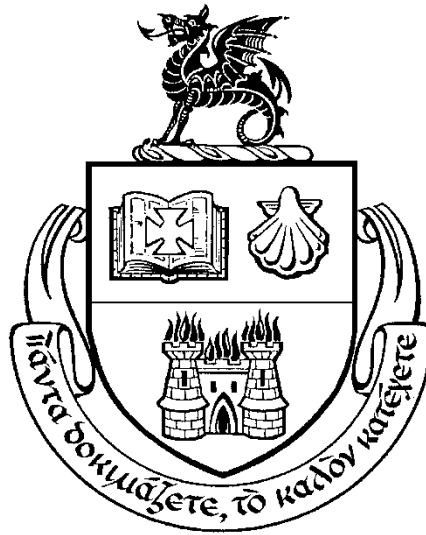


# Wesley College Dublin



## Junior Certificate Curriculum Summary Year 3

2017 - 2018

# 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 2017*

# **ENGLISH**

## **Year Three**

**Themes: Childhood, relationships, prejudice, maturation.**

### **Second and Third Year New Junior Cycle. Page 10 Junior Cycle Specification.**

From the list of the prescribed novels students must study TWO novels and Two drama texts. An extract from a play or extracts from one or more plays may be used as one of the drama texts. These extracts may be chosen from outside the list of prescribed plays. Higher level students must include Shakespeare.

A variety of non- literary texts.

A film OR a biography OR travel text OR documentary.

Minimum 16 poems over two years

A number of short stories.

Great Expectations 2

*Of Mice and Men*

*Romeo and Juliet*

## **Portfolio Selection of Texts**

September Personal Essay

October Short Story

November Speech

December Review

### **Poetry:**

First Snow George Harding Page 162

Mother to Son Langston Hughes- Page 170

The Negro Speaks of Rivers Langston Hughes- Page 171

Mid-term Break Seamus Heaney – Page 193

For a Five Year Old Fleur Adcock- Page 164

Advice to a Teenage Daughter Isobel Thrilling- page 213

An Advancement of Learning Seamus Heaney- page 195

Some Days the Sea Richard Blanco- page 199

### **Drama**

Twelve Angry Men Reginald Rose Cast page 335

Blood Brothers Willy Russell page 357

The Field John B Keane page 381

### **Non- Literary Texts**

Report: Why the Health Experts are Souring on Sugar page 262

Review: Best Young Adult Books page 264

Cover Story: Taylor Swift Rocked Our World page 266

Obituary: Desmond O'Grady by Emer O'Kelly page 279

## Travel Writing

St Lucia: Once More Unto the Beach Barry Egan Page 298

## Short Stories

*The Secret Life of Walter Mitty*, *Great Expectations* 1 page 241

*Janey Mary* James Plunkett *Great Expectations* 1 page 248

## Language

Continue with varied language styles.

Advertising Brochures

Filling Out forms

Narrative, descriptive, discursive, debate, personal essays et cetera

Newspaper articles and magazines

Formal and informal letter writing

Report and memo writing.

Students must be aware of register, audience and tone.

## **MATHS Year 3**

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

### **Higher Level**

#### **Term 1 and up to Mock Examinations**

- Applied Arithmetic: solving problems involving bills, shopping, VAT, currency transactions etc.
- Area & Volume: Cone. Problem solving involving all shapes on syllabus.
- Geometry: Transformation Geometry. Theorems 11-19. Proof of Theorem 14.
- Trigonometry: Concept of Trigonometric ratios and their applications.
- Algebra & Patterns: adding or subtracting algebraic fractions with denominator as a linear algebraic expression with integer coefficients. Quadratic formula. Exponential functions.
- Statistics & Probability: review and investigate harder problems
- Revision

→ Mock Examinations

After Mock Examinations

- Indices and Reciprocals
- Ratio, Distance-speed-time problems.
- Proof of Theorem 19
- Revision

