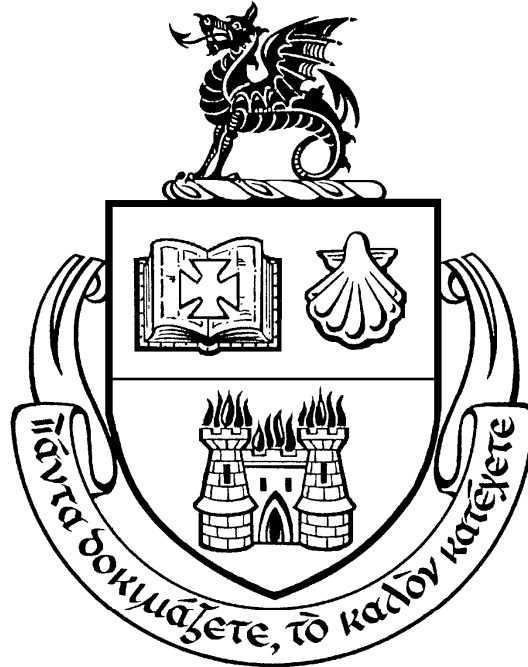


# Wesley College Dublin



## Junior Certificate Curriculum Summary Year 2

2011 - 2012

# Wesley College

## Junior Cycle Academic Curriculum Summary

This Curriculum Summary is published to assist both pupils and parents of the College. While parents, in particular, may wish to see what work is being done through the year, pupils may wish to look ahead to topics which will be covered in class.

This Curriculum Summary is a guide. Each subject department in the College covers material in a different manner, the summaries published in this booklet reflect this. While it is intended that topics are covered at the times indicated, circumstances may necessitate alteration to the programme.

*September 2011*

## ENGLISH

### 2<sup>nd</sup> Year

*'Language most shows a man: speak that I may see thee.'* Ben Jonson

The NCCA syllabus states, at the outset, that 'We live in the midst of language'. In English classes in Wesley, teachers promote and nurture an interest in and awareness of the power, potential and possibilities of the spoken and written word. This is done through a wide range of oral and written exercises including debating, speeches, drama and book reports.

Chrysalis  
Myths & Legends  
Mao's Last Dancer  
Romeo & Juliet

#### **FIRST TERM**

**FIVE classes per week one of which will be devoted to DRAMA whenever possible. Improvisation/ Romeo & Juliet.**

We begin with **Mao's Last Dancer** and we should finish this by half-term.  
**The Book Portfolio will count as 10% of the Christmas exams. The Book Portfolio details will be made available at beginning of the year.**

**Short Stories: *Chrysalis* 'The Sniper' (pp 151-154) PLUS material on the Short Story (pp 154-162) 'The Secret Life of Walter Mitty' by James Thurber (pp 197-202), 'The Father' by Raymond Carver (pp 250-251)**

**Poetry by Heart:** 'He Wishes for the Cloths of Heaven' by W B Yeats (p387),  
'The Road Not Taken' by Robert Frost (p 290).  
Pupils will STUDY/DISCUSS 'Back in the Playground Blues' by Adrian Mitchell (p303)

**Media:** Advertising - **textbook: PAGES 99 - 109.** Deconstructing an ad., a brochure etc.

Pupils will be directed to interesting material in their textbooks. They should explore the book on their own as much as possible. Homework will be drawn from many sources in the book. Independent study is vital.

#### **THE CHRISTMAS EXAM**

Normally 1hr 50mins.

2<sup>nd</sup> Year English - Christmas

1. Reading (20 marks)
2. Personal Writing (30 marks)
3. Poetry by Heart – revise BOTH. Write out ONE **word perfect**. Answer questions on **both** poems (10 marks)
4. Unseen Poem (10 marks)
5. Fiction: revise **SHORT STORIES** (10 marks)
6. Advertising (10 marks)  
[Book Portfolio (10 marks = 10%)]

## **SECOND AND THIRD TERM**

**Pupils will be expected to complete a PLAY PORTFOLIO on ROMEO & JULIET:**

The Play Portfolio will count as **20%** of the Summer Exam. The PLAY PORTFOLIO will be in FIVE (written) parts and these will be done during the term. It is important that the pupils see this as a cumulative effort. Even though they present the work in FIVE parts they must keep all sections together on completion.

**Pupils will be given the following work:**

- 1. Say why the opening Act of *Romeo & Juliet* is a dramatic and exciting one. Your answer should be well-planned, divided into paragraphs and should discuss the terms dramatic (conflict, tension, danger etcetera) and exciting. It should refer to the play in detail and you must quote from Act 1 in your answer. Your answer should be 500 words approximately. (20 marks)**
- 2. Choose TWO different adjectives which you think best describe MERCUTIO and the NURSE [2 adjectives per character]. Write a paragraph of 10 – 12 lines on each adjective chosen explaining why and how these words suit his/her personality. You must refer to the text/ quote from the text to support the points you make in your answer. (4 x 5 = 20 marks)**
- 3. Which scene did you find most interesting and memorable in the first THREE ACTS? Briefly describe what happens in the scene you have chosen and say why you found it interesting and memorable. Your answer should be 200 – 250 words. (20 marks)**
- 4. Choose either ROMEO or JULIET and discuss his/her character in detail. Your answer should include a discussion of how he/she changes and develops throughout the course of the play, what you admire and do not admire about him/her and how you feel about your character at the end of the play. Your answer should be 200- 250 words long. (20 marks)**
- 5. What is your FAVOURITE short extract from the play (not more than 3 lines)? Give reasons for your choice in fifty words or so. (5 marks)**
- 6. DRAW/ DESIGN either a THEATRE POSTER for the production of ROMEO & JULIET that you would like to see OR choose any ONE scene from the play and draw your version of that scene as you would like to see it staged. (15 marks)**

**POETRY:** study [READ, DISCUSS, ANSWER QUESTIONS ON . . .] ‘Football’ by Stewart Henderson (p 372); ‘The Thinness of Ice’ (p 319); ‘Night Feed’ (p 323); ‘Advice to a Teenage Daughter’ by Isobel Thrilling (p370) and ‘Dulce et Decorum Est’ by Owen (page 311)

### **POETRY BY HEART:**

‘Does it Matter’ by Siegfried Sassoon (367); ‘The Wild Swans at Coole’ by W B Yeats (p 283).

*Re Poetry by Heart:* Ordinary Level students will undoubtedly find these poems difficult but they will realise that Ordinary Level suits them best and Ordinary Level pupils will be given selected sections/lines from the poem to learn instead of the complete text.

Familiarity with literary terms - such as sonnet, lyric, epic, ode, ballad, satire, iambic pentameter, paradox, irony will be expected.

## **FICTION:**

'Two in One' by Flann O'Brien (pp 232-236); 'Reunion' by Arthur C Clarke (pp 185-186) and 'Guests of the Nation' by Frank O'Connor (pp 217-225)

Again keep in mind the COMPARATIVE question at Leaving Cert so that pupils in Form II are thinking their way into later challenges.

**Functional Writing:** Diary Entry, Report Writing, Review (pp 61- 68)

**Media:** Photographs (pp 137-138)

SUMMER EXAM: to include an extract from Romeo & Juliet printed on paper; a short story COMPARATIVE question; a word perfect poem; short questions on the correct use of the apostrophes etc. Form II pupils will also be expected to write on a novel chosen from a prescribed list. A sheet offering guidelines on this will be distributed to all 2<sup>nd</sup> Year pupils in February.

## **FORM II ENGLISH Wesley College Dublin February 2011**

Your Form II English Summer Exam. will include a question on TWO NOVELS which you will be expected to read and prepare *on your own*. Plan ahead and begin working on this project as soon as possible.

