b>Design and Creation</b> – How to develop from an idea.</li> <li>❖ <b>Testing and Debugging</b> - How to fix problems.</li> </ul> <p><u>Computer Systems and The World</u></p> <p>This will cover the background of the computers and their application to our lives.</p> <ul style="list-style-type: none"> <li>❖ <b>History of Computers</b></li> <li>❖ <b>Computer Architecture</b> – What each of the parts do and how.</li> <li>❖ <b>Operating Systems</b> – Windows, Mac and Linux.</li> <li>❖ <b>Impact on Society</b> – Improving lives, AI and machine learning.</li> <li>❖ <b>Ethics of Computers</b> – Responsibility and fairness.</li> </ul>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p>Coursework Project beginning in December of 6<sup>th</sup> year</p> <ul style="list-style-type: none"> <li>❖ 12 weeks of in class time, based on ALTs</li> <li>❖ 30% of Final Grade</li> </ul> <p>End of Course Assessment (70%)</p> <ul style="list-style-type: none"> <li>❖ Held before Leaving Cert Exams, both on the same day( End of May)</li> <li>❖ Paper 1 – Section A &amp; B (1hr 30m)- Written Exam</li> <li>❖ Paper 2 – Section C (1 hr) – Programming exam completed on computers</li> </ul>

<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>Computer Science is based on logic and reasoning. It's similar to subjects such as maths and physics, but easier. Like maths with some words.</p> <p>Students who will enjoy Computer Science usually have the following attributes:</p> <ol style="list-style-type: none"> <li>1. <b>Stubborn</b> – Nothing works first time in Computer Science. Being willing to try again is the most important part to success.</li> <li>2. <b>Analytical</b> – Being able to follow logic (People who like solving puzzles)</li> <li>3. <b>Practical</b> – This subject teaches skills, it takes practice, with minimal rote learning</li> <li>4. <b>Problem Solver</b>- People who enjoy figuring things out.</li> <li>5. <b>Creative</b> – Students choose the topic and direction for each of the ALTs and coursework project</li> </ol>
<p><b>What do students like about the subject?</b></p>	<p>Computer Science is one of the more unique subjects on offer. It is a practical subject similar in some ways to Art. It is a practical skill based subject. The skills are taught, but the students choose how to apply them.</p> <p>Students love the programming part of the course. For Practical classes they are given problems that they must solve or programs they must create. There is instant satisfaction</p>
<p><b>What do students find difficult about the subject?</b></p>	<p>Students find being creative to be one of the more difficult aspects. A lot of the tasks are left up to the student to accomplish as they see fit. Choosing what topics for the ALTs and coursework project can be difficult, without stringent rules a lot of direction is left up to the students.</p> <p>For dyslexic students, some of the language used can be daunting. It is almost a new language at the start, but it becomes easily understandable as students progress through the course. Dyslexia, is <b><u>not</u></b> a big disadvantage in Comp Sci.</p>
<p><b>Relates to other subjects</b></p>	<p><b>Maths</b>- Logic is the basis of Computer Science ( If I had 5, and I took 3 out. I must have 2 left etc.) The maths is easy, but the logic and reasoning needed in Computer Science is very similar to that used in maths.</p> <p><b>Physics</b> – Problem Solving; understanding what information you need to find the solution you want.</p> <p><b>Chemistry</b> – Finding patterns and using a step by step method to solve complex problems</p>
<p><b>Notes:</b></p>	



