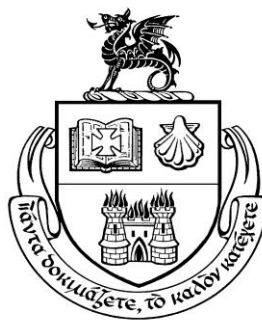




Wesley College

Leaving Certificate Curriculum Summary

2012 - 2014



Wesley College

Leaving Certificate Curriculum Summary

INTRODUCTION

This Curriculum Summary is published to assist Senior Cycle students and parents of the College. It will also be of assistance to Transition Year students when making subject choices.

This booklet will allow students taking a course to look ahead and plan in a given subject area. It will also assist with study and revision.

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.

January 2012

SENIOR CYCLE SUBJECTS

The Leaving Certificate is a two-year programme that aims to provide learners with a broad, balanced education while also offering them a chance to specialise towards a particular career option.

Students following the programme are required to study at least five examination subjects, one of which must be Irish. In general, students take six or more examination subjects and in Wesley College we require that students take seven. The best six results are used for points purposes.

Subjects are normally studied at either Ordinary or Higher Level. Two subjects, Irish and Mathematics, can be studied at Foundation Level.

CORE SUBJECTS	CHOSEN SUBJECTS - ONE FROM EACH GROUP			
	GROUP I	GROUP II	GROUP III	GROUP IV
Examinable: Irish English Mathematics Additional Core Subjects (No Examinations) Religious Education Physical Education Choir or Study	Art Business Chemistry Geography History Home Econ Design and Communication Graphics	Agricultural Science Biology Classical Studies Economics History Home Econ. Physics	Accounting Biology Technology French German Spanish Construction Studies	Applied Mathematics Business Construction Studies French German Geography Music Spanish

Leaving Certificate Curriculum Summary

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ENGLISH

The Leaving Certificate student is invited to explore the range, variety and power of the English Language and English Literature. The course covers two years and there are two examination papers at Higher and Ordinary Levels.

This course aims to create an awareness of how ‘we live in the midst of language’, how the study of language expands our horizons and how literature can challenge our thinking, stimulate our imagination and enrich our lives.

The language course focuses on five different modes of language:

- (a) The language of information
- (b) The language of argument
- (c) The language of persuasion
- (d) The language of narration
- (e) The aesthetic use of language

These modes are discussed and explored in class and the student should become skilled at identifying the different ways in which language works. Students are also taught how to become critical, analytical readers and writers. Writing exercises include Report Writing, Letters, Diary Entries, Newspaper Articles and Composing.

Year 5

Classes will have been arranged according to Junior Certificate results and the English assignments in Transition Year.

Term 1

The Single Text is studied in some detail under two headings: Theme and Technique. Technique may involve: characterisation, imagery, dramatic impact, key moments, tone, mood and structure. There is a class test in early October to determine class placings. This test will focus on the first act of a Shakespeare play and three poems by three different prescribed poets. An essay and homeworks submitted during the first four weeks of the term will also be considered. By Christmas students will have studied five or six poems by a prescribed poet, will have explored the Unseen Poetry question and will have continued, if not finished, the Single Text. Language work continues throughout the two years and takes a variety of forms such as personal response, formal writing tasks, identifying various genres and writing modes.

Term 2 and 3

The Single Text will be completed and two of the three Comparative texts will be studied as well as three other prescribed poets. At Ordinary Level some ten poems will be studied in 5th Year.

Students will need to be familiar with Comparative Modes such as

- Theme or Issue
- Cultural Context
- Vision or Viewpoint
- Hero or Heroine
- Beginnings or Endings (three different modes are prescribed each year)

The Summer Examination, in addition to a Language Paper, will examine the Single Text, TWO of the Comparative Texts and Poetry (usually three or four poets will have been covered by June of 5th Year)

Year 6

The Single Text is revisited and a major assignment - The Shakespeare Prize - is set in place. This is submitted in early December. The third Comparative Text is studied during the first term of 6th Year and the poetry course is completed during the second term. Language study is on-going throughout the two-year programme.

Paper I focuses on language; Paper II focuses on literature. Each paper carries equal marks. Every student is presented with an outline of the complete course at the beginning of 5th Year.

Paper I consists of three questions:

1. Reading/Comprehending
2. Writing in different genres
3. Composing

Paper II consists of four questions:

- (a) Single text [for example a Shakespeare play].
- (b) The Comparative question
[this explores three texts including, drama, film, novel, short story, travel writing].
- (c) An Unseen Poem
- (d) Prescribed Poets: ten poems by eight poets are prescribed at Higher Level; twenty or so poems are prescribed at Ordinary Level
Four poets will appear on the exam paper at Higher Level. Candidates must write on one poet.
The texts of three poems are printed on the paper at Ordinary Level.
Candidates must write on one poem.

Assessment: homework; class tests; assignments, such as The Shakespeare Prize in 6th Year; house exams; a terminal state examination.

MATHEMATICS

Students in Years 5 & 6 are following the new Project Maths Syllabus for all areas of the course. They will receive copies of Active Maths 3 Ordinary Level Books 1 & 2 or Active Maths 4 Higher Level Books 1 & 2.

Year 6 students will be receiving the updated copies at a reduced price to compensate them for having purchased an Active Maths book last year. This will mean that the end cost will be equivalent to them having just bought the Books 1 & 2.

Aim

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

Objectives

The objectives of Leaving Certificate Mathematics are that learners develop

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

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

Year 5: Higher Level Maths Syllabus

- Algebra: Active Maths 4 Book 1
 - Line: Active Maths 4 Book 2 Chapter 10
 - Statistics: Active Maths 4 Book 2 Chapter 1
 - Introduction to Calculus: Active Maths 4 Book 1
- Mid Term Test
- Geometry: Active Maths 4 Book 2 Chapters 5, 8 & 9
 - Constructions and Enlargements: Chapter 6 & 9
 - Circle: Active Maths 4 Book 2 Chapter 11
- Christmas Examination
- Probability: Chapters 2 & 3
 - Trigonometry: Chapter 7
 - Pattern, graphs and Algebra: Active Maths 4 Book 1
- Summer Examination

Year 6: Maths – Higher Level Syllabus

- Calculus: Active Maths 4 Book 1
 - Algebra: Active Maths 4 Book 1
 - Number Theory (Complex Nos): Active Maths 4 Book 1
 - Integration: Active Maths 4 Book 1
 - Pattern (Sequences and Series) (S3): Active Maths 4 Book 1
 - Financial Maths: Active Maths 4 Book 1
 - Length, Area and Volume: Active Maths 4 Book 1
- Mock Examinations
- Review of material, completion of any outstanding material and working on sample exam questions.

Year 5: Ordinary Level Maths Syllabus

- Area & Volume: Active Maths 3 Book 2 Chapter 8
 - Pattern (Sequences and Series): Active Maths 3 Book 1 Chapter 4
- Mid Term Test
- Functions: Active Maths 3 Book 1 Chapter 10 + Hand-outs
 - Statistics: Active Maths 3 Book 2 Chapters 1 & 4
- Christmas Examination
- Geometry: Active Maths 3 Book 2 Chapters 5, 6, 7 & 9
 - Algebra: Active Maths 3 Book 1 Chapter 1, 6 & 7 (some of which will be revision)
 - Circle: Active Maths 3 Book 2 Chapter 11
- Summer Examination

Year 6: Ordinary Level Maths Syllabus

- Area & Volume: Active Maths 3 Book 2 Chapter 8
 - Complex Numbers: Active Maths 3 Book 1 Chapter 9
- Mid Term Test
- Indices: Active Maths 3 Book 1 Chapter 3
 - Number Patterns: Active Maths 3 Book 1 Chapter 4
 - Functions and Graphs: Active Maths 3 Book 1 Chapter 10 + hand-outs
 - Calculus: Active Maths 3 Book 1 Chapter 11 + hand-outs
 - Arithmetic: Active Maths 3 Book 1 Chapter 5 & 8
- Mock Examinations
- Review of material, completion of any outstanding material and working on sample exam questions.

GAEILGE NA hARDTEISTÉIMEARCHTA

Cúrsa nua Ghaeilge don Ardteistiméireacht – Ardléibhéal agus Gnáthléibhéal
Scrúdófar an chúrsa seo don chéad uair i 2012. An difríocht is mó atá ann ná go mbeadh 40% de na marcanna ag dul don bhéaltrial.

There is a new course in Leaving Certificate Irish at both Higher and ordinary level. It will be examined for the first time in 2012. The most significant change is that the oral exam will now be marked out of 40%.

Tugtar aird faoi leith sa siollabas seo go mbeadh leanúnachas ó shiollabas an Teastas Shóisearaigh chun go bhféadfaí gach a bhfuil sealbhaithe ag na daltaí a leathnú, a dhoimhniú agus a bhuanú.

Tá sé tábhachtach freisin cumas na ndaltaí a fhorbairt i dtreo is go mbeidh gach scil teanga (éisteacht, labhairt, léamh, scríobh) acu de réir a n-acmhainne. Go dtabharfaí aitheantas sa teagasc agus sa mheasúnú do na scileanna sin.

Déantar gach iarracht meon dearfach i leith na teanga a chothú sna daltaí.

The syllabus at both Higher and Ordinary Level is a continuation of the topics studied for the Junior Certificate and aims to develop the students' language skills and to nurture in them a respect and a positive attitude towards the Irish language.

Tá ceithre chuid i scrudú na hArdteistiméireachta: béaltrial, triail chluastuisceanna, páipéar I, páipéar II

There are four components to the Leaving Certificate examination: an oral exam, a listening comprehension, a language paper and a literature paper.

Shocrófar na ranganna Ardteiste de réir trí rud: Torthaí an Teastas Shóisearaigh, torthaí na béaltrialacha ag deireadh na hIdirbliana, agus obair na bliana.

Classes will be arranged according to Junior Certificate results, The results of the oral at the end of Transition Year and their year's work.

TÉACS LEABHAIR:

(Textbooks)

Ardleibhéal/ Higher Level:

Fiúntas

Graiméar an Draoi.

Dréimire

Gnáthleibhéal /Ordinary Level

Fuinneamh

Graiméar an Draoi.

AN tÁBHAR AINMNITHE

A. **PRÓS** Gnáthleibhéal agus Ardleibhéal *Prescribed prose for Ordinary and Higher Level*

Déantar staidéar anseo ar chúig phíosá phróis; scéal béaloideas, gearrscéal sliocht as úrscéal, sliocht as dírbheatháisnéis, agus scannán nó drama.

5 prose pieces are studied, a folk tale, a short story, an excerpt from a novel, an excerpt from an autobiography.

