TERENURE COLLEGE

LEAVING CERTIFICATE SUBJECT CHOICE

TRANSITION YEAR

Transition Year

Subject Choice Information for Fifth Year

In order to gain entry to universities and colleges in the Republic of Ireland it is essential that you satisfy both the entry (matriculation) requirements of the university or college to which you are applying and the specific entrance requirements for the **faculty** that you wish to enter. In **choosing subjects for Leaving Certificate** it is essential that you make sure you have included all the possible entry requirements you might need.

Full details of entry requirements to any university or college in the Republic of Ireland can be found on the relevant **college website** or along with full course descriptions at **www.qualifax.ie**. Another very useful website is **www.careersportal.ie.**
I would ask you note the following (only subjects on offer in the college are mentioned and grades indicated are minimum grades):

Leaving Certificate Grading Scale

		Points at Higher Level	Points at Ordinary Level
H1 / O1	90<100 %	100	56
H2 / O2	80<90 %	88	46
H3 / O3	70<80 %	77	37
H4 / O4	60<70 %	66	28
H5 / O5	50<60 %	56	20
H6 / O6	40<50 %	46	12
H7 / O7	30<40 %	33	0
H8 / O8	0<30 %		

Minimum Entry Requirements

National University of Ireland

Constituent Colleges of the **National University of Ireland**, **NUI Colleges are:**

- **University College Dublin**
- **University College Cork**
- **National University of Ireland, Galway**
- **Maynooth University**
- **Royal College of Surgeons in Ireland**
- **National College of Art and Design**
- **Shannon College of Hotel Management**
- **Institute of Public Administration**
- **St. Angela's College, Sligo**

Subjects required for matriculation for NUI Colleges

Leaving Certificate examination from 2017 onwards
Candidates must obtain a pass in at least six subjects selected according to college/faculty requirements with at least Grade H5 in two subjects on the Higher Course and at least Grade H7 (Higher Course) or O6 (Ordinary Course) in four subjects.

For entry to all degrees, **English, Irish**, and **four** other subjects in the Leaving Certificate are required.

A **third language** must be included among the other subjects for **Arts, Human Sciences, Law, Social Science, Commerce, Medicine and Health Sciences and some other degrees.**

For Commerce the subjects presented must include **Mathematics**, and for courses in the Sciences (i.e. Science and also Agriculture, Engineering, Food Science and Technology, Medicine, Dentistry and Health Sciences, Veterinary Medicine) **Mathematics and a Science subject.**

Trinity College Dublin and University of Limerick

- Six subjects with a minimum **Grade H5 at Higher Level in three subjects** and at least **Grade O6/H7** in **three other subjects**.
- They require a grade (**O6/H7)** in **English, Maths and another language.**

Dublin City University, DCU

- six subjects with a minimum **Grade H5 at Higher Level in two subjects** and at least **O6/H7** in four other subjects.
- a grade **O6/H7** in **Maths** and **English or Irish**.

Language Requirements

O6/H7 in Ordinary Level Irish is essential for entry to the NUI colleges. They also require a pass in a third language (e.g) French, Spanish for some faculties. Faculties that are excluded from the third language requirement include **Science, Engineering, Agriculture and Nursing.**

(If a student is has been exempted from the study of Irish and third language because of a Specific Learning Disability (SLD) affecting basic language skills then a form must be sent to NUI with evidence of disability).

Higher Level Irish
A Higher H4 in Irish is required for **Primary Teaching**.

Higher Level English
A Higher H5 in English is required for **Journalism in DCU and TUD. A Higher H5 for Communication Studies at** DCU, Clinical Speech and Language Studies and English Literature at TCD.

Science in UCD no longer has a third language as an entry requirement but you do need an **O2/H6** or better in a laboratory science subject for admission.
The vast majority of courses in DCU and require a O6/H7 in Irish or English.
Trinity requires a pass in English and a language other than English.
Exemptions from Irish and third language requirements are available on the basis of serious dyslexic conditions. Those born outside the Republic of Ireland are exempt from the Irish requirement for entry to the colleges of the National University of Ireland.

Higher Level Mathematics

For direct entry to an Honours Degree (level 8) course in **Engineering** the normal requirement is a **H4** or above in **Higher Level Maths**. Bonus points for Higher Level Maths are awarded by the seven Universities, TUD and RCSI for those who achieve a **H6** or above. **Students who receive a H6 grade or higher will be awarded an additional 25 points for their exam.** The six highest scores in a single sitting of the examination are then added to give an applicant's total points score.

Economics and Finance in UCD also require a Higher Level H5 whereas Actuarial and Financial Studies in UCD requires a Higher Level H2. A Higher Level H4 is also required for Management Science and Information Systems Studies and the Computer Science courses in Trinity. Higher Level H3 is required for entry to the B.Sc. Actuarial Maths and the Common Entry into Actuarial, Financial and Mathematical Sciences in DCU.

An **Ordinary Level O2 in Maths** is required for Commerce/Commerce International, Business and Law, Science, Computer Science, Archaeology and Geology, Sport and Exercise Management in UCD.

Biology, Chemistry, Physics

Many **Science** related courses, for example Engineering, Biotechnology and Physiotherapy have a Science entry requirement. Please check Admission Brochures and or **www.qualifax.ie.**
In general I would advise students to choose at least one science subject.

Computer Science
From 2020 the new subject Computer Science will meet the requirement for a Lab Science subject for matriculation for **Science in UCD, Maynooth and DCU. While acceptable as a subject for general matriculation, it will not meet the requirement for a Lab Science subject for matriculation in Engineering in UCD.**

Medicine

- **Trinity** has a requirement of a Higher Level grade H3 and a grade H5 in two of these.
- **UCD** has a requirement of a grade O6 at Ordinary Level in a single **laboratory** science subject, however there is a possibility of "skipping" the pre-medical year in UCD if a student offers a H5 in Higher Level Chemistry and H5 in Biology or Physics.
- **UCC** has the requirement of a Higher Level H5 in Chemistry and also a Higher H5 in either Biology or Physics.