Choose ONE of the following titles and ONE OTHER. You may, if you wish, choose BOTH novels from the following list.

**Dark Waters by Catherine MacPhail**  
**Revolver by Marcus Sedgwick**  
**Amy by Mary Hooper**  
**The Knife of Never Letting Go by Patrick Ness**  
**The Ask and the Answer by Patrick Ness**  
**Monsters of Men by Patrick Ness**  
**Grass by Cathy MacPhail**  
**This Ain't No Video Game by Kevin Stevens**  
**Boy Kills Man by Matt Whyman**  
**Chicken Dance by Jacques Couvillon**  
**Kidnapped by Robert Louis Stevenson**  
**Chalkline by Jane Mitchell**  
**The Hobbit by J R R Tolkien**  
**Guantanamo Boy by Anna Perera**  
**The Road of Bones by Anne Fine**  
**How I Live Now by Meg Rosoff**  
**When You Reach Me by Rebecca Stead**  
**The Adventures of Tom Sawyer by Mark Twain**  
**Anne of the Green Gables by L M Montgomery**  
**Roll of Thunder, Hear My Cry by Mildred D Taylor**  
**The Murder of Roger Ackroyd by Agatha Christie**  
**Waves by Sharon Dogar**

These novels are available in the School Library, your local library or in bookshops. Read through the opening pages before making your choice. This will help you decide which one suits you best. They are all readily available.

Having read the novel that you have chosen you should prepare for the Summer Exam. as follows:

- \* Write a short piece [20 – 25 lines] on the opening one or two pages of the novels that you have chosen in which you outline why you think this is or is not a good opening.
- \* Choose one episode/event/scene in the novel which you would consider your favourite. Describe it and say why you thought it interesting. [200 words approximately]

\* Name your favourite character in your chosen novels, give a brief account of what happens to him/her, and give your opinion of him/her. [15 – 20 lines approximately]

\*Then choose FOUR short quotations – examples of interesting/effective writing –from throughout the text [it could be something that the character says or descriptions of that character or a description of the place where the novel is set or the novel’s first sentence - you choose.] and write them down and say why you have chosen them. TWO from each of the two novels.

\* Suggest some reasons as to why you think that the novels you have chosen is worth reading. [20 – 25 lines]

- Comment on the covers. [10 – 12 lines]

**Do this well you will be well prepared for your exam. It is very important at this stage in your career that you learn to STUDY a text ON YOUR OWN and prepare your thoughts on that text in an organised and intelligent and personal way.**

## **MATHS**

### **2<sup>nd</sup> Year**

Students are now following the new Project Maths Syllabus for all areas of the course. They received Active Maths Strands 1 & 2 last year. They will receive Active Maths 1 (Strands 1-4) in class this year. Those students continuing at Higher Level in year 3 will require Active Maths 2 (to be published Easter 2012). We have arranged with Folens to provide Active Maths 1 & 2 at a significantly reduced price since they had already purchased a book in year 1. This will mean that the end cost will be equivalent to buying 2 Maths Text Books for Junior Certificate, which would be the norm.

The aims of the Junior Cycle Mathematics programme are to:

- develop the mathematical knowledge, skills and understanding needed for continuing education, for life and for work
- develop the skills of dealing with mathematical concepts in context and applications, as well as in solving problems
- foster a positive attitude to mathematics in the learner

For more information please look at [http://ncca.ie/en/Curriculum\\_and\\_Assessment/Post-Primary\\_Education/Review\\_of\\_Mathematics/Project\\_Maths/Syllabuses\\_and\\_Assessment/index.html](http://ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Review_of_Mathematics/Project_Maths/Syllabuses_and_Assessment/index.html)

### **Higher & Ordinary Level**

#### **Term 1**

- Area & Volume
  - Chapter 18
- Coordinate Geometry: including Pythagoras
  - Chapter 26 & 28.1
- Patterns: generate arithmetic expressions from repeating patterns; representing situations with tables, diagrams and graphs; algebraic relationship
  - Chapter 8
- Functions
  - Chapter 30 & 31 + additional handouts

→ Christmas Examination

#### **After Examinations but before Christmas**

- Statistical Survey
  - Chapter 14

#### **Term 2 & 3**

- Algebra: Factorising and Solving
  - Chapters 19, 20, 21, 22 & 23
- Geometry: investigation of theorems; proof of theorems 1-6; constructions; problem solving using axioms and theorems.
  - Chapters 12, 13, 24 & 25
- Applied Arithmetic: solving problems involving bills, shopping, VAT, currency transactions etc.
  - Chapters 16, 17

→ Summer Examination

## AN GHAeilGE

### SIOLLABAS DON TEASTAS SÓISEARACH :

#### *Junior Certificate syllabus*

Deis ar chumas chuí sa Ghaeilge a dheimhniú do gach dalta de réir a acmhainne a chuirfidh ar a chumas páirt a ghlacadh sa saol dá theangach. Féinmheas agus féinmhuinín na mac léinn a chothú ar an teanga agus ar chultúr na Gaeilge. Chun é seo a chur i bhfeidhm baintear úsáid as téacs leabhair, téipeanna agus físeáin.

Beidh scrúdaithe leanúnacha i rith na bliana chun dul chun cinn na ndaltaí a mheas. Scrudú na Nollag: Cluastuiscint 20%, Scríofa 80%

*The syllabus for Junior Certificate Gaeilge aims to give the pupil the opportunity to take part in the bilingual world according to their ability. It aims to give them confidence in understanding and expressing themselves through our national language and culture. Classes are taught through Gaeilge and include the use of text books, cd.'s and dvd's. The pupils are continually assessed throughout the year. Exams are divided into two sections: listening comprehension 20% and a written paper 80%. All exam questions and answers are through an Ghaeilge.*

#### *ARD LEIBHÉAL Higher Level*

Sa chúrsa ard leibhéal leathnaítear ar an gcúrsa ón gcéad bhliain, go mbeidh na daltaí ábalta a gcuid smaointe féin a chur in iúl go réidh nádúrtha i bhfoirm cainte agus scríofa. *The higher level course continues and broadens the topics studied in Year that the pupils would be able to express themselves naturally both orally and in the written language.*

#### TÉARMA 1 TERM 1

- **Mise agus m'áit chónaithe:** cur síos ar dhaoine, pearsantach, aois airde  
An teach seomraí an tí, an chistin ag cócaireacht.  
*Myself and where I live: describing people, personalities age, height  
The house, rooms, kitchen, cooking*
- **An Baile mór:** áiseanna an bhaile, ag siopadóireacht, airgead. éadaí  
*The town: facilities, shopping, money, clothes*
- **Obair scríofa:** cárta poist, litir, scéal, díospóireacht, comhrá  
*Written work includes postcards, letters, stories, debates conversation,*
- **Gramadach:** na briathra: athbhreithniú ar na haimsirí, saor briathar aidiacht shealbhach, ag comhaireamh airgid  
*Grammar: revision of verbs and tenses possessive adjectives, money.*

- **Léitheoireacht:** déantar staidéar ar scéal próis agus ar dhán  
*Reading of a prose story and a poem*
- **Scrúdú na Nollag:** cluastuiscint 20% páipéar scríofa 80%  
*Christmas exam.: listening comprehension 20% written paper 80%*  
Páipéar scríofa: 1. Litir, comhrá, scéal. *Letter, conversation scéal*  
2. Ceist ar dhán agus ar phrós. *prose and poetry*  
3. Léamhthuiscint. *Comprehension*  
4. Gramadach. *Grammar*