- Oisín i dTír na n-Óg
- An Gnáth Rud le Deirdre Ní Ghrianna
- Dís le Síobhán Ní Shúilleabháin
- Hurlamaboc le Éilís Ní Dhuibhne
- Cáca milis.

B **FILÍOCHT** Gnáthleibhéal agus Ardleibhéal *Poetry for Ordinary and Higher Level*

Déantar staidéar ar chúig dhán.

Five poems are studied.

- Géibheann le Caitlín Maude
- Colscaradh le Pádraig Mac Suibhne
- Mo Ghrá-sa (idir lúibíní) le Nuala Ní dhomhnaill
- An spailpín Fánach
- An tEarrach Thiar le Máirtín Ó Direáin

ARD LÉIBHÉAL

Déantar staidéar ar úrscéal, nó dráma, nó cnuasach gearrscéalta **nó** dánta breise.

*In addition Higher level students study a novel, or a play, or a collection of short stories **or** a selection of poems.*

AN SCRÚDÚ CAINTE *The oral exam*

Seo a leanas an leagan amach a bhíonn ar an scrúdú cainte:

This is the order of the examination:

- (i) Tugann an dalta Ainm, Aois, Dáta breiathe, Seoladh Baile, Scrúduimhir don scrúdaitheoir

The pupil must give the examiner their name, age, date of birth, address and examination number

(ii) **Léitheoireacht Reading**

- Caithfear cúig dhán a ullmhú don scrúdú cainte.
Five poems must be prepared.
- Roghnóidh an scrúdaitheoir ceann amháin de na dánta sin,
The examiner will choose one of the poems.
- Beidh ar an iarrathóir 12 líne a léamh amach ósard.
The candidate must read 12 lines out loud.
- Tabharfar nóiméid amháin don iarrthóir an dán a ullmhú

(iii) **Sraith Pictiúr** *picture series*.

- Caithfear 20 pictiúr a ullmhú don scrúdú.
20 pictures are prepared for the exam.
- Roghnóidh an scrúdaitheoir ceann amháin as 20
The examiner will choose one
- Inseoidh an dalta scéal na bpictiúr.
The candidate must tell the story from the pictures.
- Cuirfidh an scrúdaitheoir trí cheist bunaithe ar na pictiúr ar an iarrathóir
The examiner will ask three questions based on the pictures.
- Cuirfidh an t-iarrathóir trí cheist ar an scrúdaitheoir.
The candidate must ask the examiner three questions based on the pictures.

(iv) **Caint agus cumas teanga** *Language ability and fluency*.

Maireann an triail seo timpeall 15nóiméad. Ní mór úsáid a bhaint as an aimsir chaite, aimsir láithreach aimsir fháistineach agus an modh cionníollach. Beifear ag súil le Gaeilge réasúnta líofa.
The oral examination will last approximately 15 minutes. Candidates should use all the past, present, future and conditional tenses. A reasonable level of fluency is expected.

Dáileadh na Marcanna. *Allocation of marks.*

Gnáthléibhéal *Ordinary Level*

ScrúdúCainte 40% 240 marc 13- 15 nóiméad

Beannú	5 marc
LéamhFilíochta	35 marc
Pictiúr	80 marc
Comhrá	120 marc

Páipéar I 160 marc 1 uair 30 nóiméad

Cluastuisint	60 marc	20 nóiméad
Ceapadóireacht	100 marc	1 uair 10 noiméad
(alt / blag / scéal / comhrá / ríomhphost) (2 le déanamh: 50 X 2)		

Páipéar II 200marc 2 uair

2 Léamhthuisint	50 marc x 2	1 uair
2 Cheistar an bprós	25 marc x 2	30 nóiméad
2 Cheistar an bhfilíocht	25 marc x 2	30 nóiméad

Ardléibhéal*Higher Level*

ScrúdúCainte 240 marc 40% 12/15 nóiméad

Beannú	5 marc
LéamhFilíochta	35 marc
Pictiúr	80 marc
Comhrá	120 marc

Déanfar tástáil archumas labhartha agus cumarsáide an scoláire trí mheán na Gaeilge

Páipéar I 160 marc 27%

Cluastuiscint 60 marc

Ceapadóireacht 100 marc

Scrúdófar cluastuiscint agus ceapadóireacht sa pháipéarseo.

Páipéar II 200 marc 33%

Léamhthuiscint X 2 100 marc

Prós 30 marc

Filíocht 30 marc

Litríochtbreise 40 marc

Scrúdófar léamhthuiscint, pros agus filíocht an tSiollabas sa pháipéar seo.

Gaeilgebonnleibhéal. Foundation Level Irish

Foundation Level Irish is offered in the College.

The course deals with the topics covered in the Junior Certificate syllabus.

There are three exams: an oral, a listening comprehension and a written paper.

Students should note that in cases where Irish is a requirement for entry into third Level, foundation Level Irish does not fulfill this requirement. In addition, it is not acceptable for certain careers where Leaving Certificate Irish is required.

RELIGIOUS EDUCATION

The RE curriculum offers students the opportunity to understand and interpret their experiences in the light of a religious world-view. The various aspects of the course will allow students to learn a language that will enable them to articulate their faith experience and to dialogue with those of different faiths or non-theistic stances.

Students are encouraged to take an active role in discussion and to explore and develop their own views and beliefs and in particular to see how the culture they find themselves in shapes their thinking. Central to our aim is the pastoral welfare of the students and the course seeks to be sensitive to issues that affect students lives directly.

The structure of the course ensures that it has the flexibility to allow students to explore current affairs in Ireland and the world as events unfold. The following areas will be covered over two year of the Senior Cycle.

The Search for Meaning

- The search for meaning
- Meaning of life
- Spirituality and the spiritual world
- Cults
- Issues around addiction
- Religion and Science
- Symbolism

Christianity

- 100 day Bible
- The nature of truth
- Faith in literature
- Religion in the media
- Religious iconography in cinematography
- Religious fundamentalism and extremism

Morality

- Sexual ethics
- Medical ethics
- Religion and gender
- Moral decision making

PHYSICAL EDUCATION - BOYS

While providing opportunities for pupils to develop both the skill and fitness in their chosen sport, the main emphasis in Senior Cycle Physical Education and Games is the encouragement of pupils to view physical activity as part of a life long, balanced and healthy lifestyle. Participation in physical activity and appreciation of the essential role it plays in health is more important than ever to the modern student who is under many pressures such as examination results, social life and part-time jobs.

Wherever possible boys choose one activity from each of the following groups:

YEAR	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
Year 5 <i>1 Period</i> PE Students Choice	Badminton Soccer Tag Rugby	Table tennis Conditioning Soccer	Volleyball Basketball Soccer Tag rugby	Tennis Soccer Tag rugby
 <i>2 Period</i> Games Students Choice	Strength and conditioning Basketball Soccer tournament Soccer Rugby Strength and conditioning Basketball Games tournament using Tag Rugby, Volleyball, Soccer, Basketball and Cross country
Year 6 <i>1 period PE</i> Students Choice	Badminton Soccer Tag Rugby	Table tennis Conditioning Soccer Tag rugby	Volleyball Basketball Soccer Tag rugby	Tennis Soccer Tag rugby
 <i>2 periods</i> Games Students Choice	Soccer Hockey Strength and Conditioning Basketball Hockey Rugby Strength and conditioning Basketball Soccer Games tournament using Tag Rugby, Volleyball, Soccer, Basketball and Cross country

SENIOR GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME

SENIOR CYCLE PHYSICAL EDUCATION AND GAMES GIRLS' PROGRAMME

YEAR	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5
<u>Year 5 PE</u>	<u>Fitness:-</u>	This will be	assessed at	the end of	each term.
SGLx4wks	School Lap Circuit- training Bleep Test 12 min. run	Weight Training Basketball Yoga	Basketball Yoga Weight Training	Weight Training Basketball Yoga	Athletics Bowling Skills Tennis
GAMES					
DBLx6wks	Hockey Soccer Basketball	Soccer Basketball Hockey	Basketball Soccer Hockey	Soccer Hockey Aerobics/Pilates	Tennis Softball Athletics Golf
<u>Year 6 PE</u>	<u>Fitness:-</u>	This will be	assessed at	the end of	each term.
SGLx4wks	School Lap Circuit- training Bleep Test 12 min. run	Yoga Weight Training Basketball	Basketball Yoga Weight Training	Weight Training Basketball Yoga	Athletics Cricket skills Tennis skills
GAMES					
DBLx6wks	Soccer Tag Rugby Basketball	Tag Rugby Soccer Hockey	Pilates/Fitness Soccer Basketball	Football Basketball Pilates/Fitness	Tennis Softball Athletics Golf

Physical Education and Games are mandatory classes on the Senior Curriculum.

It is in the pupil's best interests that; **"No pupil may be excused unless they have a Doctor's note."** In this instance the pupil may sit in a supervised classroom.

If a pupil selects to attend an outward bound activity there will be an additional charge depending on the nature of the activity.

Assessment at Senior Cycle is based on:

- (a) Effort
- (b) Attitude / Uniform
- (c) Improvement
- (d) Attendance

MODERN LANGUAGES AT THE SENIOR CYCLE

INTRODUCTION

The aim of the senior cycle course in Modern Languages is to develop skills in the following four areas leading to proficiency in all areas of the target language:

- **Oral Proficiency:** in a range of personal, social, cultural and topical areas.
- **Aural Proficiency:** the ability to listen to and answer questions on a wide variety of topics
- **Comprehension Proficiency:** the ability to read, interpret, extract and manipulate texts ranging from literature to contemporary journalism and answer questions in the target language.
- **Written Production Proficiency:** the student must be able to react to a given stimulus in grammatically correct everyday language. This will cover the whole range of written production from formal and informal letters to notes, messages, postcards, fax, e-mail, diary entries and personal opinions.

Over the last few years we have developed a resource library of CDs, DVDs, newspapers and magazines. Being online in the classroom allows us to access television, music, sports and internet sites so we are in a position to avail of topical, up-to-date and wide ranging source material.

FRENCH

Core & Aural	Text Book Supplementary Material	<i>Passe-Partout</i> <i>Français Plus</i> <i>Past Examination Papers</i>
Oral Proficiency		<i>Bien Dit</i>

We have chosen as our core text the book *Passe-Partout* which we feel is the best book available at the moment as it contains all the required grammatical information and is vibrant, modern, up to date, topical and well researched. It is central to the learning, acquisition and understanding of structures, vocabulary and written production. We follow the *Table des Matières* (list of contents) in all Senior Cycle classes at all levels. It forms the basis of our two year Leaving Certificate programme.

