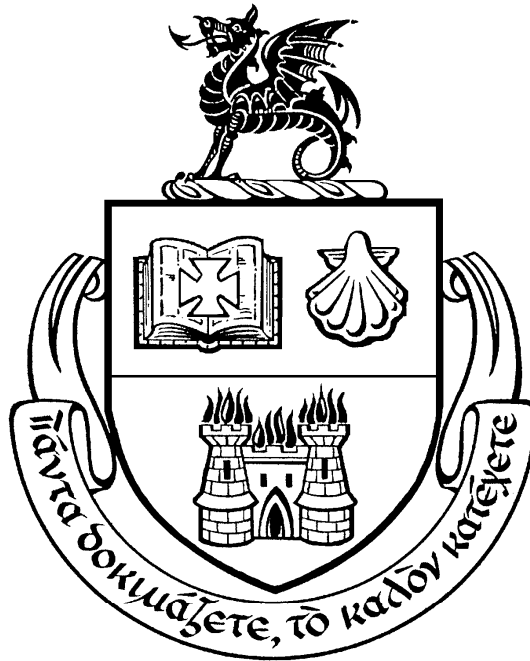


Wesley College Dublin



Junior Certificate Curriculum Summary Year 3

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 and 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

3rd 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.

An Ordinary Level English class will be formed at the beginning of Third Year. A class test towards the end of September should help determine if further changes need to be made. It is to be hoped that the test will help pupils to realise what level best suits them.

Class Tests will focus on the following (we need challenging texts to indicate Higher Level work/standards):

1. Prepare 'Dulce et Decorum Est' (page 184). Study/discuss the imagery, the tone of voice, its effectiveness as an anti-war poem, the significance of the title.
2. Read Frank O'Connor's SHORT STORY 'What Girls are For' (pp 109-116) and focus on why it is considered a HUMOROUS and ENTERTAINING story.
3. *Romeo and Juliet*, YOUR FAVOURITE SCENE from the play. Discuss why the scene works so well and explain in detail WHY it is your favourite. You must quote from or refer to the TEXT in your answer.
4. ONE question on an Unseen Poem

An essay (Personal Writing) written during September will also be taken into account and pupils will be made aware of this.

THIRD YEAR TEXTS

Chrysalis / To Kill a Mockingbird / Romeo and Juliet (*revise*) / Past Exam Papers

Poems in 3rd Year could include 'Dulce et Decorum'; 'Base Details'; Wild Swans'; Mid-Term Break'; 'Night Feed' et cetera

3rd Year

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	Language skills	Specific forms of writing	Composition skills	Critical literacy	Fiction	Poetry	Drama	Media
Year Three	<p>Revise grammatical terms.</p> <p>Add to language terms already known cliché, connotation, synonym.</p> <p>Reinforce spelling patterns and strategies for checking punctuation.</p> <p>Insist on proof-reading, reading aloud etc.</p>	<p>More sophisticated narratives: the short story; the memoir.</p> <p>Atmospheric 'mood' writing</p> <p>The objective report</p> <p>Dramatic dialogue</p> <p>The debate speech</p> <p>The critical essay.</p>	<p>Shaping narratives through voices/ point of view, setting.</p> <p>significant action, climax, resolution.</p> <p>Choosing rich, expressive language.</p> <p>Reporting accurately and clearly.</p> <p>Making and illustrating points.</p>	<p>Re-examining concepts already dealt with in narrative and argument.</p> <p>Identifying persuasive and manipulative(?) techniques in a range of texts.</p> <p>Identifying connotation and inference.</p> <p>Being aware of tone, especially the humorous or satirical.</p>	<p>Focus on a novel and/or short stories.</p> <p>Look at character development, narrative voice, creation of setting, tension, climax and resolution.</p> <p>Use 'L.C. terms' them/e/issue, key moments, the world of the text.</p> <p>Identify key quotations or references.</p>	<p>(H.L.) Study three(?) poems by one poet, and one 'big' poem, and revise others.</p> <p>Emphasise the importance of knowing by heart through sound, shape, texture... and meaning!</p> <p>For the unseen poem, read a wide range and ask for responses to specific words or lines, and ask about overall impact.</p>	<p>Revise studied play, focusing on turning points, moments that reveal character, problem moments.</p> <p>Use specific terms: comedy, tragedy, plot, dramatic irony.</p> <p>Discuss differences between theatre and film, and page and stage.</p> <p>Ask how they would play/direct /design...</p>	<p>Revise concepts already met.</p> <p>Look at examples of 'objective' reporting.</p> <p>Identify persuaders in ad and news copy.</p> <p>Link task: create a biased and an objective report based on a studied text</p> <p>Choose favourite ad, TV programme, cartoon...</p>

MATHS

Year 3

Students are now following the new Project Maths Syllabus for all areas of the course except for functions, which is from the old syllabus. They received Active Maths Strands 1 & 2 last year. They will receive Active Maths 1 (Strands 1-4 and Old Syllabus Functions) in class this year. These two books along with some additional handouts (to bring some of the material up to Higher Level) will be required for use this year.