### TÉARMA 2 Term 2

- **An scoil:** seomraí na scoile, treallamh na scoile, clár ama, ábhair staidéar.  
*School: school rooms, equipment, timetable, subjects*
- **Laethanta saoire:** taisteal, tíortha, na contaetha, an Ghaeltacht, an aimsir na séasúir  
*Holidays: travel, countries, counties, an Ghaeltacht, the weather, the seasons.*
- **Caitheamh aimsire :** ceol, teilifís, scannáin  
*Past-times: music, television, films.*
- **An duine agus an saol:** poist agus slite beatha  
*People and their lives: jobs and occupations*
- **Obair Scríofa:** : cárta poist litir, scéal, díospóireacht, comhrá  
*Written work includes postcards, letters, stories, debates conversation.*
- **Gramadach:** an modh coinníollach.  
*Grammar: the conditional tense*  
**Léitheoireacht :** scéal agus dán  
*Reading of a prose story and a poem*

### TÉARMA 3 Term 3

- **Spórt:** saghas spóirt, na himreoirí, ag cur síos ar chluiche  
*Sport: Types of sport, the players, describing a game*
- **Sláinte:** ag cur síos ar thimpiste, an corp, tinneas, san ospidéal  
*Health: describing an accident, the body, sickness, in the hospital.*
- **Obair Scríofa:** cárta poist litir, scéal, díospóireacht, comhrá  
*Written work includes postcards, letters, stories, debates conversation*  
**Gramadach:** an chopail  
*Grammar: the copail.*
- **Léitheoireacht:** dán agus pros  
*Reading of a prose story and a poem*  
**Scrúdú an tsamhraidh:** cluastuiscint 20% scríofa 80%  
*Summer exam.: listening comprehension 20% written paper 80%*  
**Páipéar scríofa:** 1. Litir, aiste, scéal. *Letter, essay, story.*  
2. Prós agus filíocht. *Prose and poetry.*  
3. Léamhthuiscint. *Comprehension.*  
4. Gramadach. *Grammar.*

## GNÁTH LEIBHÉAL Ordinary Level

Téacs leabhar: Fonn 2 agus Leabhar Saothar

*Text book and work book*

Gramadach: Graiméar an Draoi

*Grammar book*

Sa chúrsa gnáth leibhéal leathnaítear ar an gcúrsa ón gcéad bhliain, Déantar iarracht cur le stór focal an dalta agus deis a thabhairt dóibh iad féin a chur in iúil trí mheáin na Gaeilge.

*The ordinary level course continues from the first year course. The aim is to broaden the pupil's vocabulary and to encourage them to express themselves through Gaeilge.*

### TÉARMA 1 TERM 1

- **Mise agus m'áit chónaithe:** cur síos ar dhaoine, pearsantach, aois airde an teach seomraí an tí, an chistin ag cócaireacht.  
*Myself and where I live: describing people, personalities age, height*  
*The house, rooms, kitchen, cooking*
- **An Baile mór:** ag siopadoireacht, airgead. éadaí, bia  
*The town: shopping money, clothes, food*
- **Áit chónaithe:** do cheantar, do theach, seomraí an tí, troscán
- **Your area:** your area, your house ,rooms, furniture **An scoil:** ábhair staidéar, an saol scoile, muintir na scoile  
*School: subjects, school life, people in the school*
- **Obair scríofa:** cárta poist, nóta, ríomhphost, cuireadh  
*Written work: postcards, notes, emails, invitation*
- **Gramadach:** na briathra rialta aimsir chaite agus láithreach ag comhaireamh airgid  
*Grammar: the regular verbs, past, present tense, counting money*
- **Scrúdú na Nollag:** cluastuiscint 20% scríofa 80%  
*Christmas exam.: listening comprehension 20% written paper 80%*  
**Páipéar Scríofa:** 1.Meaitseáil. Matching.  
2. Fógraí beaga. Notices.  
3. Léamhthuiscintí. Comprehensions.  
4. Cárta poist a scríobh. Write a postcard.  
5.Abairtí a scríobh amach. Write out sentences.

## TÉARMA 2 *Term 2*

- **Laethanta saoire:** tíortha, na contaetha, an Ghaeltacht, an aimsir  
*Holidays: countries, counties, an Ghaeltacht, the weather*
- **Obair scríofa:** cárta poist, nóta, ríomhphost, cuireadh  
*Written work: postcards, notes, emails, invitation*
- **Gramadach:** briathra rialta aimsir fháistineach  
*Grammar: regular verbs, future tense*

## TÉARMA 3 *Term 3*

- **Caitheamh aimsire :** ceol, teilifís scannáin  
*Past-times : music, television, films*
- **An duine agus an saol:** poist agus slite beatha  
*People and their lives: jobs, and occupations.*
- **Obair scríofa:** cárta poist, nóta, ríomhphost, cuireadh  
*Written work:*
- **Gramadach:** briathra neamhrialta, láithreach caite.  
*Grammar: postcards, notes, emails, invitation*

**Scrudú an tsamhraidh: cluastuiscint 20% scríofa 80%**

*Summer exam.: listening comprehension 20% written paper 80%*

**Páipéar Scríofa: 1. Meaitseáil. Matching.**

**2. Fógraí beaga. Notices.**

**3. Léamhthuiscintí. Comprehensions.**

**4. Cárta poist a scríobh. Write a postcard.**

**5. Litir a scríobh. Write a letter.**

**6. Alt a scríobh. Write a paragraph.**

## SCIENCE

Junior Certificate Science has been drawn up to cater for the full range of student ability, aptitude and achievement. The syllabus has three major components: Biology, Chemistry and Physics. It is concerned with the development of scientific knowledge, skills, concepts, and attitudes essential for the responsibilities of citizenship in today's world. All students, irrespective of syllabus level, are required to study these three components.

The course is activity-based in its design and emphasises practical experience of science for each individual student. The importance of the processes of science as well as knowledge and understanding is reflected in the syllabus structure. Through a variety of investigations and experiments, students attain the specified learning outcomes, developing appropriate science process skills and a knowledge of underlying concepts.

Text Books: *Exploring Science (Revised Edition)* – Michael O’Callaghan, Seamus Reilly, Aidan Seery (Edco)

*Exploring Science Workbook (Revised Edition)* – Michael O’Callaghan, Seamus Reilly, Aidan Seery (Edco)

SUBJECT	TERM 1			TERM 2			TERM 3		
	Chapter	Title	Pages	Chapter	Title	Pages	Chapter	Title	Pages
PHYSICS	39	Heat and Heat Transfer	289-299	34	Motion	250-256	33	Density and Flotation	245-249
				36	Turning Effect of Forces, Levers	264-269			
CHEMISTRY	25	Chemical Reactions	183-186	26	The Atmosphere (gas preparations)	189-198	22	Chemical Bonding	157-164
	20	Atomic Structure	147-151	21	The Periodic Table	152-156	31	Plastics	228-235
	29	Water Hardness	215-220						
BIOLOGY	3	Food	17-24	5	Respiration and Breathing	32-39	11	Genetics	72-75
	4	Digestion and Enzymes	25-31				6	The Circulatory System	40-49
				7	Excretion	50-53			

# HISTORY

## 2<sup>nd</sup> YEAR HISTORY : STUDIES OF CHANGE

There is a large step up in the amount and the complexity of material between first and second year. Initially pupils might need some extra help and homework becomes extremely important. In accordance with the “Homework Guidelines for Parents” homework should be checked and although the parent should not “do the work” some pupils will benefit from selective help and guidance. Note taking and independent study techniques will be developed. The Syllabus for Second Year deals with major changes that affected peoples’ lives between the fifteenth and nineteenth century. **The reasons for change and the consequences of it are of primary importance.** Pupils will also learn about a person at the forefront of the changes. A broad range of sources will be used and in the New Year pupils will be asked to complete a project. As a means of revision teachers will from time to time refer to first year work. They may include it as part of homework or as material to be revised for class tests but the Christmas and Summer exams will be on Second Year work exclusively.