For students applying for Medicine in the UK they should choose two of these subjects. Current advice would be to choose **Chemistry and Biology.**
Veterinary Medicine in UCD requires a **Higher Level H5 in Chemistry.**

Pharmacy in **Trinity** also requires a Higher Level **H5 in Chemistry**
(along with a Higher Level H4 in one of Physics, Biology, Maths, Geography or Applied Maths, Agricultural Science).
For **Pharmacy** in UCC the requirement is a **Higher H5 in Chemistry and a Higher H4 in either Biology or Physics.**

Accounting, Business, Economics

While it is advisable for those who intend studying business, commerce or finance to choose at least one of these subjects they are not usually required for entry purposes.

Geography/Applied Maths.

There is a lot of confusion surrounding this. Geography is considered a Science subject for entry only to a **small group of Trinity College courses** including **Science, Pharmacy, Medicinal Chemistry and Earth Sciences. From 2014 Geography** may be used to meet the requirement for **Science** and **Archeology and Geology ONLY** in UCD.

Other Subjects

Subject Choice is all about balancing what you are good at and enjoy with what will get you the best possible points total. To assist you in this process you should consult not only your Guidance Counsellor but also subject teachers.

Keeping it simple

Most students will choose **Maths, Irish, English, and French or Spanish**. To keep options open students are strongly recommended to study a science subject. This narrows the effective choice down to only two subjects. To assist with the final choices consult the entry requirements, consult subject teachers, consider which subjects are most likely to yield maximum points and discuss these with me at the subject choice meeting. **Points count, so study as many higher level subjects as possible**

Finally: I have tried to present the "minefield" of Course Entry Requirements in a "user friendly" way. **It is very important to note that they do change, new courses are constantly being introduced and others discontinued. Especially with the Leaving Certificate Grading Scale, it is essential for students and parents to research and consult the prospectus for each college carefully and check the entry requirements** to satisfy yourself that the information I have provided is correct**.**

Subjects on offer:
Irish, English, Maths

Optional Subjects

- Accounting
- Agricultural Science
- Applied Maths
- Art
- Biology
- Business
- Chemistry
- Classical Civilisation
- Construction Studies
- Computer Science
- Design and Communication Graphics
- Economics
- French
- Geography
- History
- Home Economics
- Music
- LC PE
- Physics
- Politics and Society
- Religion
- Spanish

Subject Choice Guidelines

When choosing from the list of subject options, it is important to remember that the Leaving Certificate is a general education, and the desirability of a balanced education cannot be overstressed. Most people will change their career several times in the course of their working lives. Therefore, a future career should not be the only determining factor in deciding which subjects to choose. Many factors have to be taken into account when deciding which subjects to take. These factors include:

- Your interest or liking for a subject.
- Your aptitude towards a subject.
- The value of a subject for your own personal development.
- Whether or not it is *necessary to keep options open.*
- *Points count* so will it be a subject you can get a good grade in.
- The relevance of a subject for a particular career.
- If a subject is an *essential requirement for courses at third level.*
- If a subject will be useful for a particular course.

Points Requirements

Points are calculated from your **best six subjects**. There are bonus points awarded for honours Maths. (A H6 or above in Higher Level Maths will be awarded an extra 25 points).

Subject Choice

Be informed!

In making a subject choice it is important to be **informed** about the subject and what is involved in it as much as possible. For more information on all Leaving Certificate subjects:

- Reflect on your experience of this subject at Junior Cert Level
- Reflect on what was taught in the transition year module.
- Talk to individual subject teachers
- Check out www.ncca.ie and check syllabus/curriculum
- Browse a current textbook
- Check out www.examinations.ie and look at previous exam papers
- Talk to a fifth year student who is taking the subject
- Talk to a sixth year student who is currently finishing this subject.
- Watch the teachers videos.

Mathematics

Given the reintroduction of bonus points in Honours Maths, there is often a draw towards studying the subject at this level in the pursuit of obtaining additional points. However, a potential Honours student needs to have a natural ability and have obtained a consistently high standard of Maths results across their Junior Cert Honours course in order to be able to study it successfully at Leaving Cert level. Given the considerable time commitment and dedication required to master the complex set of analytical topics, a prerequisite of at least an average of 55% (Merit and above) across 2 nd and 3rd year Honours Maths exams is necessary in order to grasp the course content at Honours senior cycle. A student who does not achieve these targets will struggle with the material and given the extensive workload that is required, they risk the cumulative effect of this impinging on their grades across their other subjects, thus reducing their overall CAO points. While Honours Maths is a requirement for entry into some University courses in Engineering and Computer Science, this is not the case across every third level institution as most of the Technological Universities allow students to enrol in courses with high mathematical content having studied Maths at Ordinary Level. Failing Maths greatly restricts entry into third level, so it is imperative that the student studies at the level best suited to his ability.

Applied Maths

In simple terms, Applied Maths is the subject which involves the application of Mathematics in solving practical real world problems. Examples of these problems include the velocity and acceleration of objects such as cars, airplanes and footballs falling or being projected under gravity, collisions of snooker balls, modelling of populations, financial scenarios and temperature cooling, as well as the application of methods for optimising construction project schedules and routes between geographical locations. The Applied Maths curriculum has been recently revised and modified to reflect changes and technological advancements in how Mathematics can be used to tackle problems in the 21st century. The varied skillset that is developed over the senior cycle is advantageous for any later career, whether it is mathematically centred or not, as it demonstrates an individual who is a highly numerate, analytical, strategic, critical thinker. For those wishing to pursue third level courses in Engineering, Science, Computing and Business, Applied Maths provides a great foundation for entry into courses with a strong mathematical component as there is an overlap between the topics taught in the Leaving Cert and those taught across undergraduate courses. Although some elements of Physics are embedded in the syllabus, studying Physics is not a prerequisite as the concepts are more of a mathematically nature. If a student has a passion for Mathematics and enjoys the practical side of problem solving, then Applied Maths is a highly rewarding choice of subject. It is particularly suitable for Honours Maths students as both subjects have many overlaps in course content which helps reinforce their understanding of topics thus enabling them to achieve higher grades.

Geography

Geography is one of the optional subjects for the Leaving Cert but as you have all done it for the Junior Cert it is one that you are familiar with. The course builds upon the Junior Cert and assumes a good knowledge of the Junior Cert material but it is done in more detail. Some chapters are not done in the same way or left out altogether: for example, in the Junior Cert you had to learn about how the weather operated whereas for the Leaving Cert you only need to recognise the symbols on a weather chart and say what kind of weather will occur. Population and settlement are also left out.