We have arranged with Folens to provide Active Maths 1 at a significantly reduced price since they had already purchased a new book in year 2.

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

Higher Level

Term 1 and up to Mock Examinations

- Cone
 - Handouts
- Geometry
 - Active Maths Strands 1 & 2: Chapters 8, 9 & 12
- Trigonometry
 - Active Maths Strands 1 & 2: Chapter 11
- Algebra and Patterns
 - Active Maths 1: Chapters 8, 23, 29 (Revision of Chapters 9, 10 & 19-21) + additional handouts
- Statistics and Probability
 - Active Maths Strands 1 & 2: Chapters 7 & 3.
- Applied Arithmetic
 - Active Maths 1: Chapters 16 & 17

→ Mock Examinations

After Mock Examinations

- Indices and Reciprocals
 - Active Maths 1: Chapter 15
- Theorem Proofs
- Revision

Ordinary Level

Term 1 and up to Mock Examinations

- Area and Volume
 - Active Maths 1: Chapter 18
- Geometry
 - Active Maths 1: Chapters 11, 12, 13 & 27
- Trigonometry
 - Active Maths 1: Chapter 28
- Algebra and Patterns
 - Active Maths : Chapters 8, 23, 29 (Revision of Chapters 9, 10 & 19-21)
- Statistics and Probability
 - Active Maths 1: Chapters 14 & 7.
- Applied Arithmetic
 - Active Maths 1: Chapters 16 & 17

→ Mock Examinations

After Mock Examinations

- Indices and Reciprocals
 - Active Maths 1: Chapter 15
- Revision

AN GHAELGE

ARD LEIBHÉAL Higher Level

Téacs leabhar: Fonn 2

Text Book:

Gramadach: Graiméir an Draoi

Grammar book

Iris :Staighre

Magazine

Páipéir scrúdaithe

Exam Papers

Sa chúrsa ard leibhéal leathnaítear ar an gcúrsa ón gcéad bhliain agus ón dara bliain, go mbeidís ábalta a gcuid smaointe féin a chur in iúl go reidh nádurtha i bhfoirm cainte agus scríofa.

The course at Higher Level develops the topics studied in first and second year, encouraging the students to express themselves confidently and naturally through Irish.

TÉARMA 1(go dtí na triail scrúdaithe). *Term 1 up until the mock exams.*

- **Na Meáin cumarsáide:** Nuachtán Gaeilge a léamh, cursaí reatha, Teilifís raidió.
The media: Reading Irish News papers, current affairs. Television and radio
- **An t- imshaol agus cursaí sláinte:** Galair, an fiacloir, lárionad sláinte. Cúrsaí reatha
Sábháilteacht ar na boithre.
The environment and health: Diseases, the dentist, health centre. Current affairs. Road safety.
- **Cúrsaí spóirt agus caitheamh aimsire:** peil, iománaíocht rugbaí hacaí, an pearsa spóirt is fearr liom.
Sport and pastimes: football, hurling, rugby, hockey. My favorite sports personality.
- **Gramadach:** Athbhreithniú ar an aimsir chaite agus láithreach. An aimsir Fháistineach. Céimeanna comparáide na haidiachtaí
Grammar: *revision of the past and present tense. The future tense. Adjectives of comparison.*
- **Obair Scríofa:** Giota Gearr, díospóireacht, litir, scéal, comhrá.
Written work: article, debate, letter, story, conversation.
- **Léitheoireacht:** Staidéar ar scéalta agus dánta
Reading: The study of prose and poetry

TÉARMA 2, 3 *Term 2,3.*

Don dhá théarma seo baintear úsáid as na páipéir scrúdaithe.
Dírítear isteach ar na scrúdaithe agus teicnící ceiste.

For the remaining two terms classes will revise using their past papers. Special attention is paid to the examination and answering questions.

GNÁTH LEIBHÉAL ORDINARY LEVEL

Téacs leabhair: Fonn 2

Text book

Gramadach: Graiméir an Draoi

Grammar book.