**Weeks 1- 6            The Age of Exploration:** this section deals with the changes in the European view of the world brought about by the first voyages of exploration; what encouraged these voyages and the main consequences of them.

**Weeks 7- 11        Religious Change:**

The pupils will learn about the reasons why new religions grew up in Europe towards the end of the Renaissance, how they developed and some implications of their success.

**Weeks 12- 17       Changes in Land Ownership:**

Here we study the Plantation Period in Ireland when vast amounts of land were taken from the native Irish by a succession of English monarchs. (week 14 is exam week)

**Weeks 18 - 23      Political Change:**

The Revolutions in America and France and the Irish Rebellion are dealt with. One of these is studied in extra detail and the teacher may well ask the pupils to do a project.

**Weeks 24 - 28      Social Change:**

This section, often called, “from farm to factory” looks at the Agricultural and Industrial Revolutions.

**Weeks 29 - 31      The Irish Famine:**

This final part of the Second Year course takes a relatively brief look at Irish Society in the first half of the nineteenth century and then continues on with the causes and the consequences of The Famine

**Week 32    Revision**

Again, as with first year, the Summer exam will consist mainly of material studied since Christmas.

# GEOGRAPHY

Geography is concerned with patterns and processes in the physical and human environments. Students learn about these through a range of local, national and global settings. Geographical skills are applied in the classroom and through fieldwork.

Text book *New Geo + Workbook* L. Ashe/K. McCarthy (Edco)

*New World Atlas* (Edco)

## JUNIOR CERTIFICATE GEOGRAPHY SYLLABUS - YEAR 2 2011/2012

<b>Term1</b>	<b>Week</b>			
	1	Glaciation	3.9	The work of the ice- processes, landforms of erosion
	2			Landforms of deposition
	3		3.1	Glaciation + human activity
	4	Soils	6.1	Soil formation
			6.2	Irish soils
	5		6.3	Tropical soils
			6.4	Natural vegetation + soil
	6	Preparation for field study		Rocks, mining , settlement
	7	Settlement	9.1	Early settlers in Ireland
			9.2	Nucleated settlements
	8		9.3	Resources, terrain + distribution of settlements
	9	OS Map work	7.3	The human landscape
	10	MID-TERM BREAK		
	11	Secondary economic activities	12.1	Systems
			12.2	Factory location
	12			Case studies light + heavy industries
	13		12.3	Footloose industry
	14		12.4	Change over time:
	15	CHRISTMAS EXAMS		
	16	Project work		
	17	CHRISTMAS HOLIDAYS		
<b>Term 2</b>	<b>Week</b>			
	1		12.5	Role of women in industry
			12.6	Manufacturing on a world scale
	2		12.7	Impact of industry on the environment
			12.8	Conflicts of interest
	3	Population	8.1	Growth
			8.2	Factors influencing rate of change
	4		8.3	Future rates of population increase
			8.4	Population pyramids
	5		8.5	Variations in population distribution + density
			8.6	Low population densities
	6	MID-TERM BREAK		
	7		8.7	High population densities

8		8.8	Global Patterns - the North/South divide
9		8.9	People on the move
10	Aerial Photos	7.4	Types, location, sketch maps etc
11	Aerial photos	7.5	Rural settlement and land-use
12	Tertiary Economic Activities	13.1	Services
	EASTER HOLIDAYS		

**Term 3**

**Week**

1		13.2	Tourism in Ireland
1	Green Week		
2		13.3	Tourism in Europe
3		13.4	Tourism + transport
4		13.5	Impact of tourism
5	Revision		
6	SUMMER EXAMS		

## FRENCH.

The aims of the French Department in the Junior Cycle are:

- To introduce all students who have chosen French to the concept that it is a living language and therefore a new means of communication
- That pupils acquire and understand a culture other than their own
- To provide students with the skills necessary for them to be able to partake in a range of basic functions and interact in French with French speakers in the categories of oral, aural and written production
- By achieving the above to help in the overall social and personal development of the students

We have chosen Core Text Books “*Bon Travail! 1* and *Bon Travail! 2*– Geraldine McQuillan, Marie Stafford & Carmel Timmins. Learning a new language should be an exciting experience and these books are designed in a friendly and attractive way in order to make the learning of French an enjoyable experience. As the communicative approach to language learning is at the core of the syllabus, these books are ideally suited to helping students master and develop the speaking, listening, reading and writing skills they require. In the first term students complete Book 1 and move on to Book 2 after Christmas. The books are divided into 11 units which are stepped to allow for the incremental acquisition of the vocabulary and basic grammar structures. A whole range of themes, topics, exercises and linguistic components are introduced, chapter by chapter, in this book to allow all students, whatever their level, to learn the necessary basic skills.

*Je Comprends Bien* is studied throughout the year to develop listening skills and to promote vocabulary acquisition.

First Term	<i>Bon Travail !</i> Book 1	Chapters 7-11
	<i>Je Comprends Bien</i>	One Section each week
Second & Third Term	<i>Bon Travail !</i> Book 2	Chapters 1-4
	<i>Je Comprends Bien</i>	One Section each week

	Language	Grammaire	Civilisation		
Bon appétit	<b>Unité 7</b>			<b>184</b>	
	Breakfast foods In the butcher's shop Buying vegetables Snack foods In the café Fruits Setting the table Buying fish Cheese and dessert	Present tense – boire 'C'est' and 'Ce sont' Present tense – vouloir Partitive article Present tense – mettre Quantities (1)	Favourite French dishes Mealtimes in France Some French recipes		
	Communication en classe			210	
	Lexique			210	
				Épreuve	212
Mon quartier	<b>Unité 8</b>			<b>218</b>	
	At the market Numbers 60-80 Talking about money Shopping for food Around the supermarket French alphabet revision Ordering a meal	Present tense – venir Quantities (2) The 'futur proche'	Going to the market French food shops Eating out in France		
	Communication en classe			238	
	Lexique			238	
				Épreuve	240
En ville	<b>Unité 9</b>			<b>244</b>	
	The buildings in your town Street directions Asking the way Numbers 80-100	The imperative Preposition 'à' Present tense – préférer	Buildings in a French town French shops Large stores in France Around Paris		
	Communication en classe			266	
	Lexique			267	
				Épreuve	268
Le sport	<b>Unité 10</b>			<b>275</b>	
	The sports you play Giving your opinion The seasons Gear and equipment	'Jouer à' 'Faire de' Present tense – prendre Possessive adjectives (2) (our, your, their)	Sports in France Baron de Courbetin and the Olympic Games		
	Communication en classe			295	
	Lexique			296	
				Épreuve	297
Mes passe-temps	<b>Unité 11</b>			<b>302</b>	
	Free time and hobbies Musical instruments Going to the cinema Using technology What you read Watching TV Other hobbies	'Jouer de' Present tense – écrire, dire, lire Present tense – sortir	Leisure activities in France Lumière Brothers and the cinema New technologies Reading in France Television in France Some French festivals		
	Communication en classe			320	
	Lexique			321	
				Épreuve	322
	<b>Verbes irréguliers au présent</b>			<b>326</b>	