## French

<p><b>Course</b></p> <p><b>Content</b></p>	<p>In senior cycle French students will deal with themes such as:</p> <p>Moi-même, Ma Famille, Mes amis, Mon quartier, Les sorties, Études et Emploi, Loisirs et Culture, Voyages, Santé et Sport, Technologie, Planète, Donner son opinion sur les problèmes qui touchent les jeunes. etc</p>								
<p><b>Exam Structure</b></p>	<p>Students are examined on Oral Expression, Listening and Reading Comprehension and Writing. Orals take place during the Easter Holidays. It is based on general conversation but you may bring in a “document” which can act as an aid to conversation.</p> <p>Breakdown of Marks</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">HL Oral 25%</td> <td style="width: 50%;">OL Oral 20%</td> </tr> <tr> <td>Aural 20%</td> <td>Aural 25%</td> </tr> <tr> <td>Reading Comprehension 30%</td> <td>Reading Comprehension 40%</td> </tr> <tr> <td>Writing 25%</td> <td>Writing 15%</td> </tr> </table>	HL Oral 25%	OL Oral 20%	Aural 20%	Aural 25%	Reading Comprehension 30%	Reading Comprehension 40%	Writing 25%	Writing 15%
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<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>You need to have done <b>JC French</b> and be open to <b>learning new vocab and grammar</b>.</p> <p>You need to have a love for the language and a <b>willingness to speak</b> it. Making mistakes is not a problem. We learn from mistakes.</p> <p>It is a huge benefit if students will <b>watch French Film and TV with French subtitles</b> at home. Listen to French Songs. This helps with Listening and Oral production.</p> <p>Students who can see the <b>patterns in grammar</b> do well as do those who <b>learn the key phrases and idioms as we go along</b>.</p> <p>For essays students need to be able to <b>formulate and express an opinion</b> in a structured manner.</p> <p>For comprehensions students need to be able to <b>elicit information</b>.</p>								
<p><b>What do students like about the subject?</b></p>	<p>French Breakfast</p> <p>Comprehension</p> <p>Culture and Civilisation. Discover even more about France and francophone countries.</p> <p>It is fun to converse in another language.</p> <p>Make mind maps and posters to learn grammar points and vocab.</p>								

<b>What do students find difficult about the subject?</b>	<p>Grammar but if you really concentrate on it from the get go you will understand it. Learn from mistakes and try not to repeat them.</p> <p>Listening comprehension. This can be improved by watching French TV and singing French songs. The more you expose yourself to French the more you will understand and the better communication will become. If you link spelling with pronunciation, you will recognise words when you hear them.</p>
<b>Relates to other subjects</b>	<p>In terms of grammar, there are similarities between English and French.</p> <p>Geography in terms of French speaking regions and cultural differences. Regional Geography, the Paris Basin.</p> <p>Home Economics, lots of culinary terms are French.</p> <p>Art, French Artists such as Monet. Impressionism. Again, lots of artistic terms are French.</p>
<b>Notes</b>	

## Geography

<p><b>Course</b></p> <p><b>Content</b></p>	<p>Geography is education for sustainable development as we study the human and physical environments and how they interact and how these interactions are different depending on Geographical Location, and social, political and environmental contexts. Geography is best placed to meet the demands of future global issues.</p> <p>The topics are Physical/Regional/Human and Geo-Ecology</p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p>There is a <b>Fieldwork Study</b> which takes place at either the end of 5<sup>th</sup> or start of 6<sup>th</sup> Yr. This must be written up in a booklet and it is worth <b>20% of the overall grade.</b></p> <p>There is an <b>exam in June.</b> The paper consists of Short Questions on Core which is Physical and Regional and 4 long questions made up of three parts.</p> <p>Part A is skills based and can be sketch maps or interpretation of statistics.</p> <p>Parts B and C are short essays. You must answer one question on each of Physical, Regional, Human and Geo-Ecology</p> <p>OL studies all the same topics except for Geo-ecology. They do not need to do this.</p>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>The Geographer needs to have a number of skills.</p> <p>You need to have an <b>inquiring mind</b> and you need <b>to be able to see patterns</b> ie. similarities between regions and countries, rock types and features, soil types and climates and agricultural practices.</p> <p>You must also be able to <b>make links between different parts of the course.</b></p> <p>To answer questions well you must be able to <b>think and apply your knowledge</b> to discuss the topic of the question.</p> <p><b>To write well is to think clearly.</b></p> <p>It helps to be <b>analytical.</b></p>
<p><b>What do students like about the subject?</b></p>	<ul style="list-style-type: none"> <li>• They will have already had a <b>basic foundation</b> in Geography from JC and can build on this.</li> <li>• <b>Fieldwork</b> is enjoyable.</li> <li>• They already know a lot of the language and <b>keywords</b> from JC</li> <li>• <b>Skills based</b> not just knowledge based.</li> <li>• Drawing diagrams and sketch maps</li> <li>• When a topic is completed, you can answer all past exam questions on that topic so there is a sense of progress within the subject.</li> <li>• Question types don't change much. Can <b>practice answers.</b></li> </ul>