Páipéir scrúdaithe

Exam papers.

TÉARMA 1 2 agus 3 *Terms 1 2 and 3*

Ath bhreithniú ar na topaicí ón gcéad agus ón dara bhliain: *The aim this year is to consolidate the topics covered in first and second year:*

An dalta, áit chónaithe, teaghlach, caitheamh aimsire, cursaí spóirt, sláinte

The student, their home place, family, past-times, sport, health

Díriú isteach ar chumas scríofa na ndaltaí *To practice their written work including*

Léamhthuisintí agus fógraí a fhreagairt. *Comprehensions and short notices.*

Cárta poist a scríobh. *Writing postcards.*

Cuireadh a thabhairt, a ghlacadh. *To issue and accept an invitation.*

Ríomhphost a sheoladh. *To send an email.*

Blag a scríobh. *To write a blog.*

Baintear úsáid as na páipéir scrúdaithe

Past examination papers are used, in conjunction with the text books.

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)

TERM 1			TERM 2			TERM 3		
Chapter	Title	Pages	Chapter	Title	Pages	Chapter	Title	Pages
37	Pressure	270-277		Work, Energy Power(finish Power) 286-288		44	Uses of Electricity	329-334
43	Static Electricity	319-328				45	Electronics	335-342
43	Current Electricity	319-328						
35	Force (Hooke’s Law)	261-263						
24	Acids and Bases	174-182	23	Metals and Non-metals	165-173	30	Fossil Fuels	221 - 227
27	Water	199-208						
15	Ecology	104-119	Coursework B (one to be completed in Term 1)			14	Plant Reproduction	92-103
13	Photosynthesis and Plant Responses	84-91				16	Micro-biology	120-127

3rd YEAR HISTORY: UNDERSTANDING THE MODERN WORLD

In the first and second year the teacher will help foster and develop the skills required for successful independent study. These will be very important in third year as the material is examined in greater depth and there is a need for thorough revision. An understanding of concepts such as Democracy, Fascism, Nationalism and Republicanism is important and parents can often have a positive effect on performance by discussing appropriate current events. The course will not be completed before the Mock Exam but each teacher will give guidance to the pupils as to how best to revise. Once the course is complete the teacher will go over all three years of the course with the majority of material being drawn from Past Papers.

Weeks 1-8 International Relations in the 20TH Century:

The main part of this Section deals with Peace and War in Europe 1920-1945 with many pupils fascinated with the rise of Hitler and the Second world war.

Weeks 9 - 21 Political Developments in Ireland in the Twentieth Century.

This overview of the main events which influenced contemporary Ireland runs from The Home Rule Movement to modern times. We also look at the history of Northern Ireland.

Weeks 22 - 25 Social Change in the 20th Century:

Here we look at how the lives of people in Ireland changed in the last century.

Weeks 26 - 28 This second part of **International Relations**, (1945-present) offers a choice of one of the following topics: The Rise of the Superpowers **or** Moves towards European Unity **or** African or Asian Nationalism.

Weeks 29 – 33 Revision

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 3 2011/2012

<i>Term 1</i>	WEEK	TOPIC	CHAPTER	
	1	The Restless Atmosphere	4.1	The atmosphere
			4.2	The heat machine
	2		4.3	Wind
			4.4	Ocean Currents
	3		4.5	Air masses and weather systems
	4		4.6	Water in the Atmosphere
	5		4.7	Elements of weather
	6		4.8	The Greenhouse effect and global warming
	7	Settlements	9.4	Polders
			9.5	Functions of nucleated settlements
	8		9.6	Change in function over time
	9		9.7	Large scale industrial development
	10	MID-TERM BREAK		
	11		9.8	Communication links
	12	Urbanisation	10.1	Dublin's growth
	13	Maps and photos	7.3	City and town maps
	14		10.2	Functional zones. Paris
	15		10.3	Urban land use
			10.4	Residential
			10.5	Commuting
	16	Maps and photos	7.6	Urban settlement
	17	Maps and photos	7.7	Comparing maps and photos
		CHRISTMAS HOLIDAYS		
<i>Term 2</i>	WEEK	TOPIC	CHAPTER	
	1	Urbanisation	10.6	Urban problems
			10.7	Urban improvements
	2		10.8	Urbanisation in the Developing world
	3	Revision		
	4,5	Mocks		
	6	MID-TERM BREAK		