The course is divided into several sections but the ones we do are as follows:

A. Physical

- Plate tectonics, Volcanoes and Earthquakes
- Rocks
- Folding and Faulting
- Weathering
- Karst regions
- Rivers, Seas, Glaciation and Mass Movement
- Maps & Aerial Photographs
- Weather charts

B. Regional

- What are regions?
- Ireland – Dublin & Western Region
- Paris Basin & Mezzogiorno
- South-west U.S.A.
- Regional changes

C. Economic

- How do we measure development?
- Levels of economic development
- The global economy
- The effect of the E.U. on Ireland
- The environment

D. Geoecology (Higher Level Question)

- Soils
- Deserts

E. Fieldwork Project (20%)

Sections A-D have three questions each in the exam but only one from each section may be answered. Each question has three parts while the Higher Level Question is a long answer and there is only one of those to be done. There is also a short question section. The Fieldwork Project is carried out in September/October of Sixth Year which involves going out of the school to measure some things – usually in a good sized river. There are at least two attempts at writing it up afterwards and it is formally written up in April of Sixth Year."

Please be aware that doing geography as an extra subject in the Institute or elsewhere is not an option as the Project has to be done in your normal school and the Institute cannot verify it for the Examinations Commission.

Talk to the Fifth or Sixth Years and look at the books they are using. It would be a good idea to talk to the teachers who are teaching the Leaving Cert program as they can tell you more about it.

Computer Science

Computer science is the study of computers and algorithmic processes.

Leaving Certificate Computer Science includes how programming and computational thinking can be applied to the solution of problems, and how computing technology impacts the world around us.

The specification is constructed into 3 strands, whose learning outcomes are interwoven. The 3 strands are:

1. Practices and principles
2. Core concepts
3. Computer science in practice

Students will learn:

- The practices and principles of computer science, such as computational thinking, computers and society, and creative design
- How to analyse problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation
- Programming languages and how to read, write, test and modify computer programs
- The process of designing computational artefacts such as web pages, digital animations, simulations, games, apps and robotic systems
- The ethical, historical, environmental and technological aspects of computer science, and how it impacts the social and economic development of society.

The role of programming in computer science is like that of practical work in the other subjects— it provides motivation, and a context within which ideas are brought to life. Students learn programming by solving problems through computational thinking processes and through practical applications such as applied learning tasks. The Leaving Certificate Computer Science specification is designed for all students. It applies to many aspects of students' lives and is therefore relevant to a wide range of student interests.

Structure of Assessment for Certification

There are two assessment components at each level, an end-of-course examination (70%) and coursework (30%).

Component	**Percentage**
End-of-course examination 1.5 hour written theory paper (46%) and 1 hour practical programming exam (24%) (usually python)	70
Coursework assessment One computational artefact with report	30

Chemistry

Chemistry is the study of the composition of matter and the changes they undergo. The scientific principles underpinning chemistry involve everything in everyday life, from the clothes we wear to the food we consume, the materials we use, the DVD we watch – absolutely everything around us, including everything we are made of. It is very useful for *all* science courses as well as engineering courses and all medical and pharmaceutical courses. Please note if a student is likely to study science or engineering or a medical course, it is highly unlikely that he will be able to avoid Chemistry or Physics at third level. Chemistry is seen as an important component in medicine, pharmacy and veterinary science.

Chemistry is a practical subject and there are 28 experiments to be completed over the course of the two years. There are questions on the practical aspects of the course on the written exam.

Physics

Physics has a very strong **Maths Component** and requires learning off many formulae. It develops understanding of many of the ordinary things that surround us including heat, light, electricity and magnetism. It uses maths and equations to describe and predict phenomena. Physics develops an analytical way of thinking that is very useful in *all* science courses as well as computer courses. Engineering courses have a high physics component particularly electrical and electronic engineering, Some pharmaceutical courses will involve the study of physics for example, radiography and physiotherapy.

Biology

Biology is the science of all living things. It includes the study of the main systems in the human body, which is very useful in terms of general knowledge relating to health issues. It forms the knowledge base for many science based courses including Nursing, Medicine, Physiotherapy, Dentistry, Veterinary, Genetics, Environmental Science, Food Science and many other technology based courses. It would be a mistake to view Biology as an easier subject than Physics or Chemistry. Doing well in **Biology requires a good memory and a willingness to *learn off*.**

If you are sure that you will be doing some form of science/technology/engineering course it is recommended that you take two sciences.

Taking no science subject for the Leaving Certificate can rule out a large number of third level courses.

Art

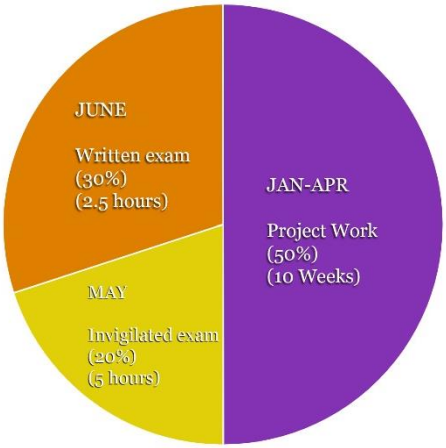
Leaving Certificate Art

Art is a subject that may be taken at Leaving Certificate without having studied it at Junior Cycle. We often see subject uptake after the TY Electives where students get a taste for the **creative atmosphere** of life in the Art Room.

Unlike language and Science subjects, Art is not a necessary requirement for most courses. However, Art will lay a solid foundation for many third level courses including Advertising & Marketing, Digital & Print Media, Architecture, Engineering, Medicine, Photography, and any design courses (Graphic Design, Industrial Design, Product Design, Interior Design, Fashion Design etc.). For students applying to the National College of Art and Design, Art is used to replace the language requirement.
Art is also highly advised for students considering courses that **require a portfolio**, for example Architecture, Art, or Design courses.
Art is a subject that will suit those who enjoy **problem solving**, **working with their hands**, and bringing their **own interests** into their project work.
It is a subject that will compliment a timetable nicely, with **5 periods a week in the Art Room.**

Leaving Certificate Art Assessment

The Leaving Certificate Art examination consists of **three components**, two of which are completed during the school year, before the Leaving Certificate exams in June;



Jan-April

Practical Coursework (50%) *(10 Weeks)*

Carried out during a 10-week period, students choose a theme from a list set by the State Examinations Commission. You are required to produce a **finished artwork** based around **your chosen theme**, for example; a poster design, a print, a calligraphy piece, a clay model, a puppet...