Les Vacances	Unité 1			5
	Names of countries and nationalities	en / au / aux before a country	Popular holiday destinations	
	Types of holiday accommodation and location	Revision of le présent of regular -er, -ir, -re and reflexive verbs (verbes pronominaux)	Colonie de Vacances	
	Hotel/Campsite facilities	Verbs which make a spelling change au présent	Campsites	
	Lettre Formelle (1) Booking accommodation	Revision of common irregular verbs au présent	Theme parks – les parcs d'attractions	
	Sending a holiday postcard - phrases			31
Communication en classe			31	
Épreuve			34	
Lexique			36	
L'Échange Scolaire	Unité 2			36
	Filling a form for a student exchange	Verb pouvoir au présent	School exchanges	
	Letter of introduction	Le passé composé with avoir, of regular -er, -ir and -re verbs	At the table	
	Reading a programme of events	Le passé composé au négatif		
	Holiday clothes			
	Introducing people to each other			
	Saying what you would like/not like to do			
	Expressing preferences			
	Asking permission to do something			
	Breakfast in Ireland			
	Writing a diary entry			
	Leaving a note/message - phrases			63
Communication en classe			64	
Épreuve			69	
Lexique			71	
La Rentrée	Unité 3			71
	School items – stationery, etc.	Le Passé Composé with avoir of verbs with irregular participes passés	Going back to school in France	
	School uniform		School day in France	
	Numbers 20 – 100 - revision		Cartes de rentrée	
	Telling the time - revision			
	School timetable, school subjects			
Communication en classe			89	
Épreuve			90	
Lexique			94	
Listening Comprehension Test 1 (Unités 1 – 3)			95	
Le Temps et les Saisons	Unité 4			96
	Points of the compass	Les adjectifs - making feminine	Climate of France	
	Describing the weather forecast	Position of adjectives	Regions of France	
	Weather forecasts	Le passé composé of verbs using être	Expressions/sayings to do with weather	
	News items involving the weather			
	Seasons, clothes for different seasons			
	Communication en classe			122
Épreuve			122	
Lexique			127	

Je Comprends Bien (Aural preparation)	Chapters 1-47 over the year
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## GERMAN

The aims of the German Department in the Junior Cycle are:

- To introduce all students who have chosen German to the concept that it is a living language and therefore a new means of communication
- To assist pupils acquire and understand a culture other than their own
- To provide students with the skills necessary for them to be able to partake in a range of basic functions and interact in German with German speakers in the categories of oral, aural and written production
- By achieving the above, to help in the overall social and personal development of the students

The textbook used in class is *Genial 1* and *Genial 2*. It is anticipated that chapters 10 to 15 of *Genial 1* will be covered by Christmas. Chapters 1 to 7 of *Genial 2* shall be covered during terms two and three.

Term One:                                *Genial 1*    Chapters 13-15  
     *Genial 2*    Chapter 1  
 Second and Third Term:            *Genial 2*    Chapters 2-7

### *Genial 1*

Chapters and Pages	Topics	Communication	Vocabulary	Grammar	Learning to Learn
13: 78 – 83	Germany, Austria and Switzerland, Travel plans and travelling, orientation: place & times	Making suggestions: Destinations, expressing agreement/disagreement, making alternative suggestions, ordering food and drink	Holiday destinations, food & drink	Modal verbs “wollen” and “mögen”, Personal pronouns in the dative, some accusative and dative prepositions	Working with a map, selective listening
14: 84 – 89	A day in Corinna’s life, daily routine, jobs and professions	Describing your daily routine, describing your free-time activities, discussing career plans	Jobs and professions, activities	Genitive case, personal and reflexive pronouns in the accusative case	Reading strategies, making your own grammar tables, completing a “Lerntipp”
15: 90 – 98	Revision	Revision	Revision	Pronunciation	Systematic learning, self-evaluation, reading strategies, reflecting on and discussing German class

## Genial 2

Chapters and Pages	Topics	Communication	Vocabulary	Grammar	Learning to Learn
1: 6 -11	Friendship, new to the class	Speaking about friends, describing people using adjectives, passing on information, expressing your opinion	Characteristics of good friends, adjectives and their opposites	Personal pronouns in the dative, dative verbs, subordinate clauses with "dass", adjectives	Making a "Lernplakat", learning adjectives in opposites, Working with "Lernkarten", Listening comprehension strategies, communication tips
2: 12 – 17	Class trip to Vienna 1	Asking for directions in a city, orientation, describing the way, role play: tourists in my town	Places in a city	Accusative and dative prepositions	Organising your vocabulary systematically, preparing a role play
3: 18 – 23	Class trip to Vienna 2	Talking about events, saying what you did, expressing supposition	Activities in a city	The Perfect of regular and irregular verbs	Discovering grammar rules, telling a story just by mentioning key words
4: 24 – 29	Media: advantages and disadvantages, nowadays and in the past	Discussing pros and cons, agreeing, disagreeing, explaining, comparing, talking about the past, apologies/excuses	Media	The comparative of adjectives, imperfect of modal verbs	Making a "Lernplakat", practising reading strategies, writing "Lernkarten"
5: 30 – 35	Revision	Revision	Revision	Pronunciation	Listening Comprehension strategies
6: 36 – 41	Sports and records, body parts, illnesses, excuses	Talking about sport, comparing and describing activities, giving reasons and excuses	Sport, body parts	The superlative of adjectives, Clauses with "weil" and "aber"	Taking notes while listening, learning words with music, "Lernplakat" body parts, discovering a rule
7: 42 – 47	Clothes, fashion show	Talking about fashion, expressing your opinion/feelings on ..., describing clothes	Clothes, fashion, adjectives	Adjectives	Working with a grammar table

## SPANISH

The aims of the Spanish Department in the Junior Cycle are:

- To introduce all students, who have chosen Spanish, to the concept of a living language and therefore a new means of communication
- To assist pupils acquire and understand a culture other than their own
- To provide students with the skills necessary for them to be able to partake in a range of basic functions and interact in Spanish with Spanish speakers in the categories of oral, aural and written production
- By achieving the above, to help in the overall social and personal development of the students

The course has a communicative and active approach. Pupils learn to communicate through being given a range of tasks with a real purpose. The contemporary culture of Spain and Latin America will feature as an integral part of the course.

The textbook used in class is *Primer Paso 1* and *Primer Paso 2*. It is anticipated that chapters 10 to 13 of *Primer Paso 1* will be covered by Christmas. Chapters 1 to 6 of *Primer Paso 2* shall be covered during terms two and three.

*Vamos a escuchar 1* is studied throughout the year to develop listening skills and to promote vocabulary acquisition.

Term One	<i>Primer Paso 1</i> <i>Vamos a escuchar 1</i>	Chapters 10-13
Second and Third Term	<i>Primer Paso 2</i> <i>Vamos a escuchar 1</i>	Chapter 1-6

*Primer Paso 1*

Unit	Verbs	Page	Grammar	Page	Vocabulary	Page
10	<b>Comer</b> <b>Beber</b> <b>Tomar</b> <b>Levantarse</b> <b>e</b> <b>Ducharse</b> <b>Afeitarse</b> <b>Relajarse</b> <b>Ponerse</b>	116 116 116 109 109 109 109 109	Reflexive Verbs	109	Daily routine Time Meals and food	111 106 114/115
11	<b>Cerrar</b> <b>Jugar</b> <b>Encontrar</b> <b>Poder</b> <b>Querer</b> <b>Acostarse</b> <b>Divertirse</b> <b>Costar</b> <b>Dormir</b> <b>Empezar</b> <b>Volver</b> <b>Preferir</b> <b>Soler</b>	120 120 120 122 122 123 123 121 121 121 121 121 121	Radical changing verbs Demonstrative adjectives	120 129	Weather and seasons Clothes  Colours	126 130/131 133
12			Continuous present tense	145	Nationalities and countries Numbers 60 onwards Dates	139/140 143 143
13	<b>Detestar</b> <b>Odiar</b>	151 151	Me encanta/me interesa	151	Sports and hobbies	150/155

*Primer Paso 2.*

Unit	Verbs	Page	Grammar	Page	Vocabulary	Page
1			Imperative	7	Buildings Prepositions of place (revision) Tourist Office Asking for and giving directions	1/2 5 6 10/1 1
2			Regular and irregular verbs in present tense (revision)	30/3 1	Shops Clothes (revision and new) Souvenirs	18 22 24
3	<b>Conocer Saber</b>	36	Going to	32	Time expressions Holidays Colours (revision)	33 37 38
4			Future tense Irregular verbs in future tense	42 45		
5			Direct object pronouns	58	School School subjects Classroom items Language exchange	55 57 64 62/6 3
6					Groceries Meats Fish Drinks Fruits Vegetables Quantities At the supermarket At the restaurant Menus	66 66 67 67 67 68 68 71 72 73/7 8

## **ART, CRAFT, DESIGN WORK**

Second year continues on from first year in the further development of students drawing and craft skills. Additional craftwork is introduced. Students continue to look at support studies as inspiration and continue the use of sketchbooks to practice observation drawing.