7	Climates and Natural regions	5.1	Climate
		5.2	Natural regions and world climates Characteristics. Deserts.
8	Hot climates	5.3	Desertification Characteristics. Warm temperate
9	Temperate climates	5.4	oceanic
10	Cold climates	5.5	Characteristics. Boreal
11	Economic Inequality	14.1	Earth's resources-who benefits?
			Exploitation of poor countries by
12		14.2	wealthy

EASTER HOLIDAYS

<i>Term 3</i>	WEEK	TOPIC	CHAPTER
	1		14.3
	1	Green week	Aid to the South
	2		14.4
	3		14.5
	5		14.6
	6,7	Revision	Factors that hinder economic development Economic inequalities in the EU Ending economic inequality Past papers

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

Bon Travail! 2 is the core text. Learning a new language should be an exciting experience and this book is 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, this book is ideally suited to helping students master and develop the speaking, listening, reading and writing skills they require. The book is divided into 12 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.

Bon Travail! 2
Je Comprends Bien

Unité 5 – Unité 12
for independent revision at home

also *Succès au Brevet* will be used throughout the year.

Past examination papers will also be used in the second and third terms as preparation for the Junior Certificate.

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		
	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 Position of adjectives	Climate of France
	Describing the weather forecast		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
Les transports - se déplacer en France	Unité 5		129
	Types of transport	Les adjectifs – more...than, less...than as...as	Public transport in France
	Getting around in France		(a) le SNCF
	Buying a railway ticket	Le passé composé of être verbs au négatif	(b) le Chunnel / l'Eurostar
	Reading signs in a railway station		(c) le métro
	24-hour clock		(d) les autoroutes
	Reading a timetable		(e) le ferry
	Telephone messages – phrases		(f) l'aéroport
	Road signage, parts of a car		Les départements
	In the service station/garage	Registration plates	
	On board the ferry, at the airport		
Travel announcements			
Informal letter			
	Communication en classe		159
	Épreuve		159
	Lexique		164

Le Corps et la Santé	Unité 6			165
	Parts of the body	avoir mal au / à la / à l' / aux...	Medical care in France	
	Personal descriptions	Le passé composé of reflexive verbs	Going to the doctor/dentist	
	Being ill/injured	Les adjectifs – comparative, superlative, regular and irregular comparisons	Going to the chemist shop	
	Going to the doctor/dentist/chemist shop			
	Signs of the Zodiac			
	Letter/Note of apology			
	Communication en classe			195
	Épreuve			196
	Lexique			200
	Listening Comprehension Test 2 (Unités 4 – 6)			202
				203
Fêtes et Festivals	Unité 7			
	French feast days and public holidays	L'imparfait of regular -er,-ir,-re, and irregular verbs	Calendar of of holidays/feast days	
	Valentine's Day	Using « on »	Traditions and celebrations	
	Christmas celebrations	Verbs – offrir and recevoir	Greetings and rhymes	
	Giving and receiving presents	au présent and au passé composé	Christmas songs	
	Hallowe'en			
	Local festivals			
	Months of the year – revision			
	Food for a party			
	Communication en classe			230
	Épreuve			231
	Lexique			237
				239
Le Monde du Travail	Unité 8			
	Jobs/Occupations	Le futur simple - regular and irregular verbs	World of work in France	
	Saying what you are good at/not so good at	verbs followed by à and de	Some unusual jobs	
	Lettre Formelle (2) applying for a job			
	Reading small ads for jobs			
	Household jobs, part-time jobs/pocket money			
	Communication en classe			263
	Épreuve			264
	Lexique			269
				272
Les Loisirs	Unité 9			
	Hobbies and pastimes	Les adverbes – formation and use	MJCs – youth centres	
	Musical instruments	Demonstrative adjective, quel/quelle/quels/quelles	Music in France	
	Types of music/films you enjoy	Les pronoms objets directs – direct object pronouns	Some modern stars	
	Watching TV	jouer à / jouer de - revision	Cinema in France	
	Books/magazines/newspapers		Some star profiles	
	Sport		French television and print media	
	Communication en classe			299
	Épreuve			299
	Lexique			304
	Listening Comprehension Test 3 (Unités 7 – 9)			306
				307
Communiquer, c'est cool!	Unité 10			
	Parts of computer and accessories	Communications in France	French accents on the computer	
	Sending an email, blogs	Interrogative pronouns, lequel/laquelle/lesquels/lesquelles	French postal system – La Poste	
	Using the telephone, mobile phones	Les pronoms objets indirects - indirect object pronouns	Profiles of Louis Braille and l'Abbé de l'Épée	
	At the post office			
	Communication en classe			331
Épreuve			331	
Lexique			334	
				336
La Francophonie	Unité 11			
	Names of French-speaking countries	Revision à / au / aux / en	World of la Francophonie	
	Recipes – ingredients/measures	Le conditionnel –regular and irregular verbs	Profile of Luxembourg	
	Holiday advertisements	Demonstrative adjectives – ce/cet/cette/ces	Exotic cuisine	
	Lettre Formelle (3) looking for information	Some French-speaking celebrities		
	Asking questions – using inversion			
	Communication en classe			364
Épreuve				364
Lexique				369
Listening Comprehension Test 4 (Unités 10 – 11)				372
	Unité 12			
Exam Practice	Listening Comprehension			373
Exam Practice	Reading Comprehension			388
Exam Practice	Written Expression			430