May

Invigilated exam (20%) *(5 hours)*

This exam is based on your project work and requires you to make a further artwork based on your chosen theme. You will have 5 hours including a break for lunch during which to make this piece. This practical exam **takes place in the Art Room**, and is not dissimilar to completing work during Art class.

June

Written exam (30%) *(2.5 hours)*

The written exam consists of a series of **short questions**, and **2 long questions**. The topics are related to the Visual Studies course and the application of practical knowledge.
We have **Art History class once a week**, and it is an extremely accessible course that includes **sketching** for the written exam.

Career Opportunities

Architecture	Business/ Marketing	Animation
Illustration	Fashion Design/ Marketing/ Photography	Interior Design
Graphic Design	Jewellery Design/ Marketing/ Photography	Photography
Web Design	Product Design/ Marketing/ Photography	Game Design/ Development
App Development	Film/ Television/ Theatre production	Advertising
Journalism Print/ Layout	Business/ Marketing	Education
Artist	Fashion Design/ Marketing/ Photography	Museum/ Gallery Curatorial work

Business

Business is concerned with understanding the environment in which businesses operate. It covers areas such as consumers, producers, investors, employers, employees, industrial relations, entrepreneurial skills, management, human resources, marketing, and the different types of business. Students will learn to make informed business decisions, understand the structure of management, use commercial principles and knowledge, and appreciate who businesses operate ethically and responsibly.

Students will understand the role played by the Government, EU and other important stakeholders in both the domestic and overseas markets. In addition students will practice communication, literacy, numeracy and problem solving skills. This subject builds upon the knowledge and skills obtained during Junior Cycle Business. Students will need a basic understanding of accounting but will not be required to do bookkeeping. This subject is very useful for careers/courses in Marketing, Commerce, Finance, Accounting, Actuarial Studies.

Accounting

The Leaving Certificate Accounting Course is the same syllabus for both Higher Level and Ordinary level. **The difference being not the type of questions being asked but the level of difficulty of the questions.** While it is a practical subject, more and more theory is being asked and cannot be ignored.

The double entry bookkeeping that was done in the ledger/record books in Junior Cert is **not** on the course.
At Leaving Certificate level analysis and interpretation of accounts is a core activity. It requires the student to think in an analytical, mathematical and logical manner. Although it is not an essential requirement for any business course, it can be useful for those wishing to pursue any third level business related course as most business courses will have an accounting component. It is also useful for careers/courses in banking, insurance and actuarial studies.

There are 12 different areas of accounting on the course (five of which are based on the Trading, Profit and Loss account and Balance sheet covered in Transition year)

1. Trading Profit and Loss Accounts (as done in Junior Cert and Transition year but with more adjustments)
2. Ratios/interpretation of accounts (as touched on in Junior Cert)
3. Budgeting
4. Costing
5. Cash flow Statements
6. Incomplete Records
7. Service firm/Club/farm accounts (As done in junior Certificate but with a Deeper Understanding required)
8. Control Accounts
9. Depreciation/revaluations
10. Correction of Errors and Suspense
11. Publish Accounts (another form of trading Profit and Loss accounts)
12. Tabular Statements

Economics

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. Therefore, economics is often described as a way of thinking about how people interact in a society, how they make decisions and foster relationships. It is a social science, and it is driven by a desire to question and inquire about economic patterns, relationships and principles.

It explains how income is generated, how income is used, how resources are employed and how goods and services are exchanged and distributed. Decisions relating to these have social consequences, intended and unintended, which are also analysed in economics. Young people are growing up in a dynamic economy which is constantly changing at local, national and global levels. Increasingly, their lives are being shaped by social, political and economic decisions and policies made by the Irish government as well as European and international governments and institutions.

Students need to be equipped with the skills, knowledge, understanding and values to negotiate these rapid changes in order for them to participate fully and effectively in society. In developing their knowledge and understanding of Ireland's economy, students will engage with the wider business environment. Being economically literate enables students to identify and evaluate economic concepts as they relate to the economy and political systems. Using skills of critical thinking, data analysis and decision making through the study of economics, students will be prepared and empowered to contribute to society and manage future challenges confidently.

By exploring the economic world in which they live, students will understand the economic, social, political and environmental implications of the decisions made by individuals, businesses, our government and others. In their lifetime, students will have to make decisions that may be of personal, local and national importance. This specification enables them to develop an appreciation of the interdependent nature of economic prosperity, societal wellbeing and environmental sustainability.

It is intended that Leaving Certificate Economics will be relevant to the lives of students today and in the future and inspire in them an interest in and curiosity about economic issues. It should enable them as citizens to appreciate the economic issues that affect their lives, to offer an informed viewpoint and set the foundation for future life, work and study.

French

In 5th and 6th year French students aim to reach as high a level as possible in the four skills – reading, writing, speaking and listening. As such, they work to improve their ability to understand and produce French, learn how the grammar works and build up their vocabulary. In 5th year they cover most of the main oral topics and so can speak confidently about themselves, their families, area, school and pastimes. They revise the present, passé composé and future tenses and are introduced to the imperfect and conditional tenses. They work to improve their written French, with an emphasis on idiomatic language and good grammar. Lots of practice in listening and reading help to strengthen these skills.

In 6th year, all oral topics are completed and students learn broader grammatical structures. They learn to express their opinions in French on a wide range of topics, from life as a young person to the environment and homelessness. They have time to learn and practise exam techniques to get the most from the paper.

Throughout the two years there is also a continued focus on cultural awareness, explored through various resources such as film, song, articles and discussion.
Students are strongly encouraged to spend some time in France, either in 4th year or summer of 5th year. In general French students remain in the same class they are in in 4th year, although movement between classes is possible up to the end of 5th year. In the past few years, all students of French have taken the higher level paper, though this is not policy.

Assessment:
Oral exam: 25%
Listening exam: 20%
Reading comprehensions: 30%
Written section: 25%

Spanish

Unfortunately there are no beginner students who can start Spanish in 5th year. Only continuing students i.e. students who studied Spanish in 4th year are allowed to continue on with the language as it is not a beginners class.