### **Ordinary Level**

#### **Term 1 and up to Mock Examinations**

- Applied Arithmetic: money & percentages
- Area and Volume: review of 2<sup>nd</sup> year.
- Geometry: Similar and Congruent Triangles
- Trigonometry: Pythagoras and concept of trigonometric ratios and their applications.
- Algebra and Patterns: pattern types, factorising quadratics, fraction equations and linear inequalities.
- Statistics and Probability
- Applied Arithmetic: distance, speed and time

→ Mock Examinations

After Mock Examinations

- Revision

## AN GHAEILGE

ARD LEIBHÉAL Higher Level

**Téacs leabhar** *Text Book*: Iontas 3

**Iris Magazine** :Staighre

**Páipéir scrúdaithe** *Past Exam Papers*

Sa chúrsa Ard Leibhéil leathnaítear ar an gcúrsa ón gcéad bhliain agus ón dara bliain, go mbeidís ábalta a gcuid smaointe féin a chur in iúl go réidh nadúrtha i bhfoirm cainte agus scríofa. Is í an Ghaeilge sprioctheanga an ranga agus tugtar gach deis do na daltaí an teanga a labhairt ar bhonn rialta.

*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. Irish is the target language in all classes, pupils are given every opportunity to speak the language on a regular basis.*

### Obair Bliana

**\* Mé féin, mo chlann, mo scoil, mo cheantar, mo theach, laethanta saoire**

***Myself, my family, my school, my area, my home, holidays***

**\*Sláinte** ag cur síos ar thimpiste, an corp, tinneas, san ospidéal

***Health:*** *describing an accident, the body, sickness in the hospital.*

**\*Caitheamh Aimsire** ceol, teilifís, scannáin

Past times : music television films

**\*Spórt** saghas spóirt, na himreoirí, ag cur síos ar chluiche

Sport , types of sport. Players, describing a game.

**\* Na Meáin cumarsáide:** Nuachtán Gaeilge a léamh, cursaí reatha, teilifís raidió

**The media:** *Reading Irish Newspapers, current affairs, television and radio*

\* **An t- imshaol** agus cúrsaí sláinte: Galair, cúrsaí reatha

*The environment and health: Diseases, and current affairs.*

\* **Gramadach:** Athbhreithniú ar na haimsirí go léir, caite, laithreach agus fháistineach, ainm briathartha. ainmfhocail, an tuiséal ginideach. Ag comhaireamh. Dáta. Uimhreacha pearsanta

*Grammar: review of all tenses. Nouns, numbers*

\* **Obair Scríofa:** Alt, Díospóireacht, litir, scéal

*Written work: article, debate, letter, story.*

\* **Litríocht:** Scéal (An t-Ádh le Pádraic Ó Conaire) agus Dán

Téarmaíocht litríochta. Cleachtadh ar an gceist scrúdaithe

*Literature: Prose story and poetry and the language of literature.*

*Familiarisation with the phrasing of literature questions*

## **GNÁTH LEIBHÉAL ORDINARY LEVEL**

**Téacs leabhair:** *Text book:* Iontas 2

**Páipéir scrúdaithe** *Past Exam Papers.*

An Bhliain seo téatar siar ar na topaicí ón gcéad agus ón dara bliain Is í an Ghaeilge sprioctheanga an ranga agus tugtar gach deis do na daltaí an teanga a labhairt ar bhonn rialta.

*Topics from year 1 and 2 continue to be developed. Irish is the target language in all classes and pupils are given every opportunity to speak the language on a regular basis*

- **Mé féin, mo chlann, mo cháirde:** *myself, my family, my friends.*
- **Mo shaol scoile.** *My life at school*
- **Mo theach:** *My house*
- **Laethanta Saoire** *holidays*