<p><b>What do students find difficult about the subject?</b></p>	<ul style="list-style-type: none"> <li>• It is quite <b>wordy</b>. A good bit to learn although it is quite repetitive.</li> <li>• Technique for structuring answers</li> <li>• Drawing maps and diagrams</li> </ul>
<p><b>Relates to other subjects</b></p>	<p>As geography is a broad subject it can link and overlap with History, Economics, Home Economics, Politics, and the cultural elements of MFL. In cultural regions we also look at some world religions.</p>
<p><b>Notes</b></p>	<p>Geography can lead into studying Environmental Science in 3rd level Town Planning, water, mining, etc. are all careers where geography would be beneficial.</p> <p>Anything related to Climate Change and renewable energy, geography would be helpful. These areas are areas of growth at the moment.</p>

## German

<p><b>Course</b></p> <p><b>Content</b></p>	<p>Alles über mich Everything about myself          Meine Familie My family          Meine Wohnort My area          Die Schule School          Freizeit und Hobbys Free time and Hobbies          Die Arbeitswelt The World of Work          Die Umwelt The Environment          D-A-CH Deutschland Österreich die Schweiz German speaking countries          Sprachenlernen Learning Languages          Zukunftspläne Future Plans          Jugendthemen Youth Themes          Soziale Medien Social Media          Die Gesundheit Health and Wellbeing          Feiern und Feste Celebrations and Festivals</p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p>The Exam covers FOUR areas...Reading- Writing- Listening- Speaking</p> <ul style="list-style-type: none"> <li>● Higher Level: Reading = 30%, Writing = 25%, Listening = 20%, Oral = 25%</li> <li>● Ordinary Level: Reading = 40%, Writing = 15%, Listening = 25%, Oral = 20%</li> </ul> <ul style="list-style-type: none"> <li>● The Oral Exam consists of FIVE Picture Sequences and FIVE Role Plays</li> <li>● A short Project can be done instead of the Picture Sequence, for example</li> <li>● A brief description of Berlin/Discussing a German film (Lola)/Oktoberfest</li> </ul>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>Students should have an interest in Language as well as an interest in the Culture of the German speaking countries. German is the most widely spoken language in Europe, with over 100 Million everyday speakers. It is an important language for Business and Science.</p> <p>Why students choose German?          Students choose German because they enjoy various aspects of German Culture, such as:</p> <ul style="list-style-type: none"> <li>A) Festivals such as Oktoberfest</li> <li>B) Food and Drink such as Kaffee und Kuchen</li> <li>C) Music such as Kraftwerk to Beethoven</li> <li>D) Films such as Die Welle Lola Rennt</li> <li>E) City Life such as Berlin's Artistic Quarter</li> <li>F) German History is also very unique and colourful</li> <li>G) Sport- German Sports stars and teams are among the world's greatest...Steffi Graf/Bayern Munich/Michael Schumacher</li> </ul>
<p><b>What do students like about the subject?</b></p>	<p>German has a lot of Vocabulary similar to English</p> <p>German Grammar can be difficult BUT it is not a major part of the Exam.</p> <p>There is more emphasis on Speaking and Listening in the Exam.</p>
<p><b>What do students find difficult about the subject?</b></p>	

<b>Relates to other subjects</b>	<p>ART: German art and architecture are world famous. Think of the Renaissance painters Durer/Bosch/Breughel/ 20 th Century art and architecture styles such as Bauhaus are world renowned.</p> <p>HISTORY: German History is unique and combines both Tragedy and Triumph. History lovers find German History to be one of the most important, especially from 1900-45 and beyond.</p> <p>GEOGRAPHY: Covering such a vast part of Central Europe, the DACH countries have areas of immense geographical beauty and importance...The Black Forest/The Rhine/The Danube/The Alps</p> <p>MUSIC: Fans of Classical, Ambient and Techno music will realise the influence German musicians have had on the World of Music.</p> <p>SCIENCE: German advances in the World of Medicine, Science and Technology are at the forefront of World discoveries.</p>
<b>Notes</b>	