· The aural is 20% of the course.

· The oral exam in 25% of the course.

· The written exam is 55% of the course.

The fifth year course is focused mainly on the Spanish the students learnt and built up over 4th year and enhancing this knowledge. In fifth year they will be examined in their aural, oral and written exams regularly with a Winter, Spring and Summer exam.

The fifth year course deals with revising the fourth year grammar covered and includes the 5 past tenses – the preterite, the imperfect tense, the present perfect tense, acabar de tense and the pluperfect tense. In the present and future they cover the present and present continuous, the near future, the future and the conditional. In addition to these tenses students learn the other parts of the leaving cert course grammar section. The basic vocabulary topics are covered in fifth year and there is more depth given to their use of idioms and enhancing their skill in the three key areas of oral, aural and written.

In sixth year there is a real focus on the translation area which is more challenging than the French course, but as a large majority of them have been away in 4th and 5th year they deal with this section well. They build on the more complicated grammar concepts such as Subjunctive and learn the more complex composition of an argument and discussion format for written and oral production. The more abstract vocabulary concepts are covered in terms of them being able to discuss current affairs, climate change the use of technology and the general challenges of being a 21st century student etc. This in turn prepares them for dealing with using Spanish in their day to day lives after school. There will also be a real emphasis on the oral and aural exams to bring up this skill.

On the pass course, you must learn all aspects of the aforementioned tenses, grammar, oral and aural, but certainly to a lesser degree of detail.

At 5th and 6th year level, the students are all streamed with regular testing to allow them to improve their class position.

Music

Music

Why choose Leaving Certificate Music?

Enjoyment Motivation Confidence Wellbeing

Making music can help a young person maintain good mental health during a time of high pressure and anxiety. Research has shown that music can improve mood and prompt creative flow, which helps with anxiety and self-doubt.

What will I study?

- Classical Music
- Folk & Traditional Music
- Rock, Pop & Jazz Music
- Music Theory
- Music Performance
- Music Technology

Leaving Certificate Music

Due to the "spectacularly" high grades, there is a growing perception that music is an "easier" subject (Faller, 2012; Walshe, 2007).

Higher Level Music 2022 – Marks' Distribution
89.5% - H3 and higher
97.4% - H4 and higher
Higher Level Music 2021 – Marks' Distribution
84.8% - H3 and higher
95.4% - H4 and higher
Higher Level Music 2020 – Marks' Distribution
78.3% - H3 and higher
93.5% - H4 and higher

Leaving Certificate Exam:

The Leaving Certificate Music Syllabus provides continuity and progression from Junior Cycle Music. In providing the musical knowledge, understanding, practical competencies and attitudes appropriate to their age, abilities and interests, the syllabus caters for the varying needs of all students including those who wish to pursue further studies in Music.
The exam has three components, plus a Music Elective component:

Listening (25%)
Composing (25%)
Performing (25%)
Music Elective (25%) – chosen from one of the above three components. This will allow students to gain up to 50 per cent of the total marks in the musical activity that best suits their talent.

Listening Paper (25%)
Examined in June of 6th year for 90 minutes duration. Students will be asked questions about four set works and Irish music, and will be tested on their general listening skills.

Composing Paper (25%)
Examined in June of 6th year for 90 minutes duration. Students will be asked to compose a Melody and Harmony.

Performing (25%)
Examined in March or April of 6th year, usually a 10-minute performance where students may perform as soloists or as part of a group or both.
Ordinary Level: 2 pieces on one instrument and one unprepared test.
Higher Level: 4 pieces on one instrument and one unprepared test.

Music Elective (25%)
Students can choose Listening, Composing or Performing, and the majority of students tend to opt for a Performing elective.

Performing Elective: If you choose this you can:

- Perform 6 pieces of music on one instrument; or
- You can be examined on two instruments. If you choose this option you are required to perform four pieces of music on each instrument; or
- You can choose to perform four pieces of music (25%) and be examined in Music Technology (25%). Music Technology involves inputting music into a software package on the computer and being able to perform music edits on it, e.g. add dynamics or tempo markings, or transpose the music.

Composing Elective: The candidates must undertake a large scale composition to be submitted to the Examinations Commission in their final year.

Listening Elective: The candidate must work on a music project of their choosing over the course of 5th and 6th year. They must submit some work to the State Examinations Commission and sit an extra written paper in June.

FAQ:
1. Can I study music for the Leaving Certificate even though I haven't sat the Junior Certificate Music Examination?
Yes, some students who play an instrument or sing outside school will take Music for the Leaving Certificate.
2. If I cannot read music, can I study music for Leaving Cert.?
Yes, but some work may be assigned for completion during the previous Summer of 5th Year.
3. If I am not proficient on my chosen instrument, can I still proceed to Leaving Certificate?
Yes, as a great deal of Practical Work is performed in class and extra-curricular activities.

History

One of the main skills developed during the study of History is acquiring a critical approach to information. You will learn to develop an informed opinion about issues. You will also learn to recognise the complexity of issues and the need for balance when dealing with controversial and important events. You will learn to see issues from a wide variety of perspective (e.g. Political, social, economic) and learn to support an argument, organise ideas, express clear opinion and reach balanced conclusions. Reading and essay writing are central to this subject.

There are five sections in Leaving Cert History.

- The Research Report
- The Documents based question
- Irish History 1912-1949
- Northern Irish History 1949-1992
- European History 1920-1945

The Research Report is worth 20% of LC and can be based on any topic of your choice. The Research Report is submitted to the State Examinations commission in April of your Leaving Certificate year.

The Documents Based Question tests your skill of comprehension and criticism on two contemporary original historical sources. The SEC prescribe the topic of study and for your LC year group the topic is The collapse of European colonial empires.
There are thee specific case studies:

- British withdrawal from India 1948
- The Katanga (in Congo) Succession 1961
- Race relations/ riots in Paris in the 1980s

'The pursuit of sovereignty and the impact of partition, 1912-1945' covers the topics:

- 1916 /War of Independence to the Treaty,
- the role of W T Cosgrave and Eamon de Valera,
- Ireland during WWII.