- **Sláinte** ag cur síos ar thimpiste, an corp, tinneas, san ospidéal
- **Health:** *describing an accident, the body, sickness in the hospital*
- **Na Séasúir** *the seasons*. Oíche Shamhna, Nollag, lá Fhéile Bríde lá Fhéile Pádraig  
*Halloween, Christmas, St. Brigets Day St. Patricks Day.*
- **Caitheamh Aimsire:** *scannán, ceol, teilifís, léitheoireacht ríomhaire*  
**Pastimes:** *Movies, music, television, reading, the computer.*
- **Cursaí spóirt :** peil, rugbaí, sacar, hacaí, galf, leadóg: cur síos ar chluiche  
**Sport:** *football, rugby, soccer, hockey, golf, tennis. describing a game*  
**Gramadach:** Athbhreithniú ar na haimsirí go léir, caite, láithreach agus fháistineach. Réamhfhocail simplí, ainmfhocail + aidiachtaí . uimhreacha pearsanta ag comhaireamh, dátaí
- **Grammar:** review of all tenses. Prepositions, nouns + adjectives. Numbers. Personal numbers , dates. Counting things
- **Díriú isteach ar chumas scríofa na ndaltaí** *develop the pupil's written work*
- Litir *letter*
- Cáta poist *postcard*
- Cuireadh a thabhairt, a ghlacadh *Sending and receiving invitations*
- Ríomhphost a sheoladh *sending emails*
- Blag *writing a blog*

Léamhthuiscint agus fógraí a fhreagairt *comprehensions and notices*

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



## 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 (Third Edition)* – Michael O’Callaghan, Seamus Reilly, Aidan Seery (Edco)

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

TERM 1			TERM 2			TERM 3		
Chapter	Title	Pages	Chapter	Title	Pages	Chapter	Title	Pages
36	Pressure	301-310	Coursework B (one to be completed in Term 1)			43	Uses of Electricity	372-380
42	Static Electricity	361-364						
42	Current Electricity	364-371						
34	Force (Hooke’s Law)	288-289						
26	Acids and Bases	213-223	24	Metals and Non-metals	198-206	44	Electronics	381-387
28	Water	237-246						
16	Microbiology	139-145	Coursework B( Investigation 2)			14	Plant Reproduction	109-119
13	Photosynthesis and Plant Responses	99-108				37	Revise Power	

### **THIRD YEAR HISTORY: Understanding the Modern World**

In the 1<sup>st</sup> and 2<sup>nd</sup> Year the teacher will help foster and develop the skills required for successful independent study. These will be very important in third year, as 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 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 20<sup>th</sup> 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 - 12**

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. The class teacher will select one of these to study.

#### **Weeks 13 - 25**

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 25 - 28**

Social Change in the 20th Century. Here we look at How the lives of people in Ireland changed during the last century.

#### **Weeks 29 – 32**

Revision of the course in preparation for the Junior Certificate Exam.

## GEOGRAPHY

Geography is the study of the Earth, its population, and the interaction between them. At its most basic, Geography is about places and the human and physical patterns and processes exist in places.

Year 3 Geography introduces students to the study of Weather and Climate. Why does Ireland receive so much rainfall? What is Climate Change and what can be done about it? Social and economic geography feature strongly in Year 3 also. Students examine patterns in Urban Geography. They are also introduced to concepts in regional and global Economic Development.

Exam preparation is an important focus in Year 3 and students are taught examination techniques to help them maximise their performance in the Junior Cycle.

Text Book: ***Geography in Action*** by N.Lenihan and J O'Brien ([educate.ie](http://educate.ie))  
***Geography in Action Activity Book*** by N.Lenihan and J O'Brien

Students are provided with a **syllabus** and **revision list** at the start of the year to help them organise their study.

Term 1	WEEK	TOPIC	Chapter	
	1	Atmospheric Conditions	19	Solar energy. The earth's insolation
	2			Energy transfers. Air masses and fronts
	3			Weather
	4			Measuring weather
	5			Clouds. Water cycle.
	6	Humans and the environment	19	Human activity and climate. The Greenhouse
	7	Settlements	15	Polders in the Netherlands
	8			Functions of nucleated settlements. Case studies.
	9			Dublin, a primate city
	10	Mid-term Break		
	11	Communication links	15	Air. Road. Rail.
	12	Urbanisation	16	Towns and cities. The development of Dublin.
	13			Functional zones. New York
				Urban land use. Ballymun
	14			Commuting. Urban problems. Urban planning.
	15			Dublin's docklands. Tallaght.
				Kolkata, India.
	16	O.S. Maps and Aerial Photographs	17/18	Urban settlement
	17			Comparing maps and photos
		CHRISTMAS HOLIDAYS		