The Higher Level classes also use the magazine *Français Plus*, 'La revue des étudiants et des professeurs de français', which provides intensive preparation for the Leaving Certificate.

ASSESSMENT

Assessment at Leaving Certificate consists of an oral examination followed by an aural examination. The written examination is at two levels and includes reading, comprehension and written production. The primary difference between levels is the marking structure used.

Higher Level Examination:

Written	– 55%
Oral	– 25%
Aural	– 20%

Ordinary Level Examination:

Written	– 55%
Oral	– 20%
Aural	– 25%

Year 6

Bien Dit

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Year 5 CORE Passe-Partout

	Les Textes	La Grammaire	Le Vocabulaire	L'Expression Ecrite
Term 1				
Unite 1	Rencontre avec des Jeunes Paroles de Scouts La Region Poitou-Charentes Les Poings dans les Poches Familliale - Poeme	Les Termes Grammaticaux Le Pronom Personnel Le Present Les Verbes Pronominaux Les Verbes Irreguliers La Forme Negative Les Affectifs Les Determinants Possessifs	La Famille Adjectifs de Description Les Signes du Zodiaque Adjectifs pour Decrire les Sentiments	Le Formulaire La Lettre Informelle Le Cloze Test
Unite 2	L'Ecole Ma Vie en Internat Des Metiers qui font Rever Guide des Activites La Demiere Classe	Les Nombres L'Heure Les Jours, Les Mois Le Futur Proche	Mois et expressions utilisant les nombres Le Systeme Scolaire Les Matieres Les Professions	La Carte Postale
Unite 3	Le Temps Libre et les Petits Boulots Les Publicites Les Petits Boulots Les Entrepreneurs et Les Droits Entretien avec Eliodie Entretien avec Sylvain	La Forme Interrogative Le Passe Recent Le Passe Compose	Le temps Libre Le Week-end Les Passe-Temps Les Petits boulots Les Taches Menageres	Le Lettre Formelle
Term 2				
Unite 4	Le climat et Les Vacances La Meteo Les Vacances en Normandie Interview avec un Climatologue Les Villes au bout du Chemin	L'imparfait Le Forme Negative	Le Temps Les Vacances Les Pays du Monde	Le Journal Intime
Unite 5	Chez Moi Eliodie Sylvain Ville-Champagne: Le Divorce Le Fils du Chevrier J'Aime new York	L'imparfait Expressions avec Avior Les Adverbes	La Ville Les Directions La Campagne	Le Message Le Fax/E-Mail
Term 3				
Unite 6	Etre en Forme Chaussure a son Pied Jean Aleisi La Sprinteuse Aiglaine se devoile La Star Ac' du Rugby Mime de Renal et Julien Sorel	Le conditionnel Les Pronoms-Objet direct et indirect Les Pronoms Disjonctifs	Le Corps Le Sante Le Sport	L'Opinion/La Reaction La Question Obligatoire
Unite 7	La Musique et la Mode Les Disques La Mode La Mode chez les Jeunes Star Ac' George Harrison Musique et Moto	Le Comparatif Le Superlatif L'Adjectif Demonstratif Le Pronom Demonstratif Le Particpe Present	Les Vetements Les Bijoux La Musique	Exercices

Year 6 CORE Passe-Partout

	Unité	Les Textes	La Grammaire	Le Vocabulaire	L'Expression Ecrite
Term 1	Unité 8	Non Amis Les Betes Savoureux trésors de nos Regions Docteur, mon chien a peur de tout Au Marche Ils aident les Personnes Handicapées Un Quartier de tomate sans Défaut	Le Plus-que-parfait Les Pronoms Possessifs Les Pronoms Relatifs L'article Partitif	La Nourriture Les Outils Electro-Ménagers et les Outils de Cuisine Les Animaux	Exercices
	Unité 9	Les Jeunes et leurs Problemes Entre Boire et Conduire Boire ou conduire - nous avons choisi Mesures Antiabac Tombes en Dependance Pour Industrie Test - Etes-vous accro? J'ai choisi de me battre Sale Temps Pour l'Emploi Un Petit Vent Coulis	Le Passe Simple Les Verbes et les Prepositions	Les Drogues L'Alcool Le Tabac L'Emploi Les Handicapés L'Adolescence	Exercices
	Unité 10	La Technologie Virus Informatiques Multimedia Cinema Big Brother dans Votre Voiture Sancee Tondouse Par delà la Porte des Etoiles	Le Subjonctif	La Technologie	Exercices
Term 2	Unité 11	Le Terre et Nous La Canticule en Europe Alerte Rouge 99% d'effat de serre naturel Peut-on encore eviter le pire? OGM Sur Les Pas d'une Traqueuse de Virus Sida: Toujours plus de Victimes Un Combat contre la Mort	La Voix Passive La Pollution	La Pollution	Exercices
Term 3	Unité 12	Le Monde et ses Maux Le Mal-logement Mineurs Clandestins Ailleurs dans le Monde Verites et Mensonges autour d'une Guerre Kenza - Iraq mon Amour Deux Millions d'Enfants Pauvres Pour Kongo	Le Futur Parfait Le conditionnel Parfait L'Infinitif Parfait Le Passe Anterieur Les Verbes de Perception	La Guerre	Exercices

GERMAN

SENIOR CYCLE GERMAN

Working within the framework provided for by the syllabus for the teaching and examining of German at Leaving Certificate level the aims of the German Department can best be outlined as follows:-

To introduce the students to the target language as a living and vibrant method of communication thus helping them to appreciate a culture other than their own.

To enable the students to acquire the necessary communicative skills that will allow them to

- Take full part in classroom activities in the target language
- Participate in everyday transactions and interactions
- Extract information from and to interpret the various mass media organs
- Make further study and or possible career paths through the medium of their chosen target language a realistic option.

To achieve the above aims the students must be facilitated to develop a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language and to develop an understanding of language in general.

Our aim is to continue and develop the aspects and aims of the Junior Cycle Programme and to develop skills in the following four areas leading to proficiency in all areas of the target language and to success in Leaving Certificate Examination:

- **Oral Proficiency** in a range of personal, social, cultural and topical areas.
- **Aural Proficiency.** The ability to listen to and answer questions on a wide variety of auditory stimuli.
- **Comprehension Proficiency.** The students must be able to read, interpret, extract and manipulate texts ranging from literature to contemporary journalism and answer questions in the target language.
- **Written Production Proficiency.** The student must be able to react to a given stimulus in grammatically correct everyday German. These stimuli can take the form of an informal or formal letter, a reaction to a picture, photo, chart, etc. or expressing one's own opinion on a syllabus-related topic.

There are three books that the students should purchase:

- Core Textbook *Achtung Deutsch*
- **Oral** Proficiency *Deutsch für die mündliche Prüfung*
- **Aural** Proficiency *Hörthemen*
- Supplementary Material *Newspaper Articles, Videos, Songs, etc.
Past Examination Papers*

Additional material used in class will be photocopied throughout Senior Cycle.

TOPICS OVERVIEW

The following is an over overview of the topics and grammar that will be covered in Senior Cycle. In addition to these, there will be ongoing practice for both the oral and aural examinations throughout Forms five and six.

Year 5

Term 1

Topics	Oral	Grammar	Aural
Meine Familie und ich	Details zur Person	Wortstellung	Eltern
Wohnen und Umgebung	Wohnort	Konjunktionen 1	Wohnen
Freizeit und Hobbys	Freizeitbeschäftigung	Konjunktionen 2	Hobbys
Arbeiten und Nebenjobs	Bildergeschichte 23a Rollenspiel W1	Modalverben 1	Jobben

Terms 2 and 3

Topics	Oral	Grammar	Aural
Schule	Bildergeschichte 25a	Modalverben 2	Schule
Fremdsprachen lernen	Rollenspiel U1 Sprachen lernen	Perfekt	Sprachen lernen
Reisen und Austausch	Bildergeschichte 24a	Präteritum	Ins Ausland
Zukunftspläne	Rollenspiel V1 Berufspläne	Zukunft	Pläne für die Zukunft

Year 6

Term 1

Topics	Oral	Grammar	Aural
Auslandsaufenthalt	Bildergeschichte 22a Aufenthalt im deutschsprachigen Raum	Fälle 1	Ein Aufenthalt im Ausland
Ausländer	Rollenspiel X1	Fälle 2	Ausländer
Irland – Deutschland – Europa	Rollenspiel Y1	Präpositionen	Deutschland
Drogen und Jugendprobleme	Bildergeschichte 21a	Relativpronomen	Drogen
Neue Medien	Wiederholung	Konjunktiv zwei	Computer

Terms 2 and 3

Topics	Oral	Grammar	Aural
Umwelt	Wiederholung	Reflexive Verben	Umwelt
Behinderungen	Wiederholung	Passiv	Behinderung
Arbeitslosigkeit	Wiederholung	Personalpronomen	Arbeitslosigkeit
Armut und Obdachlosigkeit	Wiederholung	Konjunktiv eins	Obdachlosigkeit

SPANISH

SENIOR CYCLE SPANISH

Working within the framework provided for by the syllabus for the teaching and examining of Spanish at Leaving Certificate level the aims of the Spanish Department can best be outlined as follows:-

1. To introduce the students to the target language as a living and vibrant method of communication thus helping them to appreciate a culture other than their own.
2. To enable the students to acquire the necessary communicative skills that will allow them to
 - take full part in classroom activities in the target language
 - participate in everyday transactions and interactions
 - extract information from and to interpret the various mass media organs
 - make further study and or possible career paths through the medium of their chosen target language a realistic option.

To achieve the above aims the students must be facilitated to develop a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language and to develop an understanding of language in general.

Our aim is to continue and develop the aspects and aims of the Junior Cycle Programme and to develop skills in the following four areas leading to proficiency in all areas of the target language and to succeed in Leaving Certificate Examination.

- **Oral Proficiency** in a range of personal, social, cultural and topical areas.
- **Aural Proficiency.** The ability to listen to and answer questions on a wide variety of auditory stimuli.
- **Comprehension Proficiency.** The students must be able to read, interpret, extract and manipulate texts ranging from literary to contemporary journalism and answer the questions in the target language.
- **Written Production Proficiency.** The student must be able to react to a given stimulus in grammatically correct everyday Spanish. These stimuli cover the whole range of written production from formal to informal letters, to notes, messages, and postcards, to fax, e-mail, diary entries and personal opinions.

There are three books that the students should purchase:

Core Text Book	<i>¡Ponte al día!</i>
Oral Proficiency	<i>El español bien hablado</i>
Aural Proficiency	<i>Vamos a escuchar 2</i>
Prescribed Literature	<i>La aventura de Saíd</i> (optional)
Supplementary Material	<i>Past Examination Papers</i>

Additional material used in class will be photocopied throughout Senior Cycle.