'Democracy and Dictatorship in Europe 1920 -1945' covers the topics:

- Hitler and the NAZIs/ Mussolini/ Stalin in USSR
- Propaganda and the Nuremberg Rallies
- Life between the wars

'Northern Ireland politics and society, 1945-1992' covers the topics

- Civil Rights/ Provisional IRA/ British Army
- The Apprentice Boys of Derry and the start of 'the Troubles'
- The Sunningdale Agreement and the collapse of the power sharing executive, 1974

The last three topics are examined by an essay question in the LC. There are four essay questions in each module and you have to write one essay for each module ie three essays.

History suits:

- ✓ those who are curious
- ✓ those who are interested in the news and current events (today's news is tomorrows history)
- ✓ those who are good at English
- ✓ those who enjoy history documentaries/ films

What good is History? History teaches you…..

- o to think critically and construct logical arguments
- o to recognise bias and to 'interrogate the evidence'
- o to write in a structured way
- o nearly everyone has an opinion on History – you will never be lonely

Career options for history graduates include Journalism, Law, Politics, Education Public Service – especially The Diplomatic Service.

Agricultural Science

Agricultural science looks at the science behind farming. Students study many areas including animal diseases, crops, farm machinery, animal production and genetics.
It is currently the only leaving cert science subject with a coursework component. This project comprises 25% of the overall grade with the exam comprising the remaining 75% Practical work is heavily encouraged and students undertake practical experience of agriculture through trips to the ploughing championship as well as farm walks at UCD Lyons estate. The subject also compliments students who study biology and geography as there is a substantial overlap between the these subject areas. This is an excellent subject for students who enjoy practical work and want to understand agriculture and its role in society better.

Religion

Religious Education explores issues of relevance in an informed and academic way, issues such as – meaning and values, the nature of morality, the development and diversity of beliefs, the principles of a just society and the implications of scientific progress. Religious Education offers deep insight into the evolution of religion since ancient times. This will inform your understanding of modern culture. Religious Education examines the Christian tradition as well as other traditions. This is particularly important for people who intend to travel to other cultures and to those who wish to understand and appreciate the richness of faith traditions in Ireland and abroad. Students who have studies R.E at Leaving Certificate level have learned to be critical thinkers, independent, objective, open-minded, balanced, informed and focused, yet aware of a variety of perspectives. In addition they also develop the skills of research, communication and to analyse issues, trends and problems in an unbiased manner. These skills are valued in a number of professions, including the fields of

education, teaching (at both Primary and Post- Primary), Law, Journalism, Human Resources, administration, civil service and many others occupations.

Home Economics

Leaving Certificate Home Economics provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further education and in the world of work.
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**.**

Home Economics is a great option subject for senior cycle. It is a subject that has a practical element to it with coursework worth 20% submitted in November of 6th year.
As well as being a subject that students will sit for the Leaving Cert exam, it is a subject for life where students can develop knowledge and skills that will always be useful in everyday life.
Why choose Home Economics?

- Multi disciplinary subject covering Food & Nutrition, Diet, Social Studies, Consumer Studies & Resource Management.
- Encourages students to become critically aware of link between food, lifestyle & health.
- Develops personal skills: critical thinking, decision making, social critique & empowerment.
- Develops practical skills: including research and organisational skills, practical culinary skills and teamwork.
- The subject content of Home Economics has a direct relationship & relevance to daily life.

Assessment

Food studies Coursework: 20%
This practical coursework is a mandatory component of the course. Students research, prepare, cook, present & record **four** practical food assignments set by the State Examinations Commission. This is generally completed in 5th year and completed journal work is then submitted in November of 6th year.

Written Exam: 80% 2 Hrs 30 Mins.
The exam paper is presented at two levels: higher and ordinary and assesses the core area content and the one elective studied within the class.

Career Links

- *Nutrition & Dietetics, Nutrition & Fitness Management,
- *Education,
- *Food Chemistry/Technology,
- *Catering Industry, Hotel Management & Tourism,

- Textile, Fashion & Design
- *Health Promotion, Environmental Health & Sustainability.

Syllabus Content

The Home Economics syllabus consists of a core area of study and three electives: of which **one** elective is covered and studied by the class group.

Mandatory Core: 80%;

Food Studies: Food Science & Nutrition, Diet & Health, Food Commodities & Food Processing, The Irish Diet & Food Industry, Practical Cookery Classes & Aesthetic Awareness of Food, Food Safety & Hygiene, Microbiology & Food Spoilage.
Resource Management & Consumer Studies: Family Resource Management, Household Finances, Household Technology & Consumer Studies – Rights/Responsibilities & Law.
Social Studies: The Family in Society, Marriage & Family Law.

One Elective: 20%;

One of the following first two electives is covered in Home Economics.

Social Studies: Social Change & the family, Education, Work, Unemployment, Leisure & Poverty.
Home Design & Management: Housing Styles & Building, House Design & Sustainability, Systems & Services within the Home.
Textiles, Fashion & Design: Fashion Industry, Textile Studies & Design & Creation of a textile item.

Leaving Certificate PE

In Leaving Certificate Physical Education, there are six physical activity areas:

Adventure activities

Artistic and aesthetic activities

Athletics

Aquatics

Games

Personal exercise and fitness.

Learners study three physical activities, each one chosen from a different physical activity area.

Assessment

Assessment Component	Weighting	Level
Physical Activity Project	20%	Higher and Ordinary
Performance Assessment	30%	Common Level
Written Exam	50%	Higher and Ordinary

Physical Activity Project – 20%

Learners may choose to complete the physical activity project in one of following roles:

- performer
- coach

The project should span an eight- to ten-week period and learners will be required to apply their learning from the specification to further develop their personal performance in their chosen role.

The physical activity project is completed in a digital format.

The four sections are:

1. Performance analysis
2. Identification of four performance goals
3. Evidence of ongoing training/practice and reflection

4. Concluding analysis.

Performance assessment–30%

Learners choose one of the three selected physical activities being studied by their class in Leaving Certificate Physical Education for their performance assessment. Learners are required to demonstrate the range of skills, techniques and/or compositional elements outlined for the physical activity in Physical Activity Areas in LCPE. Learners are required to demonstrate knowledge and understanding of the principles of play/performance, an understanding of the rules and conventions of the activity and adherence to safe practice before, during and after the performance. Learners are assessed in a variety of context including personal performance, fully competitive and/or conditioned practices.