### **Term 1**

Students are introduced to perspective and foreshortening. Students complete various perspective drawings from observation. Students work from observation to complete different examples of foreshortening. Students are introduced to relief work in clay. Students develop their 2d perspective and foreshortened drawings into designs for relief work. Students make a relief clay tile.

Students are introduced to graphic design. Students are introduced to different techniques within graphic design including; pen and ink, collage, typography and layout. Students complete different graphic projects including designs for posters, stamps and logo designs. Students also look at and make different packaging designs.

### **Term 2**

Students are introduced to puppetry. Students design and make a puppet exploring plaster of Paris and found objects within their design.

Students are introduced to the craft of lino printing. Students develop line drawings into designs for lino printing. Students are introduced to the craft of lino cutting and printing. Students design, make and print a lino block.

### **Term 3**

In the summer term students complete a mini painting project to give them an idea of what is required for a junior certificate project. This will comprise 50% of their summer exam. The painting project will be based on a particular theme that students must research through visual and written work. Second year students will be taken on a museum and /or gallery visit as part of their research for this project.

## **BUSINESS STUDIES**

Business Studies provides pupils with an introduction to business in the home (budgeting, consumer rights, banking, insurance etc.); in the workplace (wages, tax, industrial relations etc.) and at national level (national budget, exports and imports etc.).

Business enterprise is also covered, concentrating on how companies are formed and how they keep their accounts.

Business Studies is that part of the curriculum which enables the student to make informed decisions in the everyday business of living; which contributes to the student's understanding of the world of business; which encourages a positive attitude to enterprise and which develops appropriate skills in that field.

The syllabus is balanced between the business education necessary for the individual/household area and business education in the purely commercial context. This balance is achieved by devoting separate syllabus sections to the "Business of Living" and "Enterprise". The business concepts and skills introduced in one are restated and reinforced in the other. A section on economic awareness forms a bridge between these two sections.

Text Book: *Eurobusiness+Document & Activity Book – John Taylor (Folens)*

### TERM 1

- Forms of business
- Banking and finance for business
- Marketing
- Production, distribution
- Delivery systems

### TERM 2/3

- Report Writing
- Double entry for credit transactions
- Economic awareness
- International trade
- Final A/cs with adjustments
- Work & employment

<p><b>Forms of Business</b></p> <ul style="list-style-type: none"> <li>- Sole Trader</li> <li>- Private Limited Company</li> <li>- Co-operative</li> <li>- State Ownership</li> <li>- Limited and Unlimited Liability</li> <li>- Advantages and disadvantages of different forms of business</li> <li>- Formation procedures</li> <li>- Comparisons using local business</li> </ul>
<p><b>Finance for business</b></p> <ul style="list-style-type: none"> <li>- Financial Institutions</li> <li>- Types of finance</li> <li>- Short term/Medium term/Long Term</li> <li>- Matching sources and uses of finance</li> <li>- Opening a business bank account</li> <li>- Applying for a business loan</li> <li>- Importance of collateral</li> <li>- Preparing a Business Plan</li> <li>- Cashflow Statement</li> <li>- Calculating the cost of capital/comparing cost of finance</li> <li>- Use of internet to access information on borrowing</li> </ul>
<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>- What is a market? Types of markets</li> <li>- What is marketing?</li> <li>- The Marketing Mix</li> <li>- Market Research – methods, target market, desk/field research</li> <li>- Price – costing/markup/margin</li> <li>- Product – life cycle</li> <li>- Promotion</li> <li>- Sales promotion V advertising</li> <li>- Functions of advertising</li> <li>- Types of advertising</li> <li>- Selling techniques – brand names, special offers etc.</li> <li>- Public Relations</li> <li>- Use of PowerPoint to develop simple ads.</li> </ul>
<p><b>Production and Distribution</b></p> <ul style="list-style-type: none"> <li>- Chain of Production</li> <li>- Primary/Secondary/Tertiary</li> <li>- Public V Private Sectors</li> <li>- Channels of Distribution</li> <li>- Importance of manufacturer/wholesaler/retailer</li> <li>- Wholesaler types and functions</li> <li>- Retailer types and functions</li> </ul>
<p><b>Delivery Systems</b></p> <ul style="list-style-type: none"> <li>- Importance of transport in the chain of distribution</li> <li>- Road/Rail/Sea/Air/Pipeline/Canal – comparison, advantages/disadvantages</li> <li>- Choosing a method of transport</li> <li>- Modern developments in transport</li> <li>- Calculating delivery time</li> <li>- Calculating delivery cost</li> <li>- Importance of transport costs to the firm</li> <li>- Use of internet to access information on transport systems/costs</li> <li>-</li> </ul>

<p><b>Report Writing</b></p> <ul style="list-style-type: none"> <li>- Layout of a report</li> <li>- Rules for writing reports</li> <li>- Practice in writing reports</li> </ul>
<p><b>Accounting for cash/credit transactions</b></p> <ul style="list-style-type: none"> <li>- Recap on basic rules of double entry</li> <li>- Daybooks (PB, SB, PRB, SRB, CB, GJ)</li> <li>- Posting to ledger accounts</li> <li>- Trial Balance</li> <li>- Use of spreadsheets for accounts</li> </ul>
<p><b>Economic Awareness</b></p> <ul style="list-style-type: none"> <li>- What is Economics?</li> <li>- Choice/scarcity/limited resources</li> <li>- Factors of Production</li> <li>- Inflation</li> <li>- Economic Growth</li> <li>- The National Economy</li> <li>- Government Capital/Current Income/Expenditure</li> <li>- National Budget</li> <li>- Surplus/Deficit + implications</li> </ul> <p><b>International Trade</b></p> <ul style="list-style-type: none"> <li>- Reasons why countries trade</li> <li>- Importance of imports and exports</li> <li>- Main types of goods that we trade</li> <li>- Our main trading partners</li> <li>- EU – membership and benefits to Ireland</li> <li>- Balance of Trade</li> <li>- Balance of Payments</li> <li>- Converting rates of exchange</li> <li>- Use of internet to access information on imports, exports, EU, exchange rates etc.</li> </ul>
<p><b>Final Accounts</b></p> <ul style="list-style-type: none"> <li>- Recap on simple Trading/P&amp;L/Balance Sheets from Form 1</li> <li>- Accruals and prepayments</li> <li>- Adjustment calculation</li> <li>- Recording adjustments in accounts</li> <li>- Depreciation</li> <li>- Calculation of dividends</li> </ul>
<p><b>Work/Employment</b></p> <ul style="list-style-type: none"> <li>- Work V Employment</li> <li>- Reasons for unemployment</li> <li>- Labour Force</li> <li>- Rights and Responsibilities of an employee</li> <li>- Rights and Responsibilities of an employer</li> <li>- Self employment rewards and risks</li> <li>- Organisation structures – for small/medium/large firms</li> <li>- Procedures for employing staff</li> <li>- CV/Interviews</li> <li>- Methods of payments</li> <li>- Payslips/Wages Book</li> </ul>

## **CLASSICAL STUDIES**

The Classical Studies syllabus is offered at two levels, Ordinary and Higher. The syllabus framework is common to both levels. Consequently students at both levels are enabled to work together until the end of the three year cycle.