ASSESSMENT

Assessment at Leaving Certificate consists of an oral examination followed by an aural examination. The written examination is at two levels and includes reading, comprehension and written production. The primary difference between levels is the marking structure used.

Higher Level Examination

Written	-55%
Oral	-25%
Aural	-20%

Ordinary Level Examination

Written	-55%
Oral	-20%
Aural	-25%

CURRICULUM CONTENT

Year 5

Term 1

Topics	Oral	Grammar	Aural
Deportes, cultura, fiestas, tradiciones, las corridas	Role-play 1: La corrida Role-play 2: El pasaporte Así soy yo	Imperfect tense	Las tradiciones El individuo
Asuntos familiares	Mi familia Mis amigos	Radical-changing verbs Adjectives	Las relaciones personales
Jóvenes, una vida por delante	Mi instituto Role-play 3: En Barcelona La vida cotidiana	Future Comparisons Possessives	La juventud

Terms 2 and 3

Topics	Oral	Grammar	Aural
¿Gozas de buena salud?	Ir a la compra La alimentación	Preterite tense Gender of nouns Definite vs. indefinite articles Imperative	La dieta y la salud
La educación: armados para el futuro	Mis asignaturas Mis pasatiempos	Verbs of obligation Preterite vs. imperfect Object pronouns	El sistema educativo
¡Hasta arriba de trabajo!	El dinero y el trabajo	Gender of professions Imperative formal Ser vs. estar	Perspectivas laborales

CURRICULUM CONTENT

Year 6

Term 1

Topics	Oral	Grammar	Aural
Deportes, cultura, fiestas, tradiciones, las corridas	Role-play 4: El accidente Role-play 5: En Santiago de Compostela España y el español	Revision Imperfect tense	Las tradiciones
¿Cómo nos comunicamos?	Los medios de comunicación y el cine	Revision Reflexive verbs Time expressions	Prensa, radio, y televisión
Tecnología: ¿progreso o retroceso?	¿Cómo afecta la tecnología a nuestras vidas?	Perfect tense Para vs. por	Los avances tecnológicos
¡Protejamos nuestro entorno!	Mi barrio Mi ciudad/pueblo Revision Role-plays	Introduction to Subjunctive	El medio ambiente

Terms 2 and 3

Topics	Oral	Grammar	Aural
El empleo y la economía	Planes para el futuro	Conditional tense	La situación económica actual
La inmigración	Emigrar a otros países Mi casa Las tareas domésticas	Subjunctive	Las desigualdades sociales
Los problemas sociales	Las vacaciones	Past perfect The passive voice	La discriminación social: el acoso escolar, los gitanos, los sin techo

BIOLOGY

Through the study of Biology students employ the processes of science to explore the diversity of life and the inter-relationships between organisms. Students will become aware of the use of living organisms and their products to enhance human health and the environment. Students are provided with the knowledge, skills and understanding to pursue further education, training and employment in Biology and other science related fields, and to make judgements on contemporary issues in Biology and science that impact on their daily lives and on society.

The syllabus consists of approximately 70% biological knowledge, understanding and skills; the remaining 30% deals with the technological, social and economic aspects of biology.

Text Book: *Biology – Michael O’Callaghan (Edco) Revised Edition*

YEAR 5 - T E R M 1			
<i>Topic</i>	<i>Chapter</i>	<i>Title</i>	<i>Pages</i>
Intro	2	Characteristics of Life	10-13
Intro	1	Scientific Method	2-9
Cells	7	Cell Structure	74-83
Cells	13	Diffusion and Osmosis	126-132
Mitosis	14	Cell Division	133-143
Classification	20	Classification of Organisms	204-208
Protista	23	Amoeba	229-230
Food Molecules	3	Food	14-24
Enzymes	9	Enzymes	90-99
	10	Advanced Enzymes (excl NADP)	100-104
Digestion	29	Human Nutrition	275-286
YEAR 5 - T E R M 2			
<i>Topic</i>	<i>Chapter</i>	<i>Title</i>	<i>Pages</i>
Skeletal System	34	The Skeleton and Muscles	347-356
Circulatory System	26	Blood	253-257
	27	The Heart and Blood Vessels	258-271
	28	The Lymphatic System	272-274
Breathing	31	Human Breathing	290-297
Cellular Respiration	12	Respiration	114-125
Excretory System	32	Excretion	298-309
Homeostasis	30	Homeostasis	287-289
Ecology	4	Ecology	25-42
Ecology	5	Advanced Ecology	43-50
YEAR 5 - T E R M 3			
<i>Topic</i>	<i>Chapter</i>	<i>Title</i>	<i>Pages</i>
Ecology	6	Study of an Ecosystem	51-71
Cells	8	Cell Diversity	84-89
Immunity	38	Human Defence System	357-367

YEAR 6 - T E R M 1			
Topic	Chapter	Title	Pages
Genetics	15	Classification and heredity	144-146
DNA and RNA	16	DNA and RNA	147-164
Genetic Crosses	17	Genetic Crosses	165-184
Evolution	18	Variation and Evolution	185-192
Genetic Engineering	19	Genetic Engineering	193-201
Plant Anatomy	24	Structure of Flowering Plants	
Transport		Transport, etc. in the Flowering	231-239
	25	Plant	240-251
Photosynthesis	11	Photosynthesis (Inc NAPD)	104-113
YEAR 6 - T E R M 2			
Topic	Chapter	Title	Pages
Flowers and Seeds	40	Sexual Reproduction in Flowering Plants	373-391
Asexual Reproduction in Flowering Plants	41	Vegetative Propagation	392-396
Plant Hormones	33	Plant Responses	310-319
Nervous System	34	The Nervous System	320-330
The Senses	35	The Senses	331-338
The Endocrine Systems	36	Endocrine System	339-346
Human Reproduction	42	Human Reproduction	397-414

YEAR 6 - T E R M 3			
Topic	Chapter	Title	Pages
Microbiology	21	Monera (Bacteria)	209-220
Microbiology	22	Fungi	221-228
Microbiology	39	Viruses	368-372

Assessment: Leaving Certificate Biology is assessed by means of terminal examination papers at Higher and Ordinary Level. Students are required to complete and keep a record of 23 mandatory practical experiments over the two years of the course.

CHEMISTRY

This subject aims to provide a relevant course for students who will complete their study of Chemistry at this level while, at the same time, providing a foundation course for those who will continue to study Chemistry or related subjects. Chemistry investigates the elements and compounds that make up the physical world and looks at how they react together. It looks at different types of materials, both natural and man-made. Chemistry forms some part of all courses in Medicine, Dentistry, Pharmacy, Nursing, Engineering and in most Science courses. The syllabus consists of approximately 70% pure Chemistry; the remaining 30% deals with the social and applied aspects of Chemistry.

Text Book: *Chemistry Live! – Declan Kennedy (Folens)*

Year 5 - Term 1			
Topic	Chapter	Title	Pages
Atomic Structure	2	The Atom	3 – 9
	3	Arrangement of Electrons	11 – 21
	4	The Periodic Table	24 – 39
	7	Trends in the Periodic Table	79 – 86
Atomic Structure Practicals	3	Flame Tests	13 – 15
	6	Tests for Anions	71 – 77
	5	Recrystallisation / Melting Pt.	54 – 57
The Mole Concept	9	Avagadro No / Calculations	98 – 106
Properties of Gases	10	Gas Laws / Kinetic Theory	108 - 120
Stoichiometry I	11	Empirical Formulae	126 - 132
Terms 2 & 3			
Atomic Structure contd	5	Chemical Bonding	43 – 65
Radioactivity	8	Radioactivity	91 - 96
Fuels and Reaction Heat	21	Hydrocarbons and Oil	302 - 324
Acids and Bases	12	Arrhenius/Bronsted-Lowry	136 - 138
Acids and Bases	12	Conjugate Pairs	139 - 143
Vol. Analysis	13	Solutions, Acid / Base Titrations	144 - 173
Rates of Reactions	16	Rates expts / Catalysis	210 - 231
Stoichiometry II	24	Limiting Agent / % Yield	396 - 403
Thermochemistry	21	Thermochemistry	325 - 340
Organic Families	22	Tetrahedral and Planar Cmpds	341 - 355

<i>Year 6 - Term 1</i>			
Topic	Chapter	Title	Pages
Organic Families	22	Aromatic & Natural Products	355 - 360
Organic Reactions	23	Subs /Addition /Polymerisation	361 - 369
Organic Reactions	23	Elimination / Redox / As Acids	370 - 383
Organic Reactions	23	Chromatog. / Instrumentation	384 – 395
Oxidation and Reduction	14	Redox Reactions	175 – 190
Volumetric Analysis	15	Redox Titrations	191 – 199
Volumetric Analysis	15	Thiosulphate Titrations	199 - 209
Chemical Equilibrium	17	Le Chatelier / Calculation of 'K'	232 / 247
<i>Term 2 - before Mocks</i>			
pH and Indicators	18	pH Scale , Strengths	248 - 251
pH and Indicators	18	SA / SB Calculations	254 - 255
pH and Indicators	18	WA / WB Calculations	256 - 257
pH and Indicators	18	Indicators	258 – 262
<i>Term 2 - after Mocks & Term 3</i>			
Electrochemistry I	20	Electrolysis / E.C.S	291 - 301
Option 2 Materials	27	Crystals/Metals/Polymers	100 – 113
Option 2 Electrochem. II	28	Extraction of Metals	114 – 129
Water	19	Hardness / Treatment	263 - 272
Water	19	Pollution / Sewage	273 – 282
Water	19	Instrumental Analysis	283 – 290

Assessment:

Leaving Certificate Chemistry is assessed by means of terminal examination papers at higher and ordinary level. Students are required to complete and keep a record of 28 mandatory practical experiments over the two years of the course.

PHYSICS

Physics is the basic science. It deals with the fundamental laws of nature and how they impact on our daily lives. The course provides a good basis for further science study and also for any course where ability to think logically is required. Science, technology and society (STS) is an integral part of the syllabus so that students can be aware of the principles of the applications of physics in the everyday world. Physics forms some part of the following courses at third level: Engineering, Medicine, Dentistry, Veterinary, Science, Meteorology, Sports Science, Electronics and Computing.

Higher level Mathematics is not required for Physics although the course does include some calculations and the use of formulas.

Students follow a course of practical work, with prescribed experiments in each of the main sections of the syllabus.