Written Exam - 50%

Introduction	Stand 1	Strand 2
How the body moves	Learning and improving skill and technique	Promoting physical activity
	Analysing skill and technique	Ethics and fairplay
	Physical and psychological demands of performance	Physical activity participation
	Principles of training	Physical activity and inclusion
	Diet and nutrition	Technology, media and sport
	Analysing performance in sport	Gender and physical activity
	Safe practise in sport	Business and enterprise in physical activity
	Role of coach and official	
	Structures, strategies, roles and conventions	
	Planning for optimum performance	

Classical Studies

Leaving Certificate Classical Studies aims to stimulate students' curiosity and interest in the classical civilisations of Greece and Rome. It develops skills, knowledge and attitudes that enable students to understand the political, economic, social, cultural, artistic and literary cultures of these civilisations and promotes the use of these insights to help them navigate their own worlds.
It is **not** a requirement to have studied Classics at Junior Cycle.
Classical Studies in the Senior Cycle consists of Learning Outcomes from the four following strands.

Strand 1: The world of heroes
In this strand, students explore conceptions of heroism and examples and conceptions of good and bad leadership and behaviour expected of men and women through the lens of Greek and Roman epic. They study two seminal and rich poetic narratives, Homer's Odyssey and Virgil's Aeneid, the latter with emphasis on the first six books. Both describe the trials and tribulations of two heroes and their families in the aftermath of the Trojan War. The victorious Greek hero Odysseus is not allowed to enjoy his homecoming: after ten years he still is wandering the world, presumed dead by his beleaguered family. The Trojan Aeneas, meanwhile, has little time to grieve over the city, wife and life he lost, as he is destined to found what will become the empire of Rome, ruled by his descendant Augustus.
Students examine the Odyssey and Aeneid as examples of heroic epic as a genre, exploring its storytelling techniques, poetic devices and fictional world, rooted in one of the great sagas of Greco-Roman mythology. They analyse the actions, decisions and attributes of the epics' characters both within the context of the epic world and in comparison with the central cultural and social values of early Greece and the age of Augustus. They also relate the characters of epic to the world of today, exploring their own norms and expectations for leadership and heroic conduct.

Strand 2 : Drama and Spectacle
In this strand, students engage with Greek drama and Roman spectacle, extraordinary experiences in the ordinary life of the inhabitants of Athens and Rome. They study a Greek tragedy, to be selected from a choice of plays offered for exploration, and analyse the values, attitudes and beliefs which this play explores (including questions of gender, class, age, and other relationships) and what this exploration might reveal about Classical Athenian society. They also learn about the context in which tragedies were performed, the Theatre of Dionysus and the Dionysia festival, an occasion of great civic as well as religious importance in the democratic state of Athens.
Students furthermore learn about two central venues in Rome's public life, the Circus Maximus (racing stadium) and Colosseum (amphitheatre). They take these buildings' material remains and architecture as points of departure for an analysis of their use and significance in Roman society. Combining archaeological and visual evidence with contemporary written sources, they explore the events that took place in these venues, the sponsors who organised them, the experience of the citizens who attended them, and the empire that formed the wider context of Rome's spectacles.

Strand 3: Power and Identity

In this strand students learn about the political dynamics and ideologies of power and identity at transitional moments in ancient history and they reflect on the implications and problems associated with history writing which is centred around the political and military exploits of 'great men' and ideologies of conquest, empire and cultural supremacy. They study the careers of Alexander the Great (336-323 BC), on the brink between the Classical and Hellenistic worlds, and Gaius Iulius Caesar (70s44 BC), on the brink between the Roman Republic and Empire.
They study one of these figures in depth, investigating him against the background of key historical events that shaped his world, and the political and social tensions and political geography of his time.
They examine his political and military exploits, focusing on a key period in his career (the Persian campaign of Alexander or Gallic campaign of Caesar); and they analyse his characterisation in literature, considering the genre and aims of the studied literary sources (Plutarch's Lives of Alexander and Caesar, Arrian' Anabasis and Caesar's Gallic War).
About the other figure they learn through a comparative case study, centred around Alexander's interactions with the Persians and Caesar's interactions with the Gauls. Here they investigate what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised'or 'barbarian'.

Strand 4: Gods and Humans

This strand introduces students to Greek and Roman stories, beliefs and explanations concerning the divine and its relationship with mankind. Studying myth, literature and art, they become familiar with the most important gods of Greece and Rome, seminal stories and domains associated with them, their key characteristics, attributes and roles within the pantheon, and how some ancient thinkers sought to explain their origins, nature and purpose.
They learn about the significance of public religion through in-depth study of four temples, the Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta, examining their architecture, design and sculptures as those who participated in the rituals, ceremonies and festivals associated with them might have experienced them, and these participants' roles.
They explore personal religious experiences by studying the rituals associated with Greek and Roman funerary practices. They examine what these funerary practices might say about how Greeks and Romans regarded the afterlife and think about the nature of 'ritual' by comparing the purpose and nature of ancient rituals with collective experiences today.
Finally, they interrogate their own ideas about what it means to 'live well' by studying extracts from the Roman poet Horace and ideas expressed by the Athenian philosopher Socrates as portrayed by Plato.

ASSESSMENT
Assessment for certification is based on the aims, objectives and learning outcomes of this specification. Differentiation at the point of assessment is achieved through examination of two levels: Ordinary level and Higher level.

Assessment components: There are two assessment components at each level.
Written examination 80%
Research study 20%

Design and Communication Graphics

Design and Communication Graphics provides students with the opportunity for visualizing and comprehending information presented verbally or graphically. Problem solving and creative thinking skills are developed through the analysis and solution of both 2- and 3-dimensional graphics. Graphics and design are communicated using freehand sketching skills, traditional draughting equipment and CAD.
The aims are:

to develop the practical and cognitive skills of;

- Graphic Communication
- Creative Problem Solving
- Spatial abilities / visualisation
- Design Capabilities
- Computer Graphics and CAD Modelling

There are three areas of study:
(A)

- Projection Systems
- Plane Geometry
- Conic Sections
- Descriptive Geometry of Lines and Planes
- Intersection and Development of Surfaces

(B)

- Graphics in Design and Communication
- Communication of Design
- Freehand Drawing
- Information and Communication Technologies

Optional Areas of Study (Any Two)

- Dynamic Mechanisms (Gears, Cams, and Linkages)
- Structural Forms
- Geologic Geometry (Mining, Earthworks for Roadways)
- Surface Geometry
- Assemblies

<u>Assessment:</u>

1. A student assignment / Design brief. (2009-Docking Station. 2010-Game Controllers. 2011 Sat Nav)

This accounts for 40% of the marks of which CAD form a significant and compulsory component.