The 2<sup>nd</sup> and 3<sup>rd</sup> Year course involves the study of the following possible topics, which are drawn from the Greek and Roman World. Two topics from the Greek World, two from the Roman and one other topic must be chosen.

### **THE GREEK WORLD**

- The Wrath of Achilles, based on Homer's *Iliad*, Books I, VI, XVI, XXII, XXIV
- Greece and Persia, based on relevant readings in the *Histories* of Herodotus
- The Life and Death of Socrates, based on the *Apology, Crito and Phaedo* of Plato
- Mycenae and Troy, based on the archaeology and legend of the two centres.
- The Athenian Acropolis, based on the architecture, religion and history of the period in which the Acropolis was built

### **THE ROMAN WORLD**

- The Quest of Aeneas, based on Virgil's *Aeneid*, Books I, II, IV, VI
- The Roman Theatre - Comedy, based on the *The Swaggering Soldier* of Plautus, and to include *basic* knowledge of the physical shape of the Roman theatre
- The Life and Times of Julius Caesar, based on Plutarch's *Life of Caesar*
- A Roman City, based on a study of Pompeii

In Wesley for the current 2<sup>nd</sup> Year we have chosen the following topics and plan to study them as below:

**Topic 1: The Roman City: Weeks 1-10**

**Topic 2: The Wrath of Achilles: Weeks 11-20**

**Topic 3: The Athenian Acropolis: Weeks 21-30**

## HOME ECONOMICS

This course covers five areas of study over the three Junior Cycle years. These account for 50% of the marks in the final written exam. The areas are:

- Food Studies & Culinary Skills
- Consumer Studies
- Social & Health Studies
- Resource Management & Home Studies
- Textile Studies

A final year project in Design & Craftwork accounts for 15% of the marks while a practical cookery exam accounts for 35% of the marks. Towards the end of the third year an external examiner assesses this and the project.

Textbook: *Learning for life, Home Economics for Junior Cert & Workbook*  
by Carmel Enright & Maureen Flynn

Area of Study	Term 1		Terms 2 & 3	
	Ch	Topic	Ch	Topic
Food Studies	1	Nutrition	9	Fish
			10	Milk/Cheese/Eggs
	2	Balanced Eating & Special Diets	11	Vegetables/Fruit
			3	Meal Planning
	Practical cookery and culinary skills classes take place throughout the year			
Consumer Studies	27	Money Management	28	Shopping
	26	Quality Control		
Social & Health Studies	18	Healthy Living	16	The Family
Resource Management & Home Studies	32	Technology in the Home	30	Designing a Home
Textile Studies	36	Fashion & Design	39	Fabric Care
			38	Sewing Skills (p358-364)
	-	Craftwork: Appliqué Christmas Stocking	-	Craftwork: - Log Cabin Patchwork - Embroidery
			-	Preparation for 3 <sup>rd</sup> Year craft

## MUSIC

This course has been designed to enable all students to acquire musical skills suited to their age, varying abilities and musical experiences.

The course is divided into three parts which represent the three main musical activities.

- Performing
- Composing
- Listening

All Students must complete a practical exam (25% of the marks) for the Junior Certificate Exam.

The materials used in the 2<sup>nd</sup> Year course are:

- *Sounds Good* – Core Book (EDCO)
- *Sounds Good* - Set B Workbook (EDCO)
- *Sounds Good Workbook* – (EDCO)
- Music Manuscript
- Refill pad & Ring bind folder

## SYLLABUS GROUP B

### FIRST TERM

- Listening:** **Set Work:** *Morning, Anitra's Dance & In the Hall of the Mountain King* from Peer Gynt Suite no. 1 by Greig  
**Set & Choice songs:** Popular Songs: *Yesterday* by The Beatles & *Don't look back in anger* by Oasis  
Descants & two part songs: *Evening Prayer* by Humperdinck & *Calypso*  
**Choice Works:** Movements from Classical Symphonies: *Eine Kleine Nachtmusik* by Mozart  
Revise Dance Music & Illustrative Music from first year  
Rhythmic & melodic dictation (full scale)  
Irish Music – Collectors, Instruments & Dance types
- Performing:** Class singing (*Sounds Good*) & Rounds.  
Performance of one piece on own instrument for Christmas test
- Composing:** Key Signatures (2 sharps & flats)  
General theory (revise scales, introduction to triads/backing chords (I, IV & V) revise ledger lines.)

## SECOND TERM

- Listening:** **Set Work:** *Hoe Down* from Rodeo by Copland  
**Choice Works:** Orchestrally Accompanied Instrumental & vocal music: *Hallelujah Chorus* by Handel or *Clarinet Concerto* by Mozart;  
Theme & Variations: *Ah! Vous dirah-je maman*” by Mozart  
**Set& Choice Songs:** Irish folk songs: *Amhrann na Cuiginne & She moved through the fair*  
**Irish Music:** Features of Irish folk songs; Sean Nós singing  
Listening exercises on Irish Music covered to date  
**Dictation:** Rhythmic & melodic dictation  
**General Study:** Jazz and Blues (Project work)
- Performing:** Irish folk songs; Performance workshop; Class singing;  
Practical exam (20%)-held at Easter
- Composing:** Revise Bass Clef, Melody writing of 4 bars,  
Triads/backing chords

## THIRD TERM

- Listening:** Folk songs from other countries: *Click go the shears & Banana boat song*  
Listening exercises on Irish Music covered to date  
Revision for summer examination  
Dictation – 4 bars of  $\frac{3}{4}$  or  $\frac{4}{4}$  using dotted crotchet & quaver
- Performing:** General class singing
- Composing:** Triads/Backing Chords (I, ii, IV, V & vi) Major keys only  
4 bar phrase in major keys only  
Revision for summer exam

## TECHNICAL GRAPHICS

General Organisation of Technical Graphics in 2<sup>nd</sup> Year:

All pupils should have

- a T-square for homework and exams
- a drawing folder and drawing equipment
- a pencil case + pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

<b>Assessment:</b>	Monthly:	Class test
	Christmas:	Exam
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

Text Book: *Understanding Technical Graphics – Gill & MacMillan*  
Workbook: *Understanding Technical Graphics – Gill & MacMillan*

The following is a description of the topics, concepts and procedures to be covered in class:

TERM 1	W1.	Revision of Elevations and Plans
	W2.	Auxiliary elevations Oblique projections
	W3.	Revision of isometric projections
	W4.	Drawing: A bird house Drawing: A tumbler holder
	W5.	Revision of circles in contact
	W6.	Tangents to circles
	W8.	Revision of Auxiliary Projection
	W9.	Circles in Auxiliary
	W10.	Conics – Revision of the Ellipse
	W11.	Introduction to the Parabola
	W12.	Rotated solids
	W13.	Revision for exams
	TERM 2	W17.
W20.		Auxiliary plans Class test
W22.		Solids in contact
W24.		Transformation Geometry
W25.		Central Symmetry
W26.		Axial symmetry Rotation
W27.	Solids in contact Ch 28	
TERM 3	W30.	Rotated solids
	W32.	Revision
	W33.	Exam technique, timing and performance in exams