Text Book: *Real World Physics - Dan O'Regan*

YEAR 5 - TERM 1			
Topic	Chapter	Title	Pages
Optics	1	Introduction	1-6
	2	Geometrical Optics	7-13
	3	Reflection of Light from Spherical Mirrors	14-26
	4	Refraction	27-42
	5	Lenses	43-55
Waves	16	Waves and Wave Motion	174-190
	17	Vibrations and Sound	191-206
	18	The Wave Nature of Light	207-220

YEAR 5 - TERM 2 and TERM 3			
Topic	Chapter	Title	Pages
Temperature - Heat	14	Temperature and Thermometers	154-159
	15	Quantity of Heat and Heat Transfer	160-173
Mechanics	6	Speed, Displacement and Velocity	56-65
	7	Acceleration	66-80
	8	Vectors and Scalars	81-88
	9	Force, Mass and Momentum	89-103
	10	Pressure, Gravity and Moments	103-123
	11	Work, Energy and Power	124-135

YEAR 6 - TERM 1			
Topic	Chapter	Title	Pages
Static Electricity	19	Static Electricity	221-233
	20	Potential Difference, Capacitance	234-244
Current Electricity	21	Current and Charge	245-250
	22	Electromotive Force and Potential Difference	251-255
	23	Resistance	256-272
	24	Effects of Current, Domestic Circuits	273-284
Modern Physics	29	The Electron	328-342
	30	The Atom, the Nucleus and Radioactivity	343-358
	31	Fission, Fusion and Nuclear Energy	359-366
	32	Particle Physics	367-378

YEAR 6 TERM 2			
Topic	Chapter	Title	Pages
Magnetism and Semiconductors	25	Semiconductors	285-292
	26	Magnets and Magnetic Fields	293-298
	27	Current in a Magnetic Field	299-309
	28	Electromagnetic Induction	310-327
YEAR 6 TERM 3			
Topic	Chapter	Title	Pages
Mechanics	12	Circular Motion	136-145
	13	Simple Harmonic Motion and Hooke's Law	146-153

Assessment:

Leaving Certificate Physics is assessed by means of terminal examination paper at each level. Students are required to keep a record of their practical work over the two years of the course.

AGRICULTURAL SCIENCE

Agricultural Science is the study of science and technology as they relate to Agriculture. It aims to develop knowledge, skills and attitudes concerning the factors that affect the long-term well-being of agricultural resources, and places emphasis on the managed use of these resources. The course includes practical work and field studies.

Text Book:

Form V: *Breaking Ground* – Carol Cronin and Sandra Tiernan Pub. Edco

Form VI: *Agricultural Science* - J Breen and G Mullen Pub. Folens & Co.

Year 5 - Term 1

Topic	Chapter	Pages
Agricultural Introduction		
Agriculture, Pollution and the Environment	25	213-220
Soil Science	19-23	147-196
Cell and Cell Physiology	1	3-14
Cell Division – Mitosis, Meiosis	15	114-119
The Digestive Systems	9	82-91
The Circulatory System, Blood and the Lymphatic System	11	94-101
The Respiratory System	12	101-103
The Kidney and Urinary System	10	91-94
Principles of Beef Production	47	382-294
Sheep Production	43+44	338-345

Year 5 - Term 2

Topic	Chapter	Pages
The Skeletal System	8	77-81
Tillage Crops	31-38	258-299
Animal Classification	7	65-77
Extent and importance of grassland	27	225-235
Grassland management	28	235-244
Conserving grass as silage or hay	22	244-249
Plant Structure and Photosynthesis	2	14-26
Beef Production	47	382-294

Year 5 - Term 3

Topic	Chapter	Pages
Plant Identification and Ecology	5	42-53

<i>Year 6 - Term 1</i>		
Topic	Chapter	Pages
Genetics	25-27	229 – 242
Propagation of Plants by Vegetative Means	12	126-130
Dairying – principles and importance	40, 41	339 – 351
Plant Physiology	11	94 – 124
Circulation: Transport and Storage	31	274 – 280
Nervous system and reflex mechanisms: the brain, nerve cells, reflexes	35	292-295
The Endocrine System	35	295-299
Reproduction		
Grassland – sowing and establishment	20	199-203
Regulation of body temperature	31	276
Farm Buildings – Farm Plan and Farm House Environment	NOTES	

<i>Year 6 - Term 2</i>		
Topic	Chapter	Pages
Plant Physiology - plant tissues as seen in roots, stems and leaves	11	120-125
The Flower/Seed Production/Germination	9/10	110-119
Pig production	44/45	371-382
<i>Year 6 - Term 3</i>		
Fertilisers and Manures	6	76-84
Forestry - Trees and Shelter	23+24	220-222
Study of the Horse (or pony) as a farm animal	Notes	

Assessment:

The examination in Agricultural Science consists of terminal examination paper (75%) and a practical assessment of the candidate's work over the two year course under the headings (25%):

- identification of plant and animal types associated with agricultures;
- practical experience with crops, livestock, house and farmyard layout;
- investigations carried out related to ecology, soil science, animal physiology, plant physiology, genetics and microbiology.

APPLIED MATHEMATICS

Applied Mathematics is the study of how mathematics may be used to solve real life problems in engineering, technology and many other fields.

Applied Mathematics could be defined as the direct application of mathematical skills to solving problems such as: time it takes a boat to cross a fast flowing river, direction a plane should head in order to reach an airport if there is a wind from a certain direction, the maximum speed a motorbike could travel around a bend without slipping, the time a satellite takes to orbit a planet, the power required by an aircraft to climb at a given angle.

In studying Applied Mathematics students will cover topics such as Vectors, Linear Motion, Relative Velocity, Projectiles, Relative Velocity, Connected Particles, Statics, Simple Harmonic Motion and Differential Equations.

While it is an enjoyable and challenging course, students need good mathematical skills to Higher Leaving Certificate standard and the ability to think clearly when solving problems. Students choosing a career in Engineering, or Sciences might wish to study this subject.

Year 5 Text Book - *Fundamental Applied Mathematics – O. Murphy*

<i>Term 1</i>	Vectors	Chapter 1
	Linear Motion	Chapter 2
	Projectiles	Chapter 3
	Relative Velocity	Chapter 4

<i>Term 2/3</i>	Connected Particles	Chapter 5
	Work, Energy, Gravity	Chapter 6
	Impacts and Collisions	Chapter 7
	Statics	Chapter 8
	Work on Leaving Certificate papers	
	<i>Questions 1,2,3,4,5 and 7</i>	

Year 6 Text Book - *Fundamental Applied Mathematics – O. Murphy*

<i>Term 1</i>	Chapter 9	Hydrostatics
	Chapter 10	Circular Motion
	Chapter 11	Differential Equations
	Chapter 12	Simple Harmonic Motion
	Chapter 13	Rigid Body Rotation

Term 2/3 Examination papers.

Assessment

Students answer 6 out of 10 questions. Each question relates to a topic covered during the course.

Each Question carries 50 marks

- Q1: Uniform linear acceleration
- Q2: Relative velocity
- Q3: Projectiles
- Q4: Connected Particles: Pulleys & wedges
- Q5: Impacts & Collisions
- Q6: Circular Motion and Simple Harmonic Motion
- Q7: Statics
- Q8: Moments of Inertia
- Q9: Hydrostatics
- Q10: Differential Equations

BUSINESS

Students are exposed to how businesses are expected to operate in both a national and international environment. Students can expect to understand how to form a business and the necessary legal requirements to be put in place to do so. They will learn about the importance of enterprise and entrepreneurship in today's business world. They will also learn the necessary skills and characteristics to become a successful entrepreneur/manager. How best to market one's company from initial brainstorming of ideas to product/service development, to achieving sales of product or service and advertising will all be studied.

Consumers and their rights are also addressed as are the rights and responsibilities of employees and employers. The legislation covering these areas will be dealt with. Students will also learn about the government and its role in the business environment, E.U. regulations and how social responsibility, environment regulations and transparency impact on the business world. Business will give students a broad understanding of subjects such as human resources, management and enterprise which form elements of third level business courses.

Text Book: Business Express Leaving Cert – Enda Connolly (Mentor)

Year 5

- o People in Business
- o Conflict in Business – the Consumer
- o Conflict between Business and Society
- o Enterprise
- o Identifying Opportunities
- o Getting Started
- o Marketing
- o Introduction to Management
- o Management Skills 1 - Leadership and Motivation
- o Management Skills 2 – Communication
- o Management Activities – Planning, Organising, Controlling
- o Categories of Industry
- o Ownership Structures
- o Conflicting Interests – Industrial Relations
- o Human Resource Management

Year 6

Text Book: Business Today – Pat McLaughlin & Peter Caulwell (**Revised Edition**) (EDCO)
Business Extra – Pat McLaughlin (EDCO)

- o Household & Business Management – Finance
- o Household & Business Management – Insurance & Taxation
- o Monitoring the Business
- o Expanding the Business
- o Global Business
- o Business, Government and the Economy
- o International Trading Environment
- o Management of Change
- o European Union
- o Community Development

Assessment

The Leaving Certificate examination is 3 hours for Higher Level and 2½ hours for Ordinary Level. The Higher Level paper has three sections. Section 1 contains short questions examining all aspects of the syllabus. Section 2 consists of a compulsory Applied Business Question (ABQ) on three specified units of the course and Section 3 examines the different sections of the syllabus in detail. The Ordinary Level paper has two sections. Section 1 contains short questions examining all aspects of the syllabus. Section 2 examines the different sections of the syllabus in detail.

ACCOUNTING

Accounting is an essential element of any business and is studied at third level as part of all business courses. The syllabus is divided into two sections, financial accounting and management accounting. All companies are obliged by law to prepare accounts. Financial accounting exposes the students to the principles of double entry and the preparation of final accounts using accounting standards. Students will be able to interpret accounts, prepare cash flow statements and learn how to present accounts of clubs or societies as well as other very relevant areas. Management accounting on the other hand is essential in helping managers make very important decisions which will affect the future of their businesses. It is divided into costing and budgeting. Costing examines product costing (i.e. how businesses decide what price to charge for their products etc.) and marginal costing (i.e. how costs, selling prices or volume changes affect profits.) Budgeting looks at cash budget (i.e. money coming in and going out) and functional budgets (i.e. what the company hopes to achieve in different areas of their business).