2. A terminal exam paper (60% of the marks)

This is a three hour paper at higher level.
The software used is called Solidworks.

This is a 3D modelling package and is available to all students doing DCG for home use.

Construction Studies

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. If you enjoyed woodwork up to third year or found the transition year module interesting, you will enjoy construction studies.

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

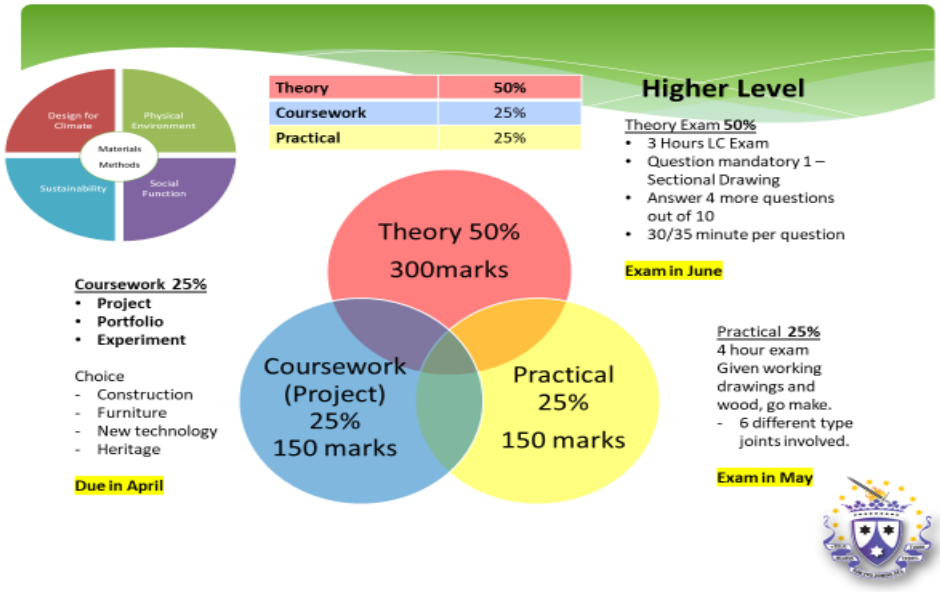
Part II - Practical Skills

- Tools
- Processes

Part III - Course Work and Projects

- Workshop/laboratory experiments
- Student projects

Construction Studies is assessed at both Ordinary level and Higher level by means of a terminal examination paper, a practical test and a student project.



Politics and Society

Politics and Society is a social science. Study of a social science topic begins with a question or series of questions. Students then seek to find answers to those questions by interrogating relevant theories and current data and issues from reliable sources.

COURSE CONTENT – A selection of the questions considered

1. ***Power and Decision Making***
    - In democratic societies, who has power, what is the nature of their power and how can they exercise it?
    - What is the best form of government? Do democratic systems effectively represent the will of the people?
    - How are schools run and how should schools be run?
    - To what extent have we achieved gender equality?
    - How important is class in determining how much power a person has?
    - What is the role and power of the media in society?

2. ***Active Citizenship***
    - In what ways can ordinary citizens seek to change society?
    - How powerful are civic society, NGOs, pressure groups etc.?
    - Citizenship Project = 20%

3. ***Human Rights and Responsibilities***
    - What are human rights, according to:
        - Universal Declaration of Human Rights
        - UN Convention of the Rights of the Child
        - European Convention on Human Rights
    - Does everyone in Ireland enjoy their human rights equally?
    - Are human rights fulfilled globally?

- How are human rights realised in practice?
- Are human rights frameworks able to guarantee rights?

4. ***Globalisation and Localisation***
    - What is national identity?
    - How has globalisation impacted on national identity?
    - What is the nature of relations between 'West' and 'East'?
    - What power do the IMF, WTO, World Bank hold? Do we need them?
    - How should the global population address the challenges of climate change, global poverty and underdevelopment?
    - Can development be sustainable?

THE LEAVING CERT. EXAM

Ordinary level and Higher level available

1. Written Exam (80%)
    - Short answer questions assessing your knowledge and understanding
    - A Data-based question assessing your ability to comprehend, analyse and evaluate social science data
    - Discursive essays assessing your ability to construct a logical, evidence based arguments.
      (NB: at higher level, these are worth 40%)

2. Citizenship Project (20%) – research – action – impact

LINKS TO FURTHER STUDY AND CAREERS

Useful for study of politics, sociology, law, anthropology, philosophy, development studies, teaching, journalism, media studies, and many more.

Useful for careers in **Law** (solicitor, barrister, legal assistant or analyst), **Politics** (lobbyist, researcher, diplomat, party strategist, civil servant, policy, advocacy, media manager), **Business** (international business specialist, market researcher, PR, consultancy), **Education** (Teacher, research), **Media** (journalism, political analyst, research), **Social Services** (conflict resolution / mediation, policy development), **Community / Charity organisations/ NGOs** (advocacy, research), **Health services** (planning, mediation, counselling) and, **21st century tech and innovation**.

WHO SHOULD CHOSE POLITICS AND SOCIETY?

Student who have an interest in understanding how the world works. Students who are keen to keep up to speed with what is going on in the world right now. Student who want

opportunities to develop skills to effectively research, analyse and debate the key issues that challenge humanity in the 21st century.

The above descriptions are just a brief overview of subjects, you must **do your own research** to make your final decision. Attend he teacher information sessions, watch the teachers videos and look at the "**Be Informed"** section on the second page of this handout.

"Success is not the key to happiness,
happiness is the key to success.
If you love what you are doing
you will be successful"

- The Guidance Department,
Terenure College.

Our Subject Choices include:

Irish
English
Maths
Classical Civilsation
Accounting
Geography
Applied Maths
History
Art
Home Economics
Biology
Music
Business
Physics
Chemistry
Religion
Spanish
P.E
Economics
Agricultural Science
French
Construction Studies
Politics and Society
Computer Science
Design and Communication Graphics

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