## History

<p><b>Course</b></p> <p><b>Content</b></p>	<ul style="list-style-type: none"> <li>● Compulsory Documents Case Study – Dictatorship and Democracy – 1920-1945</li> </ul> <p>Three main cases studies from the above topic.</p> <ul style="list-style-type: none"> <li>● European History – Division and Realignment -1945-1992</li> <li>● Irish History – The Pursuit of Sovereignty and Impact of Partition – 1912 – 1949</li> <li>● Government, Economy and Society in the Republic of Ireland – 1949 - 1989</li> </ul>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<ul style="list-style-type: none"> <li>● <b>A Research Study Report</b> (Topic chosen by student) -20 per cent of the marks. This is carried out over two years and is written into a booklet provided by the State Exams Commission – This is submitted in April of the exam year.</li> <li>● <b>The Leaving Cert History exam paper</b> – 80 percent of the marks.</li> </ul> <p>The Leaving Cert Paper has two main parts:</p> <p><b>Documents based Case Studies</b></p> <p><b>Three Essays</b> to be answered from topics chosen by the teacher.</p> <p>Topics include modern European and Irish History.</p>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<ul style="list-style-type: none"> <li>● Ability to <b>conduct your own independent research</b> using reliable sources.</li> <li>● <b>Very good standard of essay writing.</b></li> <li>● There is a huge amount of writing in history.</li> <li>● Having the ability to be <b>focused and selective</b> about your information.</li> <li>● Having the ability <b>to be able to decipher a document/source</b> and answer questions on it.</li> <li>● Being able to put your information into paragraphs in essay style format and also being able to <b>write a clear and concise introduction</b> and a very good <b>conclusion.</b></li> <li>● Being a <b>good reader</b> is absolutely essential for this course.</li> </ul>
<p><b>What do students like about the subject?</b></p>	<p>The information covered in the various topics – particularly if you have an interest in a particular aspect of European or Irish History.</p> <p>Being able to be independent learners.</p> <p>Having the freedom to be able to pick the topic for the RSR and being able to conduct their own independent research.</p> <p>Class debate and discussion on the topics.</p>
<p><b>What do students find difficult about the subject?</b></p>	<p>This is content heavy with a good deal of writing.</p> <p>Being selective about the topics they are going to focus on for the terminal exam.</p> <p>Completing work on time.</p> <p>Writing good essays for the exam questions.</p> <p>Timing on the paper.</p>

	Leaving out important but critical information.
<b>Relates to other subjects</b>	History ties in with many other subjects – Geography, English and even Music also. An example here is Hitler using the music of the composer Wagner to taunt Jews in the concentration camps in Nazi Germany.
<b>Notes</b>	



## Home Economics

<p><b>Course</b></p> <p><b>Content</b></p>	<ul style="list-style-type: none"> <li>● Food science and nutrition</li> <li>● Diet and health</li> <li>● Preparation and processing of food</li> <li>● The Irish food industry and food commodities</li> <li>● Microbiology</li> <li>● Family resource management</li> <li>● Consumer Studies</li> <li>● The family in society</li> <li>● Social change and the family</li> <li>● Employment, education, leisure and poverty</li> </ul> <p><i>There is no practical cookery exam or textiles work at Leaving Cert</i></p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<ul style="list-style-type: none"> <li>● 80% of the marks are awarded for the written examination at Higher and Ordinary levels.</li> <li>● 20% of marks are awarded for coursework.</li> <li>● Coursework is completed in 5th year and submitted to the State Examinations Commission in October of 6<sup>th</sup> Year.</li> </ul>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<ul style="list-style-type: none"> <li>● To enable students to have the knowledge and understanding of food and food-related issues necessary for personal and family health</li> <li>● To apply this knowledge to their own lives</li> <li>● To enable students to develop the skills to analyse and interpret material as a basis for expressing and communicating balanced viewpoints</li> <li>● Exploring options and alternatives</li> <li>● Implementing ideas and taking action</li> <li>● Good manager of resources in relation to self and home</li> </ul>
<p><b>What do students like about the subject?</b></p>	<ul style="list-style-type: none"> <li>● Knowledge of food science and nutrition</li> <li>● Practical work</li> <li>● Active learning methods</li> <li>● Very relevant and important subject for all young people.</li> <li>● It prepares students for life in a consumer-oriented society and provides a good knowledge and skills-based learning foundation for those seeking employment in a wide range of careers.</li> <li>● The social studies elective deals with a number of social issues that relate to the family, for example social change, work, unemployment, and poverty</li> <li>● Environmental awareness and sustainable action</li> </ul>
<p><b>What do students find difficult about the subject?</b></p>	<ul style="list-style-type: none"> <li>● Not as much practical work as at Junior Cycle</li> <li>● Figuring out their learning styles and study techniques early in 5th year</li> <li>● Meeting deadlines with coursework</li> </ul>