Text Book: Leaving Certificate Accounting (Revised Edition)
– Kevin O’Riordan (Folens)

Year 5

Term 1

- Introduction to Accounting
- Double Entry Book-keeping
- Accruals and Prepayments
- Bad Debts/Bad Debt Recovered/Bad Debt Provision
- Depreciation
- Sole Trader Final Accounts
- Incomplete Records

Terms 2 and 3

- Bank Reconciliation
- Control A/Cs
- Correction of Errors and Suspense A/Cs
- Limited Company Final Accounts
- Manufacturing Firm Final Accounts
- Departmental Accounts
- Tabular Statements

Year 6

Term 1

- Limited Company Final Accounts – further adjustments
- Introduction to Management Accounting
- Product Costing
- Marginal Costing
- Budgeting
- Interpretation of Accounts
- Club Accounts

Terms 2 and 3

- Service Accounts
- Farm Accounts
- Published Accounts
- Cashflow Statements
- Conceptual Framework of Accounting

Assessment

The exam is 3 hours for both Ordinary and Higher levels and is divided into 3 sections – two sections cover Financial Accounting and one covers Management Accounting.

ECONOMICS

Economics is part of everyday life – each time we open a newspaper or watch a news bulletin, we are exposed to practical examples of the subject. The Leaving Certificate programme is divided into two sections: Micro Economics and Macro Economics.

Micro Economics deals with the economy on a small scale. It studies the producer and how he/she decides what to produce, what price to charge and what quantity to supply. It explores consumer behaviour and the factors that affect the demand for goods and services. It also deals with the factors of production i.e. land, labour, capital and enterprise.

Macro Economics deals with economic issues at a national or international level. It deals with money and banking, national income, the role of the Government, inflation, international trade, EU and comparing first to third world economies.

Economics is studied at third level as part of Business courses or as an Arts subject and in Engineering, Construction, Management, Journalism and many more courses.

The Curriculum

Text Books: *Understanding Economics – Richard Delaney - Edco*

Year 5

Term 1

- Introduction to Economics
- Producer, Consumer, Markets
- Demand
- Supply
- Market Equilibrium
- Elasticity
- Costs, Revenues and Profits

Terms 2 and 3

- Perfect Competition
- Imperfect Competition
- Monopoly
- Price Discrimination
- Oligopoly
- Markets for Factors of Production
- Banking

Year 6

Text Books: *Understanding Economics – Richard Delaney - Edco*

Term 1

- National Income
- Inflation
- Government & the Economy
- Government Economic and Social Aims/Objectives/Policies
- Population
- Employment

Terms 2 and 3

- International Trade
- History of Economic Thought
- Economic Development and Economic Growth

Assessment

Both the Higher and Ordinary Level exam is 2½ hours and follows the same format. Section A has nine short questions, of which six are attempted. Section B has eight questions examining a mix of both Macro Economics and Micro Economics; students attempt any four.

ART (INCLUDING CRAFTS)

Summary

The course is divided into Practical Work and study of the History and Appreciation of Art. Practical Work consists of Painting (imaginative and observed), Graphic Design, Craftwork (ceramics, screen-printing, and embroidery), Still Life and Life Drawing. Students build on the skills they have developed in the Junior Certificate course. History of Art involves study of the European and Irish Schools and general appreciation of Art and Design in the environment.

Curriculum

Year 5

Painting Project based on Organic Images or Similar Theme

Students bring in their own object and make exploratory studies of it with reference to line, tone, positive and negative shapes, texture, and colour. They use a variety of media, graphite pencils, acrylic paint, charcoal, etc and study a variety of compositions and lighting. Students keep notebooks and use photographs to assess their compositions. The final composition is completed as a final painting.

A Self Portrait

Students look at proportions, study individual features: eyes, ears, etc. and experiment with lighting. Students will draw a partner in class, discuss colour as mood and complete a portrait in selected media.

Graphic Design

Students will experiment with lettering to express a message or theme.

Students will also make a study of the following:

- Letters based on a grid. Look at various methods of production, e.g. collage, stencilling, etc.
- Designing a logo for a dance club.
- Commercial advertising. Design a poster based on a theme, with emphasis on creative lettering.

Craft Work

(i) Screen Printing

Introduction to the process of printing using screens and stencils. Students will look at the work of Andy Warhol and develop a stencil design from a drawing. Using the drawings the students plan a 3 colour design.

Students will learn the importance of accurate registering of the stencils, how to use prints to make a repeating pattern and how to make a window mount to display a print.

(ii) ***Ceramics***

Students will be introduced to the vocabulary and techniques of clay building and finishing, including firing and glazing.

Students will collect images and ideas in a sketch pad and use them to design a clay vessel. They will construct a clay vessel based on these ideas which will be fired and glazed.

Appreciation & History of Art (One period per week)

Text Book: **Appreciating Art for Leaving Certificate**
 Aine Ni Chartaigh and Aidan O’Sullivan

Throughout the year students will study the History and Appreciation of Art. This will include:

- ***Appreciation of Art***
The art elements and specific vocabulary
Public sculpture in the environment
Product design--classic designs of the 20th century.
Advertising in newspapers and posters
- ***European Architecture***
Romanesque architecture and sculpture in Europe and in Ireland
Gothic architecture and sculpture in Europe and in Ireland

- ***European Painting***

The following will be explored:

Fresco painting. Giotto and liberation of the human figure and expression
Renaissance perspective, Uccello, Piero della Francesca, Peruggino
Northern Renaissance, Van Eyck
Early Renaissance, Masaccio
Mid Renaissance, Botticelli

Year 6

Classes will cover the following areas:

- ***Painting and Drawing***
Still-life composition based on skills acquired so far. The creation of an arrangement based on a descriptive paragraph as in the Leaving Certificate exam. Dutch still life artists will be also studied.
- ***Life Drawing***
Drawing a figure from observation with emphasis on proportion, line, positive and negative shape, tone, foreshortening, cylindrical form, movement, gesture drawing, drapery, composition and layout.

Craft Work

(i) 3D Modelling/Sculpture

Designing a ceramic figure based on a life drawing, using the basic cone form. Emphasis on the use of detail to create character and an interesting sculpture. This model will be fired and glazed.

(ii) Creative Embroidery

Introduction to the techniques and materials required. Studies will practise a variety of stitches and experiment with the methods of manipulating different fabrics. The class will also look at soft sculpture. Students will choose a personal theme to design and produce a 3-D mask or a small wall hanging.

Students will choose one of Screen Painting or Ceramics, 3D Modelling, Poster Design or Creative Embroidery in the Leaving Certificate Exam.

History of Art

*European Art

- Realism Monet
- Impressionism..... Monet, Renoir, Degas
- Post Impressionism..... Cezanne, Van Gogh
- Fauvism..... Matisse
- Cubism..... Picasso
- Expressionism..... Munch

*Irish Art

- Pre Christian Art..... Newgrange, Bronze Age, Iron Age
- Early Christian Art..... Stone Crosses
- 19th and 20th Century Irish Painting..... Paul Henry, Jack Yeats,
- Contemporary Irish Painting ... Pauline Bewick,

*Students will visit an Art Exhibition and prepare an Exam Question based on the trip.

Art Assessment

Art is assessed at two levels, Ordinary Level and Higher Level. The standard and quality of work determine the difference in level.

The modes of assessment include:

Three practical examinations carried out in May. These are: (i) life sketching (ii) still life or imaginative or abstract composition and (iii) design or craftwork*.

**All these examinations have papers, which are distributed one week before the examination to help with the preparation of ideas, research and designs.*

A written examination of Appreciation & History of Art in June. Three questions are answered, one each on Irish, European and Appreciation of Art.

Marks are awarded for sketches as well as written content.

The Exam (400 Marks)	Paper 1:	Craft or Design	- 100 Marks	} Completed in May
	Paper 2:	Life-Sketching	- 50 Marks	
	Paper 3:	Still Life or Imaginative or Abstract Composition	- 100 Marks	
	Paper 4:	History of Art	- 150 Marks	} June in L.C. Exam

CLASSICAL STUDIES

In the Leaving Certificate course pupils select four topics from a choice of ten. The syllabus is offered at Higher and Ordinary Levels and the course framework is common to both levels. All texts are studied in English and no previous knowledge of Greek or Latin is needed.

Three of the topics we choose here in Wesley are:

- Greek and Roman Epic
- Greek Drama
- Alexander the Great

These topics are examined through an essay style format.

The final topic covered is

- Roman Art and Architecture.

This is examined through shorter questions related to a given photograph or illustration.

In the final examination students will do two questions from four in each of the above topics in a three hour examination.

The content includes a broad study of Classical Drama/Literature, History, Art and Architecture in both the Greek and Roman worlds.

Year 5

Weeks 1-10 The Odyssey: Homer

This is one half of the “Greek and Roman Epic” topic. As well as gaining detailed knowledge of the plot students will develop a sound understanding of the background to the epic and the person who wrote it. The process through which it was handed down to us and the style of the orally composed epic is also studied. The main themes such as morality, the role of the gods and details of the main characters are also covered.

Throughout these first few weeks an attempt is made to use aspects within “The Odyssey” to broaden the student’s knowledge of the classical world as a whole and prepare them for concepts that may appear in other aspects of the course.

Essay technique is developed from this stage of the course.

WEEKS 11-23 Greek Drama

This part of the course, covering a whole topic, starts with an introduction to Greek drama. Its history, relationship to the religious festival, the physical structure of the theatre and general dramatic techniques are all explored.

The following plays are studied:

- “Oedipus the King” Sophocles
- “Medea” Euripedes
- “The Frogs” Aeschyles

In each of these plays a basic knowledge of classical myths and legends and understanding of religious practices is advantageous. In addition, when studying “The Frogs”, students will become aware of the historical and political climate at the time of the play.

Some themes such as the role of “The Chorus” or divine intervention will be common to all three dramas but each play also explores separate themes and issues.

Weeks 24-32 Alexander the Great

In the last six weeks of 5th Year we complete half of this history section. It is studied through two texts:

- “The Campaigns of Alexander” - Arrian
- “The Age of Alexander” - Plutarch

In each of the above texts different aspects of Alexander’s achievements are emphasized. Arrian likes to detail his military achievements while Plutarch likes to concentrate on his personality and character. As neither of the writers were contemporaries there is a need to use other sources in order to get as clear a picture of the period as possible.

It is envisaged that by the end of the year pupils will have covered:

- The early life of Alexander, role of his father, Philip II, and his accession,
- His early conquests up to and including the battle of Guagemela,
- His final conquest and consolidation of the whole Persian Empire

In the end-of-year exam, students will be tested on all the material covered. The exam will be designed to replicate, as closely as possible, the actual Leaving Certificate paper.

Year 6

Weeks 1-4 Alexander the Great

The Alexander the Great course will be completed in these six weeks. Topics covered will include:

- Final conquest of the Persian Empire, conquest of India and the journey back to the Persian Heartland.
- Alexander's divinity and opposition to Alexander will be covered.

Exam technique continues to be a priority and class tests will be carefully structured.