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 2*. It is anticipated that chapters 8 to 12 will be covered by Christmas. We will also be using past Examination Papers in order to prepare for the Junior Certificate. There will be specific exam practice in relation to Reading and Aural Comprehension as well as Written Production. Some key topics will also be revised.

Term One:	<i>Genial 2</i>	Chapters 8-12
Second and Third Term:	<i>Genial 2</i>	Chapters 13-15

Chapters and Pages	Topics	Communication	Vocabulary	Grammar	Learning to Learn
8: 48 – 53	“Landeskunde”: food and drink in Germany, food and language	Talking and writing about your own eating habits, expressing preference, using idiomatic language	Food	Possessive article in the dative	Making your own grammar table, dative prepositions, reading strategies and taking notes, dictionary work
9: 54 – 59	A party story, good and bad moods, conflict	Describing a picture story, Talking about feelings, contradicting, apologising	Feelings	Subordinate clauses with “wenn ... , dann”, the modal verb “sollen”	Discovering your own rules, developing dialogues, focussing on new words
10: 60 – 65	Revision	Revision	Revision	Pronunciation	Role play
11: 66 – 71	A detective story: “Einstein und die falsche Fährte”	Arguing based on information contained within a text	Verbs in the Imperfect	The imperfect of regular and irregular verbs	Reading strategies, finding your own grammar rules, writing “Lernkarten”, learning verb forms rhythmically
12: 72 – 77	Describing accommodation, problems with the neighbours	Describing your own room, describing where something is located, giving instructions, writing a letter of complaint	Furniture, Living	Prepositions that take the dative and accusative case, relative clauses	Organising your vocabulary, working with key words, finding a rule, making your own exercises
13: 78 – 83	Pocket money	Collecting opinions on a topic and expressing them, comparing prices, tips and advice on how to earn money, giving reasons and consequences	Money	Reasons/consequences: “weil/deshalb”, question words “wofür” and “für wen”, time prepositions	Comparing sentence structures, checking hypotheses
14: 84 – 89	Typically German?, Misunderstandings	Making general statements about countries and nations, discussing the weather		Indefinites, indefinite questions	Aural comprehension strategies, thinking about cultural differences, preparing a project
15: 90 – 98	Revision	Revision	Revision	Pronunciation	Systematic learning, self evaluation

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 2*. It is anticipated that chapters 7 to 9 will be covered by Christmas. Chapters 10 to 14 will 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.

Past Examination Papers will also be used in the second and third terms as preparation for the Junior Certificate.

Term One	<i>Primer Paso 2</i> <i>Vamos a escuchar 1</i>	Chapters 7-9
Second and Third Term	<i>Primer Paso 2</i> <i>Vamos a escuchar 1</i>	Chapter 10-14

Primer Paso 2

Unit	Verbs	Page	Grammar	Page	Vocabulary	Page
7	Andar Dar Decir Ver	87 87 87 87	Preterite Tense Irregular Verbs in Preterite Tense	80/81 86/87/ 88	Time expressions	82
8			More ways to make verbs negative	108	At the airport At the train station At the hotel Countries (revision) Animals (revision)	96/97 99/100/ 01 102/103/ 104/105 106 109
9			Disjunctive Pronouns	117	An invitation and making arrangements House contents (revision) Household duties Organizing a party	117/118/ 119 120/121 123 124
10	Doler	130	Imperfect Tense	135/136	Parts of the body Illnesses and health problems At the emergency room	129 130 133
11			Preterite Tense vs. Imperfect Tense (revision)	145	Road accidents Traffic Robberies	147 148 151
12			Conditional Tense	159/160	Pocket money Jobs (new and revision)	154/155 156
13			Indirect Object Pronouns Perfect Tense Irregular Past Participles	165/166 168 171		

ART, CRAFT, DESIGN

Third year work will consolidate and build upon all areas taught in first and second year.