<b>Relates to other subjects</b>	<ul style="list-style-type: none"><li>● Biology: Macronutrients, micronutrients, microbiology and digestion</li><li>● Business: Consumer responsibilities, consumer protection, management of household finances, methods of payment for household goods, methods of savings and insurance</li><li>● Geography: Demography, urbanisation, pollution, renewable resources, sustainable energy</li><li>● It is possible to study Home Economics at Leaving Cert if you have not studied JC Home Economics</li></ul>
<b>Notes</b>	

## Music

<p><b>Course Content</b></p>	<ul style="list-style-type: none"> <li>● Aural Skills-listening and answering questions of pieces of music not studied.</li> <li>● Four set works-here you study stylistic features of the era, compositional and instrumental techniques. Listening and knowledge based</li> <li>● Composition- learning to compose a harmony and melody.</li> <li>● Irish music- listening and knowledge of different areas of Irish music including instruments, dances, song types, composers, etc</li> <li>● Performance- both performance and technology based practical work</li> </ul>
<p><b>Exam Structure</b></p>	<p>Course is split into 4 examinable components:</p> <p>Listening; Composition; Performance; Elective</p> <ul style="list-style-type: none"> <li>● Listening (100marks): Questions based on your 4-set works, Irish music and unheard piece. This is a 90 min exam in June.</li> <li>● Composition (100 marks): Harmony and Melody questions. This is a 90 min exam in June.</li> <li>● Performance (100 marks): Performance exam on the students chosen instrument/voice. 4 pieces at HL and 2 pieces or technology (OL). This is examined around Easter time.</li> <li>● Elective (100 marks): Students take additional pieces on instrument or complete technology HL only. This is examined around Easter time.</li> </ul>
<p><b>Skillset: Type of student</b></p>	<ul style="list-style-type: none"> <li>● Analytical (score analysis of set works)</li> <li>● Good aural ability (can you recognise information when you hear it?)</li> <li>● Confidence performing in front of people</li> <li>● Accountability (you are responsible for practising your performance in your own time)</li> <li>● Theory (you ideally can read music already or are willing to put time in time to catch up)</li> <li>● Memorising</li> </ul>
<p><b>What do students like about the subject?</b></p>	<ul style="list-style-type: none"> <li>● The element of performance. Being able to be examined on an instrument/voice.</li> <li>● Discovering many different genres of music through the set works.</li> <li>● There is a certain element of understanding involved in the subject, it does not always require learning vast chunks of material off by heart.</li> <li>● Learning to compose using the melody and harmony questions. Students can often apply this to composing their own songs</li> </ul>
<p><b>What do students find difficult about the subject?</b></p>	<p>Students can find the following difficult:</p> <ul style="list-style-type: none"> <li>● The initial anxiety of performing in front of others. This can be eased with practice.</li> <li>● The theory- students often think that music is not a very “academic” subject.</li> <li>● Some people think it is an easy choice. This is an extensive course and requires the same amount of work as your other subjects.</li> </ul>

<b>Relates to other subjects</b>	<ul style="list-style-type: none"><li>● There is a link between music &amp; spatial intelligence – the kind of intelligence needed for <b>problem solving &amp; maths</b>.</li><li>● <b>Physics</b>- the very fact you can hear music is physics.</li><li>● <b>History</b>-similar skills of analysis are required in both subjects.</li></ul>
<b>Notes</b>	