Weeks 5-13 The Aeneid: Virgil

The second half of the Greek and Roman epic topic is covered during these weeks. Although similar to the works of Homer in many ways, this work operates on a historical level which is absent in "The Odyssey" and "The Iliad". Students will study the history and politics of the end of the Republic and the beginning of the Empire. Students need to be able to compare with Homer, ("The Odyssey" in particular) as well as knowing the plot, the characters and the many different themes such as piety and the author's attitude to warfare. In weeks 1-13 we will introduce some aspects of the Roman Art and Architecture course (see below) during one of the five weekly periods.

Weeks 14-20 and 21-24 Roman Art and Architecture

The textbook for this topic is *Roman Art and Architecture* by Mortimer Wheeler and all the exam questions are drawn from material in this text. Other material will be used to help illustrate the points made by Wheeler. Pupils will also benefit from a School Trip to Rome and Pompeii during which they will see first hand many of the examples of Art and Architecture covered in the course. This will take place every two years at the Halloween half term. The next trip is planned for 2009.

General trends in Roman Art will be studied also.

The topic has two main sections

1. Roman Buildings: (temples, baths, forums, basilicas, theatres, amphitheatres, circuses, houses, palaces, arches and engineering.)
2. Roman Art: (aspects of sculpture and painting: portraiture, narrative and landscape).

It is planned to complete the section on Roman buildings and most of Roman Art by the time of the Mock Examinations and the rest of the Topic will be finished by week 24.

Weeks 25 – End of Year: Revision

The rest of the year and the final term will focus on revision and exam preparation. Past Papers will be studied and exam techniques refined.

GEOGRAPHY

The syllabus is divided into units. All students study the Core Units 1-3 and Elective Unit 4

Core Unit 1 Patterns and processes in the physical environment

This unit examines the relationship between the tectonic cycle, the rock cycle and the processes of landform development

Core Unit 2 Regional geography

This unit examines how economic, human and physical processes interact in regional settings

Core Unit 3 Geographical investigation and skills

This unit encourages the development of skills in handling spatial information leading to the completion of an individual geographical investigation

Elective Unit 4 Patterns and processes in the economic environment

This unit examines patterns in economic development and the growth of a single interdependent global economy

Students taking the Higher Level also study **Optional Unit 6 Global Interdependence**

This unit examines the interdependent nature of global economic, social and political processes and challenges the differing views of development

Textbooks Planet + People. Sue Honan and Sue Mulholland (Mentor) [5th year]

Dynamic Economic Geography. B Brunt, P O'Dwyer and C Hayes (Gill & Macmillan)
[6th year]

New World Atlas (Edco)

Geographical skills

The teaching and application of skills is integrated into each of the units where appropriate

- Map and aerial photograph interpretation
- Satellite imagery
- Figure interpretation
- Census of population data
- Weather maps and data

Year 5

Term 1

The tectonic cycle

- volcanic activity, earthquakes

The rock cycle

Landform development

Surface processes and landforms

- weathering , mass movement , glacial, fluvial, coastal, human interaction

Term 2

The concept of a region

- climatic, geomorphologic, administrative, cultural, socio-economic, urban

The dynamics of regions

- the interaction of economic, human and physical processes in two contrasting Irish regions

Term 3

Two contrasting European regions

- Mezzogiorno - Italy, Paris basin – France

The complexity of regions

- the interaction between economic, cultural and physical processes
- changes in the boundaries of regions and their impacts

Year 6

Term 1

Sub continental region – India

Geographical investigation – fieldwork

Changing patterns of economic development

Globalisation

Terms 2+3

Patterns of world trade

- merchandise trade, services

The influence of the European Union on the Irish economy

Sustainable economic development and the environment

Global interdependence

Assessment

The terminal written examination accounts for 80% of the marks and the geographical investigation report accounts for 20%.

HISTORY

The Leaving Certificate History Syllabus concerns political, economic, and social and cultural history. The same material is covered for both Higher and Ordinary Level. In Wesley College we cover the Later Modern field of study 1815-1993. This field of study comprises 12 topics, of which six relate to Irish history and six to the history of Europe and the wider world. From among these topics students will study four. One topic is prescribed by the examining authority for the documents-based study. For 2012 and 2013, it is “European Retreat from Empire and the Aftermath, 1945-1990”. Students therefore study two topics from European history: European Retreat from Empire and the Aftermath 1945-1990 and “Dictatorship and Democracy, Europe 1920 - 1945,” and two from the history of Ireland: “The Pursuit of Sovereignty and the Impact of Partition, 1912-1949” and “Politics and Society in Northern Ireland 1949-1993”.

Text Books: *Modern Ireland – Brockie/Walsh (Gill & Macmillan, 2nd Edition)*
Modern Europe & Wider World – Lucey (Gill & Macmillan)
European Retreat from Empire and the Aftermath 1945-1990 – Collins/Tonge (Edco)
Dictatorship and Democracy 1920-1945 – Delap (Folens)

Politics and Society in Northern Ireland 1949 – 1993

- Civil Rights and Republic Struggle
- Unionist Rule and Direct Rule
- The Troubles, Sunningdale, Anglo Irish Agreement
- Case Study on Sunningdale 1973-1974
- Impact of the Welfare State
- Impact of the Troubles Socially and Economically
- Case Study: Coleraine University Controversy
- Religious Affiliation and Cultural Identity; Ecumenism
- Case Study: Apprentice Boys of Derry

Europe 1920-1945: Democracy and Dictatorship

- Origins and growth of the fascist regimes in Europe
- Communism in Russia, the regimes of Lenin and Stalin
- Wartime alliances, 1939-1945
- Economic and social problems of the inter-war years
- Society during World War II
- Anti-Semitism and the Holocaust
- Anglo-American popular culture in peace and war
- The technology of warfare

Ireland 1912-1949: Sovereignty and Partition

- Ireland 1912-1914 review- nationalism
- 1916 Rising
- Aftermath of Rising and Rise of Sinn Fein
- War of Independence
- Treaty
- Treaty Debates and Civil War
- State-building: Ireland 1922-1927
- State-building: Ireland 1928-1932
- Northern Ireland 1920-1939
- The Emergency - Ireland North and South
- Northern Ireland 1939-1945
- Post-war Ireland

European Retreat from Empire and the Aftermath 1945-1990 (Documents Based 2012)

- The creation of European Empires and the origins of Decolonisation
- The end of the British and Dutch Empires in Asia
- Case Study: British withdrawal from India, 1945-47
- French Decolonisation Begins: The Withdrawal from Asia
- The End of British and Portuguese Empires in Africa
- Case Study: The Secession of Katanga, 1960-1965
- French withdrawal from Africa and the War in Algeria
- Post-colonial Immigration and the Growth of the Islamic faith in Europe
- Case Study: Race relations in France in the 1980's

ASSESSMENT

The Higher Level exam will consist of four questions, each worth 20% of the overall grade. The documents-based study is one of those questions and is where students will be tested on their evidence-handling skills. The remaining three are essay based questions, one on each of the other topics studied, and this is where students should supply plenty of accurate, relevant, historical information.

There is a fifth element to the course, also worth 20% of the overall grade. This is the Research Study Report and will involve the study of a subject of historical significance chosen by the student, under the direction of the teacher. Each student compiles a report on the results of his/her study which is submitted to the examining authority for marking. The recommended length for such a report at Higher Level is 1,200 – 1,500 words.

At Ordinary Level the above divisions apply, though the style of questioning is suitably different, with less emphasis on the extended essay.

HOME ECONOMICS-SCIENTIFIC AND SOCIAL SYLLABUS

Home Economics – Scientific and Social is an applied subject combining theory with practice in order to develop understanding and solve problems. It is concerned with the way individuals and families manage their resources to meet physical, emotional, intellectual, social and economic needs.

Home Economics focuses on the acquisition of knowledge and the development of skills and attitudes that will enable students to take control of their own lives at present and in the future, whether that be in the home, in further education, in the world of work, or other life situations.

The wide range of learning experiences to which the students are exposed will allow them to be flexible and adaptable in the changing situations of modern life. It prepares students of both sexes for life in a consumer-oriented society and provides a learning foundation for those seeking employment in a wide range of careers, such as the food industry, tourism, clothing and design and the health and social services.

The course is divided into **three** core sections:-

- | | |
|--|-----|
| • Food Studies | 45% |
| • Resource Management and Consumer Studies | 25% |
| • Social Studies | 10% |

There are three electives from which **one** will be chosen: 20%

They are

- Elective 1 - Home Design and Management
- Elective 2 -Textiles Fashion and Design
- Elective 3 -Social Studies

Practical work is carried out as part of the food studies. This will be assessed at Leaving Certificate and counts for **20%** of the examination.

Year 5

Text Book:

Lifelines & Workbook
Carmel Enright and Maureen Flynn (Folens)

Area of Study	Year 5 - Term 1	
	Ch	Topic
Food Studies	1	Food Science and Nutrition Food choices Protein Carbohydrates
	3	Food Commodities Meat Poultry Fish Eggs Milk and Dairy Products Cheese
	Food Studies Practical Coursework Journal	
Resource Management & Consumer Studies	16	Consumer Studies Consumer Studies Consumer Choices Consumer Rights Consumer Responsibility Consumer Protection Managing the Environment
Social Studies	17	Social Studies and the Family Introducing Sociological Concepts and Terms Defining the Family Family Structures Functions of the Family Family Law
	18	Marriage

Area of Study	Year 5 - Terms 2 & 3	
	Ch	Topic
Food Studies	1	Food Science and Nutrition Lipids Fat Soluble Vitamins
	2	Diet and Health Energy Current Nutritional Guidelines Dietary and Food Requirements Dietary Deficiencies and Excesses Diet Related Health Problems
	3	Food Commodities Alternative Protein Foods Cereals Vegetables Nuts Fruit Fats and Oils
	5	The Irish Diet and Food Industry The Irish Diet The Irish Food Industry
	Food Studies Practical Coursework Journal	
Resource Management & Consumer Studies	14	Household Technology
Social Studies	19	Family as a Caring Unit

Year 6

Text Book: *Lifelines & Workbook*
Carmel Enright and Maureen Flynn (Folens)

Area of Study	Year 6 - Term 1	
	Ch	Topic
Food Studies	1	Food Science and Nutrition Water Soluble Vitamins Minerals Water
	7	Microbiology The Study of Micro-organisms
	8	Food Spoilage and Food Preservation Food Spoilage Food Poisoning Food Preservation Commercial Preservation
	9	Food Safety and Hygiene Food Legislation Safe Food Preparation HACCP Role of National Agencies in Food Safety
	Food Studies Practical Coursework Journal	
Elective	Textile, Fashion and Design OR Social Studies	

Area of Study	Year 6 – Terms 2 & 3	
	Ch	Topic
Food Studies	4	Meal Planning & Preparation
	6	Food Processing and Packaging Processed Foods Packaging Food Labelling - Additives Contaminants
Resource Management & Consumer Studies	11	Family Resource Management Purpose of Resource Management Management Systems The Family as a Managerial Unit Components of Management Decision-making and Communication Factors Affecting Management
	12	Management of Household Finances Management of Household Finances Credit Savings and Insurance
	13	Housing Finance Housing Finance Housing Choices
	15	Textiles Textiles –a resource Selection Criteria Textile Care. Safety Considerations Fire Retardant Finish Fire Safety(Domestic furniture)

Assessment

- A written exam accounts for 80% of the marks.
- There is a practical assessment which accounts for the remaining 20%.
This involves keeping a record of five assignments carried out in practical Food Studies class. The practicals are written into a coursework journal and submitted to the Examinations Commission at the beginning of November in Year 6.