Students will start the year by researching and studying the work of many famous artists and experiment with different painting and graphic styles in research as part of their support studies which they will need to complete as part of their Junior Certificate Art project.

Students will work on observation drawing of the human figure focusing on exam technique in preparation for their life drawing exam in May. Students will draw natural and manmade objects from observation in different media and focus on exam technique in preparation for their drawing exam in May.

From October to early May students will work on and produce an art project which accounts for 75% of the Junior Certificate Art exam. The remaining 25% goes towards the life drawing and object drawing exam they will sit in May.

The Art project includes:

A painting or graphic design composition

A 3d model

An option: (e.g. Lino print, screen print, embroidery, puppetry)

Students are given a choice of themes for their project. The theme they choose they will carry through each of their projects.

Students will also work on support studies to accompany each of their projects.

3rd Year – Business Studies

Business Documents

- Function of the various documents
- Terms of trade
- Cash V Trade Discount
- Stock control
- Practice using/filing in documents
- Importance of efficient filing
- Dealing with outgoing/incoming documents
- Selling for cash V selling on credit
- Checking customer creditworthiness
- What happens when the customer cannot pay?

Double Entry Book-keeping

- General Journal
- Posting to the ledger
- Trial Balance
- Overview of connection between book-keeping and final accounts
- Follow business transactions through from source document, through daybooks & ledgers to Trial Balance and Final Accounts

Control A/cs

- Recap on the purpose of a Trial Balance
- Uses and limitations of a Trial Balance
- Purpose/function of Control Accounts
- Practice of simple control accounts

Ledger A/cs

- accruals
- prepayments
- depreciation

Continuous Presentation of Accounts

- Demonstration of alternative to T accounts
- Conversion of T accounts to continuous accounts and vice versa

Bank Reconciliation Statement

- Cash Book (T a/cs) v Bank Statement (Continuous presentation)
- Reading/understanding Bank Statement
- Differences in Cashbook and Bank Statement + reasons why
- Updating Cashbook
- Bank Reconciliation Statement

Industrial Relations

- Role of Trade Unions
- Types of Trade Unions
- Role of Shop Steward
- Reasons for industrial action
- Types of industrial action
- Solving industrial disputes – procedure/conciliation/arbitration/Labour Court
- Industrial Relations legislation

Assessing the performance of a business

- Who would be interested in this information?
- Users of financial information
- Assessing performance
- Profitability
- Liquidity
- Overtrading
- Solvency
- Limits of ratios/statistics when assessing a business
- Link to writing reports

Club Accounts

- Cash v Profit
- Cashbook v Profit & Loss A/c
- Business v Club
- Club Officers + their roles
- Analysed Cashbook
- Receipts & Payments
- Income & Expenditure
- Adjustments to I&E
- Balance Sheet of a Club
- Treasurer's Report

Service A/cs

- Trading Business v Service Business
- Why do service firms keep accounts?
- Similarities/differences between business/club a/cs and service a/cs
- Analysed Cashbook for service firm
- Operating Statement
- Balance Sheet

Farm A/cs

- Why do farmers keep accounts?
- Farming terms
- Analysed R+P
- Operating Statement
- Balance Sheet

CLASSICAL STUDIES

The 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.

3rd Year work continues the study of five topics: 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 3rd Year we have chosen the following topics and plan to study them as below:

Topic 4: The Roman Theatre- “The Swaggering Soldier”

Topic 5: The Quest of Aeneas

The remainder of the year will be given over to Revision

This will include:

Topic 1: The Roman City: Pompeii

Topic 2: The Wrath of Achilles

Topic 3: The Athenian Acropolis

Topic 4: The Roman Theatre

Topic 5: The Quest of Aeneas

Geography of the Mediterranean Lands in Ancient Time

Myths and Legends of Ancient Greece

Introduction to Athens and Ancient Greece

An Introduction to the Roman World

HOME ECONOMICS

This is a three-year optional course offered within two option groups. There are 3 classes in each year with a maximum capacity of 20 per class.