## TECHNOLOGY

### General Organisation of Technology in 2<sup>nd</sup> Year:

- All pupils should have a T-square for homework and exams
- All pupils should have a drawing folder and drawing equipment
- All pupils need a pencil case + pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

<b>Assessment:</b>	Monthly:	Class test
	Christmas:	Exam
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

### Main Teaching Areas:

- Orthographic drawing
- Theory of materials
- Machines and power tools
- Hand tools
- Safety
- Craft techniques
- Design and creativity
- Electronics
- Structures and mechanisms
- Project planning and execution
- Computer applications
- Technology and society

Text Book: *Junior Certificate Technology* – Grainne Enright (Folens)

### TERM 1

W1.	Organisation of books and stationery Revision Elevations and Plans Safety revision
W2.	Designing an electric lamp Revision of the lathe
W3.	Electricity Health and Safety
W4.	Energy Awareness Week Health and Safety
W5.	Technology in Society Class test

- W6. Design of Steady Hand Game  
Technology in Society
- W7. Steady Hand Game
- W8. Recycling Week  
Electronics
- W 15. Working with Levers

#### TERM 2

- W17 Further study of gears
- W19. Energy conversion
- W20. Study of Levers
- W22. Designing and electronic light sensor  
Study of Pulleys
- W23. Students make light sensor
- W25. Cams
- W26. Study electronics

#### TERM 3

- W30. Designing a motor control system
- W31. Pupils start making motor project  
Studying electronics
- W33. Motor project completed  
Preparation for exams

*There is a charge towards the cost of materials for this practical subject.*

## MATERIALS TECHNOLOGY (WOOD)

### **General Organisation of Materials Technology (Wood) in 2<sup>nd</sup> Year:**

- All pupils should have a T-square for homework and exams
- All pupils should have a drawing folder and drawing equipment
- All pupils need a pencil case + pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

<b>Assessment:</b>	Monthly:	Class test
	Christmas:	Exam
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

### **Main Teaching Areas:**

- Orthographic drawing
- Theory of wood and tools
- Machines and power tools
- Hand tools
- Safety
- Craft techniques
- Design and creativity
- Project planning and execution
- Finishes

Text Book *Materials Technology Wood*  
– Michael Cross New Revised Edition 2006 (Educ. Co.)

### TERM 1

#### Week

W1.	Revision of 1 <sup>st</sup> Year work Drawing elevations and plans Revision of safety in the workshop
W2.	Designing an electric lamp Revision of lathe work Demonstration of electrical work
W3.	Making of lamp
W5.	Designing a trophy
W8.	Designing a wine holder
W9.	Seasoning of timber

- W10. Visit to computer room: Computer Aided Design
- W11. Elevations and plans; Dimensioning
- W12. Studying defects in timber
- W 15. Sharpening tools: methods and correct procedure

#### TERM 2

- W17. Laminating
- W18. Designing an A4 document holder
- W19. Wood Conversion
- W22. Steam bending of timber
- W23. Designing
- W25. Timber and the environment
- W27. Plastics

#### TERM 3

- W30. The use of power tools
- W31. Study of adhesives
- W32. Finishing

*There is a charge towards the cost of materials for this practical subject.*

## **SOCIAL, PERSONAL AND HEALTH EDUCATION**

The Junior Certificate Programme in SPHE aims to

- to enable the students to develop skills for self-fulfilment and living in communities
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision-making
- to provide opportunities for reflection and discussion
- to promote physical, mental and emotional health and well-being

### **Topics to be covered in 2<sup>nd</sup> Year:**

- Looking back, looking forward
- Group work
- Family ties
- What motivates me?
- Study skills
- Assertive communication
- Body care and body image
- The changing nature of friendship
- Recognising and expressing feelings and emotions
- Peer pressure and other influences
- Managing relationships
- Making responsible decisions
- Health and personal safety
- Self-confidence
- Body image
- Positive and negative influences
- Making decisions
- The effects of drugs
- Alcohol and its effects
- Alcohol: why, why not?
- Cannabis and its effects
- Cannabis: why, why not?
- Accidents at home and in school
- Feeling threatened

SPHE is not formally examined in the Junior Certificate examination. SPHE is taught through a combination of tutor class and organized half-days dealing with particular aspects of the course.

## **CIVIC, SOCIAL AND POLITICAL EDUCATION**

CSPE is a Junior Cycle course designed to promote Active Citizenship in young adults. The course features seven core topics, and also encourages young students to become involved in group-based activities to become more informed about or benefit their community (Action Projects). This project is worth the majority of the marks available for the subject when it comes to the Junior Certificate Examination, and is submitted in advance of the written CSPE Examination.

CSPE is examined at a Common Level. It is taught once weekly to all students in the Junior Cycle.

In 2<sup>nd</sup> Year, students examine the topics of Development, Democracy and Law.

### **Concept I – Development**

- What kind of localities do the students come from?
- The National development
- Ireland and why it is so attractive to so many citizens from new EU entrant countries
- The Developing World and the Developed World
- The negative effects that trying to supply the Western consumers' demands is having on communities and environments

### **Concept 2 - Democracy**

- How do we make decisions?
- Does everyone deserve an equal say?
- Democracy and the contrasting alternatives, Monarchy; Autocracy; Anarchy; Annexation.
- Local Government. The Irish Political Landscape.
- National Government. Straight vote vs Proportional representation. TDs. Constituencies.

### **Concept 3 – Law (This concept can be covered in 3<sup>rd</sup> Year if pressure on time is too great in 2<sup>nd</sup> Year)**

- What laws affect us?
- Are they all to stop us from doing things?
- Do laws enable us?
- What can a citizen do to uphold the law?
- The law and the locality
- The history of our laws and the court

## **RELIGIOUS EDUCATION**

### Aims of Course:

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

The amount of time allocated to each of the sections varies depending on individual classes and current affairs at a particular time. The textbook is divided into units of which approximately six are covered each year.

### **September - December**

- Foundations of Religion– Major World Religions Unit 9 & 11
- Sources of Evidence
- Rites of Passage And Other Rituals
- Development of Tradition
- Tradition, Faith and Practice Today Unit 10 & 12

### **January - June**

- The Question of Faith Unit 13
- The Situation of Faith Today Unit 14
- The Beginnings of Faith / The Growth Of Faith Unit 14
- Challenges to Faith Unit 15

## GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
<b>YEAR 2 PE</b> SGL x 8wks .....	Gymnastics/Cross-Country	Badminton	Dance (Theatre Visit Nov)	Tennis
<b>YEAR 2 Games</b> DBL x 8wks	Gymnastics/Netball/Hockey <i>Rotation</i>	Gymnastics/Netball/Hockey <i>Rotation</i>	Orienteering	Athletics ***

### JUNIOR GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME 2009-2010

\*\*\*NB: Year 2 Compulsory One Day Outdoor Pursuits to be completed in Module 4

#### Areas of Study

Adv Activities	L1 L2	Dance-Creative Dance-Folk	L1 L2	Athletics	L1 L2	Games Invasion	L1 L2	Games N/F	L1 L2	Gymnastics Beam
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## BOYS' PHYSICAL EDUCATION AND GAMES PROGRAMME

YEAR 2	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
1Period	Gymnastics	Various Ball Basketball	Adventure Activities (4 weeks) Orienteering Fitness and Conditioning	Athletics Fielding/games
..... 2 Periods	Invasion Games Rugby/ hockey/ basketball	Invasion Games Rugby/ hockey/ basketball	Running/Invasion Games	Athletics and N/F Games

Each pupil will complete activities in each block over the course of the year. Pupils' progress in Physical Education and Games will be monitored throughout the modules. Continuous assessment will be based on ability, effort and improvement. Where appropriate this system will incorporate pupils' self-assessment.