## Physics

<p><b>Course</b></p> <p><b>Content</b></p>	<p>Students will do 27 mandatory experiments spread across a range of topics.</p> <p>They will be required to take notes of these, and answer questions on 3 of these for the final exam. In addition, the course will cover:</p> <p><u>Mechanics:</u></p> <p>Mechanics is the study of how all the objects around us move. It is based on Newton's 3 Laws and covers everything from falling apples to why cruise ships float.</p> <p>The main topics are:</p> <ul style="list-style-type: none"> <li>❖ Speed, velocity and acceleration.</li> <li>❖ Force, mass and momentum.</li> <li>❖ Work and power.</li> <li>❖ Pressure</li> <li>❖ Gravity and orbits</li> <li>❖ Simple Harmonic Motion</li> </ul> <p><u>Optics:</u></p> <ul style="list-style-type: none"> <li>❖ Reflection</li> <li>❖ Refraction- how light bends</li> <li>❖ Mirrors and Lenses</li> </ul> <p><u>Waves:</u></p> <ul style="list-style-type: none"> <li>❖ Wave motion</li> <li>❖ Sound and vibrations</li> <li>❖ Light as a wave</li> </ul> <p><u>Electricity:</u></p> <ul style="list-style-type: none"> <li>❖ Static Electricity</li> <li>❖ Current, voltage and resistance</li> <li>❖ Electromotive force</li> <li>❖ Electronic components</li> <li>❖ Electricity in the home</li> <li>❖ Semiconductors</li> </ul> <p><u>Modern Physics:</u></p> <ul style="list-style-type: none"> <li>❖ The electron</li> <li>❖ The atom and radioactivity</li> <li>❖ Fission, fusion and nuclear power</li> <li>❖ Particle physics</li> </ul> <p><u>Heat and Temperature:</u></p> <p>Temperature and thermometers Heat and phase changes</p> <p><u>Magnetism:</u></p> <p>Magnets and magnetic fields Current in a magnetic field Electromagnetic induction</p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p>There is no project based work or practical exam that count towards the grade. The exam is 3 hours long for both Ordinary and Higher Level. It has two sections.</p> <p>In section A, you must answer 3 out of 4 questions relating to the 27 mandatory experiments.</p> <p>In section B, students answer a further 5 out of 8 from the course material. These final questions are mostly based around problem solving, however the students need to know some definitions, derivations, demonstration experiments and be able to explain</p>

	<p>how some technological objects work. A log tables is provided in the exam so students do <u>not</u> need to memorise the different formulas.</p>
<p><b>Skillset:</b> <b>Type of student</b></p>	<ul style="list-style-type: none"> <li>● At the heart of Physics is questioning why and how things happen in the world around us. If you are a person who is curious about how things work, Physics is a good choice for you.</li> <li>● If you can problem solve well and enjoy the process of solving puzzles/problems.</li> <li>● Students should have a good maths ability. They do not need to love maths, but it is important that they do not dislike it, as there are a lot of areas where maths is used. Often, students find their maths improving as a result of physics.</li> <li>● There are also some elements of physics that need to be learned well, like definitions, experiment procedures and some proofs. So the ideal Physics student is someone who likes a combination of each of these things.</li> </ul>
<p><b>What do students like about the subject?</b></p>	<ul style="list-style-type: none"> <li>● Physics tends to have smaller class sizes and, as a result, students can work in groups easily and also get help whenever or if ever they need it.</li> <li>● Physics is a hands-on subject: experiments and solving problems. It is also a very practical subject, and students can see how physics is seen in everyday life.</li> <li>● Many exam questions are very repetitive; students would have a good idea of how to answer almost every question that will come up in the leaving cert.</li> <li>● The subject relies heavily on understanding. There are aspects that need to be learned, such as definitions and experiments, many students enjoy that not everything needs to be learned in this way. There is a lot of graphing, calculations and explanations that are done based on your understanding of the topics.</li> </ul>
<p><b>What do students find difficult about the subject?</b></p>	<ul style="list-style-type: none"> <li>● Unfortunately, physics is almost universally considered difficult. This is because it expects something from students that other subjects don't. It expects them to apply their understanding to problems to solve them. The answers for some questions can't be memorised.</li> <li>● Certain material can be hard to visualise and students find them hard to relate to.</li> <li>● It is difficult to learn definitions perfectly, as certain key words are always needed.</li> <li>● Some students find the phrasing/language in questions difficult.</li> </ul>
<p><b>Relates to other subjects</b></p>	<ul style="list-style-type: none"> <li>● Physics and maths go hand-in-hand. Maths is the language of physics and we use it to understand and solve different problems. You don't have to love maths to like physics but it does help. Having a good understanding of algebra and rearranging equations is essential.</li> <li>● Applied Maths is almost an extension to the Mechanics section of the Physics course. Generally, applied maths can be a good option for students who have chosen physics, but also take Higher Level Maths.</li> <li>● Biology and chemistry link to physics in many areas. Optics links well to biology, whereas some of the modern physics and mechanics links well to Chemistry.</li> <li>● It links in parts with other subjects: Music, Geography and Computer Science.</li> </ul>
<p><b>Notes</b></p>	