There are five areas of study over the 3 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 Design & Craftwork project accounts for 15% of the marks. This is carried out in Term 1.
 - Finally, there is a practical Cookery exam accounting for 35% of the marks. Towards the end of the 3rd 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, 2 & 3	
	Ch	Topic
Food Studies	13	Convenience Foods/Leftovers
	14	Preservation
	15	Digestion
	Practical cookery and culinary skills (Terms 1 & 2)	
Consumer Studies	All completed	
Social & Health Studies	21	The Circulatory System
	22	The Respiratory System
	23	Health Hazards
Resource Management & Home Studies	33	Hygiene in the Home
	34	Services to the Home
Textile Studies	37	Fabric Construction
	Design & Craftwork Project (Term 1)	

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 3rd Year course are:

- *Sounds Good* – Core Book (EDCO)
- *Sounds Good* - Set C Workbook (EDCO)
- *Sounds Good Workbook* (EDCO)
- Music Manuscript & exercise book
- Refill Pad & Ringbone folder

SYLLABUS: SET A

FIRST TERM

- Listening:** **Set Work:** *William Tell Overture* by Rossini
Set & Choice songs: Ballads: *The Streets of Laredo & Fields of Athenry*
Songs from Operas: *Spring* by Handel & *We go together* from Grease
Church Music & Carols: *The Wexford Carol & The day thou gavest or Away in a manger*
Dictation: Melodic & Rhythmic dictation – no note bank
Irish Music: Collectors, Traditional features, Irish Groups & Soloists, Irish Harp & Pipes
- Composition:** Key signature revision
Triads/ backing chords- full exam questions
Minor key signatures of 2 sharps & flats
Melodies - Answering phrase
- Performing:** Class singing;
Preparation for Mock Exams (three pieces on own instrument) Aural tests

SECOND TERM

- Listening:** **Set Works:** Revision of all Set works studied for Mock (including Form 2 work)
Set & Choice Songs: Revision of all songs for Mock
Art Songs: *The Little Sandman* by Brahms & *Lullaby*
Choice Works: Overtures *Prelude to Carmen* by Bizet & revision of all choice work pieces;
Irish Music: listening exercises for revision
Irish Groups & Solo Performers; Irish Composers
Dictation: Rhythmic & Melodic dictation- past papers
- Performing:** Mock practical exam (3 pieces) 25%
Junior Cert practical exam before Easter holidays
- Composing:** Revision of melody writing, triads, keys & backing chords for Mock Exam- exam paper questions

THIRD TERM

- Listening:** Revision using questions from past papers
Performing: Revision of set & choice songs through class singing
Composing: Revision using questions from past papers

TECHNICAL GRAPHICS

General Organisation of Technical Graphics in 3rd 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

Assessment:	Monthly	Class test
	Christmas	Class test
	Spring:	Mock exam
	Junior Cert Exam	Drawing Exam

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

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

TERM 1	W1.	Introduction to work for the Junior Cert year
	W2.	Elevations and Plans
	W3.	Vintage cars
		Revision of circles in contact
	W4.	Introduction to Axonometric Projection
	W5.	Class test
	W6.	Introduction to curves in Axonometric Projection
		Translations – Central/Axial
		Introduction to rotations
	W7.	Rotation without centre of rotation
	W8.	Continuation of rotation
	W9.	Class test
	W10.	Transformations
	W11.	Conics, Parabola and Ellipse
	W12.	Conics Ordinary level and higher level
W13.	Plans and Elevation; auxiliary; Class test	
W14.	Continuation of auxiliary projections	
W 15.	Class test	
TERM 2	W17.	Axonometric Revision
	W18.	Auxiliary Revision; Transformation Geometry
	W19	Solids in contact: revision; Conics
	W24.	Start complete revision of course
	W25.	Orthographic Projection
	W26.	Auxiliary elevation
	W27.	Auxiliary plan
TERM 3	The 3 rd term will focus on revision of the whole course and preparation for the Junior Certificate exam.	

TECHNOLOGY

General Organisation of Technology in 3rd 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

Assessment:	Christmas	Exam	
	Mock	Project 50%	(project 30% + report 20%)
		Written 50%	

Junior Certificate Exam:	Project 50%
	Written 50%

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.	Revision of safety
W2.	Car project
W3.	Make chassis
	Marking out techniques
W4.	Car functions
W5.	Fixing of a gearbox
	Designing steering
W6.	Making steering mechanism
	Energy Awareness Week

- W7. Design remote circuits
- W8. Final assembly and applied finish
- W9. Project testing and evaluation
Assess project for Mock
- W10. Junior Certificate Exam Report requirements explained
- W11. Visit to the Computer Room - Internet research
Pupils select project
- W12. Library – research
Map out project planning
- W13. Detailed 3-D sketching
- W14. Model-making with cardboard
- W 15. Pupils modify designs and produce 3-D drawings
- W16. Pupils to evaluate progress and 3-D drawings
Pupils make plans for manufacture