MUSIC

Leaving Certificate Music is a two-year course of study founded on the principles of listening, composing and performing. Although this subject is open to all students, Music at Junior Certificate level or a high standard of instrumental performance are recommended. Students will acquire knowledge of music theory and composition, and will also study set works ranging from Mozart to The Beatles. Irish music, music technology and a large amount of class-based performance also feature on this course. Students **must** undertake a performance exam as part of their assessment in which they present a varied performance programme.

Materials used:

Scores of: 1. “Bohemian Rhapsody” by Queen
2. “Romeo & Juliet Fantasy Overture” by Tchaikovsky

Workbook Set A

Revision Book (Folens)

Music Manuscript

Refill pad & Ring bind folder

Curriculum Content

Year 5

FIRST TERM

Performing	Class singing in parts, performance workshop with own instruments & rhythm work; preparation for practical exam; sight clapping Performance of 2 pieces on own instrument for Christmas Test
Listening	Score-reading, instruments of the orchestra, dictation (treble & bass), identification of musical features, glossaries of musical features, binary & ternary form, sonata form, transposing instruments General listening exercises (Q6) Dictation: of set work themes, melodic & rhythmic Irish music: Instruments, Dance types & structure, Song types, sean nos songs, fusions Recognition of cadences (perfect, plagal & imperfect) Set Work 1: Bohemian Rhapsody by Queen
Composing	General theory: notation, triads, minor keys, related keys, major & minor intervals, ledger lines, written cadences (perfect & plagal), approach chords, bass lines

SECOND TERM

Performing	3 part class singing; performance workshop with own instruments and rhythm work; ensemble work. Formal performance –solo & group (Inter schools Music Festival) Preparation for summer exam
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Listening	Set work 2: Tchaikovsky; general listening exercises; melodic dictation of set work themes; texture; Irish music: Ornamentation, regional styles, collectors & listening exercises Cadences, chord progressions Dictation: of set work themes, melodic & rhythmic General listening exercises(Q6)
Composing	Melody writing (up to 12 bars); minor key recognition; written Cadences (imperfect & interrupted); backing chords Harmonic progressions including cadences & use of dominant 7 th , bass lines

THIRD TERM

Performing	Summer practical exam (25%)
Listening	Revision; exam type questions
Composing	Melody Writing – modulation to related keys 16 bar melodies Full OL paper cadence and backing chord questions Revision; exam type questions

Year 6

Materials:

Scores of: 1. Cantata no. 78 by Bach
2. Piano Quartet by Gerald Barry

Workbook Set A

Music Manuscript

Refill pad & Rong bind Folder

FIRST TERM

- Performing** Performance workshop with own instruments; preparation for mock practical exam (25% or 50%), class singing
- Listening** Historical and stylistic context of third set work
Set Work 3: *Piano Quartet* by Barry
Score-reading; thematic dictation;
Irish music: Revival, Ceili Band, Sean O’Riada, Preservation of Irish music,
Groups from 1960s on
Irish Music Exam questions
General listening vocabulary
Listening questions (Q6)
- Composing** Harmony exercises (Backing chord questions); revise material from Form 5
Minor harmony exercises
First inversion chords; V7 & inversions, minor keys, second inversions
Writing bass lines, use of passing notes, chord exercises,
Melody writing with upbeats & compound time (16 bars)

SECOND TERM

- Performing** Preparation for mock practical exam: half of full programme
Preparation for state practical exam – ensemble and solo work (March/April), aural tests
- Listening** Historical and stylistic context of 4th set work:
Set work 4: Cantata no.78 by Bach
Thematic dictation, exam questions; general listening exercises;
Irish music: Composers, Developments in 20th century Irish Music, Influence of Irish Music on North America revision of Irish music, exam paper questions
Dictation
- Composing** Questions from past papers – harmony and melody
Minor 16 bar melodies

Mock exam: a leaving cert listening and composing paper based on work to date with 25% or 50% practical exam

THIRD TERM

Listening	Finish Set Work 4 – Bach Revision and exam papers
Composing	Revision and exam papers

ASSESSMENT

Composing Paper - 25%

Listening Paper – 25%

Performance Examination – 25%

Higher Elective – extension of any of the above activities for further study to account for 25% of the overall mark

CONSTRUCTION STUDIES

Construction Studies is the study of buildings and how they are designed and built. The course ranges from designing buildings, planning applications, impact of buildings on the environment, site selection, foundations, construction methods and material selection to heating, lighting, electrical installation, energy saving and interior design.

The course has a practical element, a project, and a final exam. The practical element comprises practical woodwork skills essential in the construction of a house. The project is a study by the student of any aspect of the course. It can range from furniture making, construction of buildings details to geothermal heating, architecture and interior design.

It is not necessary to have studied Technical Graphics /Technology /Materials Technology at Junior Certificate in order to take up this subject at Senior Certificate. This subject is offered at Ordinary and Higher Level.

Year 5

Text Book: *Construction Studies Today – Trevor Hickey (Gill & MacMillan)*

<i>Term 1</i>	<i>Term 2</i>
Introduction to construction Workshop safety Orthographic drawing – elevations and plans How to buy a house Site acquisition Development plans and planning permission Introduction to basic woodwork Site investigation environmental concerns Foundation types Section drawing – wall detail Selection of building materials Concrete making Cavity walls and floor types Introduction to electricity Water supply Calculation of a u-value Project work and planning Wall types	How to design a house Structures in buildings Project research methods Condensation in buildings Fireplaces Sewage treatment Project building Vertical section drawing – roof detail House design and special needs

<i>Term 3</i>
Stairs construction and design Sound and noise in buildings Acoustics Pupil's own project work Energy saving in houses Practical woodwork Roof design Vertical section drawing – window detail Heating systems Exam techniques

Year 6

<i>Term 1.</i>	<i>Term 2</i>
Project selection U-value calculations Drawing house plans Woodwork skills Water systems Heating systems Electricity installation Attic conversions House extensions Planning matters Passive houses Start project Special needs design Flat roof design Energy awareness	Acoustics in buildings House design and sound principles Room design Project making Project experiments Project writing and presentation Woodwork skills Exam techniques

<i>Term 3</i>
Woodwork skills Vertical section drawings House design and room design U-value calculation Building and the environment Planning issues and high vs low density development Acoustics and sound damping construction Exam techniques

Assessment:

Construction Studies is assessed in three areas as follows:

Written exam	50%	June Exams
Practical exam	25%	Completed by May in final year
Project work	25%	Completed by March in final year

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

DESIGN AND COMMUNICATION GRAPHICS

Design and Communication Graphics is a new course replacing Technical Drawing at Senior Cycle. The course includes the study of design, freehand drawing, elevation and plans, problem solving, 3D drawing, perspective drawing, computer 3D drawings, Computer Aided Design (CAD), model-making and engineering drawing. The main change from the old course is the use of computers to draw in 3D and the introduction of an assignment. The course is assessed in two main areas: an end-of-year drawing exam worth 60%, and an assignment worth 40%. The assignment involves design, freehand drawing presentation and the use of CAD and ICT.

It is not necessary to have studied Technical Graphics /Technology/ Materials Technology at Junior Certificate in order to take up this subject at Senior Certificate. This subject is offered at Ordinary and Higher Level.

Year 5 and Year 6

The course in both 5th and 6th Year will follow the format as outlined here

<i>Term 1</i>	<i>Term 2</i>
3D drawing Orthographic drawing Model making CAD and computer drawings Printing and Plotting Design systems Freehand drawing Perspective drawing Polygon Drawing Drawing the Ellipse and Parabola	Drawing the Hyperbola Assignment Management Intersection and Development Drawing Study of Function, Ergonomics and Aesthetics Assembly drawings Colouring and rendering

<i>Term 3</i>
Animation CAD Presentation CAD Web research ICT and CAD software Internet, digital camera and presentation Assignment Selection of two options

Assessment:

Design and Communication Graphics is assessed in two areas as follows:

Drawing exam	60%	June Exams
Assignment	40%	Completed by February in final year

TECHNOLOGY

This Leaving Certificate course was introduced for the first time in September 2007.

The course is divided into two main areas: an end-of-year written paper worth 50% and a design and make electronic based project worth 50%. The written paper examines design, ICT, energy, electronics, structures, mechanisms, materials, graphics, Technology and Society and Health and Safety. It also involves manufacturing and control systems. The project involves the design and manufacture of a product.

It is not necessary to have studied Technical Graphics/Technology/Materials Technology at Junior Certificate in order to take up this subject at Senior Certificate. This subject is offered at Ordinary and Higher Level.

Year 5

<i>Term 1</i>	<i>Term 2</i>
Design process Electronics Computers and ICT CAD Freehand drawing Project management Research methods Manufacturing methods Evaluation and Testing Quality control Problem solving methods Team work Material selection and use Energy use and economics	Orthographic drawing Graphic Modelling Presentation techniques Report writing Project making Structures Mechanisms Electricity

<i>Term 3</i>
Options; Electronics and control Applied control Systems ICT Manufacturing Materials Technology

Year 6

<i>Term 1</i>	<i>Term 2</i>
Design process Electronics Computers and ICT CAD Freehand drawing Project management Research methods Manufacturing methods Evaluation and Testing Quality control Problem solving methods Team work Material selection and use Energy use and economics Orthographic drawing Graphic Modelling Presentation techniques Report writing Project making Structures Mechanisms Electricity	Start project Design Research Manufacturing Testing Evaluation Report writing

<i>Term 3</i>
Project completion Revision work Exam techniques

Assessment

Written exam	50%	June Exams
Project	50%	Completed by April in final year

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