## Spanish

<p><b>Course</b></p> <p><b>Content</b></p>	<p><i>Todo sobre Mi</i> - Everything about Me</p> <p><i>Mi familia y mis amigos</i></p> <p><i>Esta es mi vida</i></p> <p><i>Mi instituto</i> - My school</p> <p><i>El Verano Pasado</i> - Last Summer</p> <p><i>Mi casa, mi barrio y mi ciudad.</i></p> <p><i>Las vacaciones</i> - The Holidays</p> <p><i>La comida y la salud</i> - Food and Health</p> <p><i>El Mundo de Trabajo</i> - The World of Work</p> <p><i>La Sociedad y el Mundo</i> - Society and the World</p>
<p><b>Exam</b></p> <p><b>Structure</b></p>	<p><b>Orals</b> are worth 25% of final mark in Higher Level.</p> <p>Orals are worth 20% of final mark in Ordinary Level.</p> <p><b>The Orals will take place in the first week of Easter of Sixth Year.</b></p> <p>70 marks are given for a General Conversation. Then 30 marks on one of five Roleplays that we practice during Fifth and Sixth Year. In the exam you have the script in English to help you.</p> <p><b>The Written</b> exam in June has a <b>Listening</b> - 20% of final mark in Higher, 25% in Ordinary. <b>Reading Comprehension</b> 30% in Higher, 40% in Ordinary. Finally there is a small <b>Written Production</b> section, where students produce two pieces of written work. 25% in Higher and 15% in Ordinary.</p>
<p><b>Skillset:</b></p> <p><b>Type of student</b></p>	<p>The majority of students already have experience of learning a second language, Irish. Students studying Spanish are encouraged to be <b>curious</b>, working out the patterns of the language and developing their own rules to create sentences in past, present and future. Students are <b>language detectives</b>, how do I remember this word? How does this word fit into my existing knowledge?. Students are <b>active learners</b>, prepared to participate in class and to ask questions. <b>Cultural awareness</b> is also important. Spanish is spoken across South and Central America.</p>
<p><b>What do students like about the subject?</b></p>	<p>Being able to communicate in another language. Students describe Spanish as a “happy” and “vibrant” language.</p> <p>Learning about the different cultures of Spanish speaking countries.</p> <p>Watching films in Spanish.</p> <p>Listening to music in Spanish.</p> <p>Having Tapas.</p> <p>Creating colourful posters to explain grammar points.</p> <p>Using website activities to learn grammar.</p> <p>Finding an unusual word and being able to use it when speaking in Spanish.</p>

<p><b>What do students find difficult about the subject?</b></p>	<p>Learning a language, even learning English, is a constant process of learning new verbs and vocabulary. There is an element of <b>repetition and memorization</b> to get the new verbs, tenses and vocabulary to remain in our memory.</p> <p><b>Agreements</b> - this is where a noun agrees with an adjective - <i>Las casas blancas y bonitas</i>. All plural.</p> <p>Preparing for the Listening section. Getting practice in filtering out the correct information from the Listening tape.</p> <p>Although the Oral is a conversation about the student, it takes time to decide what the student would like to talk about. Spanish Oral Examiners are trained to get the best out of a student with a variety of questions.</p>
<p><b>Relates to other subjects</b></p>	<p><b>Art</b> - Pablo Picasso, Francisco Goya, Frida Kahlo, the list of Spanish and Latin American painters is impressive.</p> <p><b>History</b> - The conquistadores, Incas, Aztecs, Mayans. Guerrilla warfare originated from the Spanish word for war - guerra.</p> <p><b>Geography</b> - Europe has the Alps, Spain has the Pyrenees and South America has the Andes. The Spanish speaking world has a huge variety of landscapes. The Atacama Desert in Chile. Active volcanoes in Ecuador. The river and Jungle of the Amazon.</p> <p><b>Home Economics</b> - Do you like your tortilla de patatas with or without onions? The Valencian paella. The Gastronomy of the hispanic world is as varied as the countries in it.</p> <p><b>English</b> - A handy tip. Very formal words in English are often the same in Spanish. Psychology - Psicología.</p>
<p><b>Notes</b></p>	



# Inputting Subject Preferences on Tyro

## **Step 1**

Login to Tyro. When you are in the dashboard click on the appropriate student.

This is important, if you have more than one student in the school.

## **Step 2**

On the next screen click on the 'Student Options' box.

## **Step 3**

On the next screen you have to put in your preferences. Number 1 should be the subject you most want to do. **You must fill in all 5 boxes.**

If you want to do a modern foreign language (French/German/Spanish), you put this subject in **preference 1**.

## **Step 4**

Once you start inputting your preferences they will be saved automatically.

You can change your preferences up until midnight on March 4<sup>th</sup>.