TERM 2

- W17. Start cutting out materials for project
- W18. Start making project
Orthographic drawing
- W19. Continue project
- W25. Project review + adjustments
- W28. Testing and evaluation

TERM 3

- W30. Complete project
- W31. Theory and revision
Electronics
- W33. Structures and mechanisms
- W34. Technology and society
Exam techniques, timing and performance
- W35. Orthographic and craft questions
Exam techniques, timing and performance

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

MATERIALS TECHNOLOGY (WOOD)

General Organisation of Materials Technology (Wood) in 3rd 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

Assessment:	Christmas	Exam	
	Mock Exam	Project 67%	- (project 44% + report 23%)
		Written 33%	
	Junior Certificate		
	Exam:	Written Exam 33%	and Projects 70%

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

Textbook: *Materials Technology Wood* – Michael Cross
New Revised Edition 2006

TERM 1

W1.	Revision of safety
W2.	Bird table
	Explain design process
W3.	Marking out techniques
W4.	Design and make ridge
W5.	Design roof
W6.	Make tongue tenons
W7.	Make roof and assemble
W8.	Final assembly and applied finish
W9.	Project testing and evaluation
W10.	Go through design process
	Explain folio requirements
W11.	Computer room – Internet research
	Pupils select project

- W12. Library – research
Map out project planning
- W13. Detailed 3D sketching
- W14. Model making with cardboard
- W 15. Pupils modify designs and produce 3D drawings
- W16. Pupils to evaluate progress and 3D drawings
Make plans for manufacture

TERM 2

- W17. Start cutting out materials for project
- W18. Start making project
Orthographic drawing
- W22. Project making
- W25. Project review + adjustments
- W28. Project finishing
Testing and evaluation

TERM 3

- W30. Complete project
- W31. Theory and revision

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 3rd Year:

- Goal-setting for 3rd Year
- Work contract
- Organising my time
- Planning for effective study
- Coping with examinations
- Learning to communicate
- Communication in situations of conflict
- Physical exercise
- Relaxation
- Diet
- Boy-friends and girl-friends
- Body image
- Where am I now?
- Relationships - what's important
- The three R's: respect, rights, and responsibilities
- Conflict
- Stress
- Feelings and moods
- Making a good decision
- Alcohol – Why / Why Not
- Heroin: the realities
- Recognising unsafe situations
- Help agencies

SPHE is not formally examined in the Junior Certificate examination. It 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.

Concept 1 – Law (If not covered in 2nd 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

In 3rd Year, students examine the concepts of Law and Interdependence and relate this to all concepts previously encountered through the CSPE course.

- Global Tracing
- How Consumers affect producers
- The Fairtrade initiative
- Governmental Organisations, and Non-Governmental Organisations.
- EU and the Council of Europe
- European Commission, Council of Europe and Enlargement
- The United Nations and other intergovernmental Organisations.
- Now, past and future - Ireland's contributions to the World
- Interdependence and Development and Democracy.
- Action Project.

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.

The topics covered in 3rd Year include:

Text Book: *Exploring Faith Junior Certificate Religious Education*
- Sean Goan/Tom Ryan (Celtic Press)
Good News Bible

- | | |
|--------------------------------|------------------------|
| • The Celebration Of Faith | unit 16 <i>Part Of</i> |
| • The World Of Ritual | unit 17 <i>Part Of</i> |
| • The Experience Of Worship | unit 18 <i>Part Of</i> |
| • Sign And Symbol | unit 18 |
| • Prayer | unit 19 |
| • The Moral Challenge | unit 20 |
| • Introduction To Morality | unit 20 |
| • Sources Of Morality | unit 20 |
| • Growing In Morality | unit 21 |
| • Religious Morality In Action | unit 21 |
| • Law And Morality | unit 21 |

Preparation for Junior Certificate Exam will take place in the second and third terms.

GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
YEAR 3 PE 2SGL x 8wks	Fitness Testing Indoor Hockey	Badminton Cross-Country	Dance: Group Project Health Related Activities	Tennis Athletics

BOYS' PHYSICAL EDUCATION AND GAMES PROGRAMME

YEAR 3	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
2 Periods	Gymnastics Strength/Speedwork	Volleyball	Health Related Activities	Net/Fielding Games and Athletics

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.