<b>Term 2</b>	<b>WEEK</b>	<b>TOPIC</b>	<b>Chapter</b>	
	1	Climates	20	Factors that influence climate
	2			Natural regions. Hot climates - Deserts.
	3	Revision		
	4/5	Mocks		
	6	Mid-term Break		
	7	Exam Review		
	8	Climates	20	Desertification , Temperate climates
	9			Cold climates
	10,11	Economic Inequality	9	Measuring development. Exploitation
	12	Economic Inequality		Trade; Coffee-an international commodity
		EASTER HOLIDAYS		
<b>Term 3</b>	<b>WEEK</b>	<b>TOPIC</b>	<b>Chapter</b>	
	1	Economic Inequality	20	Aid
	2			Other factors that hinder development
	3	Economic Inequality		Economic inequality in Ireland
	4			Economic inequality in Italy
	5			Resolving economic inequality
	6	Revision		Past papers
	7/8	Revision		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*

*Unité 7 – Unité 11*

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.

Language	Grammaire	Civilisation	Page
<b>Unité 7: À table !</b>	Eating breakfast Lunch time Buying meat and vegetables Snack food Fruits Table settings Eating dinner Buying fish Desserts and cheese	Irregular verb – boire C'est and ce sont Irregular verb – vouloir Partitive article (l'article partitif) Irregular verb – mettre Quantities (1)	Eating habits in France School menus Recipes
Coin pronunciation			183
Mots clés			184
Communication en classe			213
Épreuve			213
			214
<b>Unité 8: Faire des courses</b>	Shopping in the market Numbers 60–80 Local shops Revision of French alphabet Ordering a meal	Irregular verb – venir Quantities (2) Prepositions (les prépositions) (2) Future tense (le futur proche)	At a French market Money in France Dining out
Mots clés			219
Communication en classe			239
Épreuve			239
			239
<b>Unité 9: Allons en ville !</b>	Buildings in town Asking the way and giving directions French shops Numbers 80–100	Imperative (l'impératif) Gender of nouns Prepositions (les prépositions) (3) Preposition à Irregular verb – préférer	A typical French town Large shops in France Visiting Paris
Coin pronunciation			243
Mots clés			257, 261
Communication en classe			268
Épreuve			268
			269
<b>Unité 10: À vos marques !</b>	Names of sports Giving your opinion (2) The seasons Sports equipment	jouer à – to play a sport faire de – to take part in sport Irregular verb – prendre Possessive adjectives (les adjectifs possessifs) (2) – <i>our, your, their</i>	Sports in France Baron de Coubertin and the Olympic Games
Coin pronunciation			274
Mots clés			280
Communication en classe			295
Épreuve			295
			296
<b>Unité 11: Amusons-nous !</b>	Leisure activities Musical instruments The cinema Using technology Reading for leisure Other hobbies	jouer de – to play a musical instrument Irregular verbs – écrire, lire, dire Irregular verb – sortir	Maisons des Jeunes et de la Culture (MJC) Lumière brothers New technologies French television French cultural festivals
Coin pronunciation			301
Mots clés			305
Communication en classe			324
Épreuve			324
			324

## **JUNIOR CYCLE**

The general educational aims include:

- Contributing to pupils' awareness of language as a system of communication
- Giving pupils an awareness of another culture, and thus a more objective perspective on aspects of their own culture
- Contributing to the development in pupils of the capacity to engage in fruitful transactions and interactions with others
- To develop autonomous learners

Through the above, contributing to pupils' overall personal and social development.

The general communicative aims include:

- Enabling the pupils to cope with the normal classroom use of the target language
- Equipping pupils with a competence in the target language, which would enable them to provide themselves with basic necessities.
- Furnishing pupils with linguistic skills making it possible for them to pursue aspects of their general interests through use of the target language

Through these aims ensuring that competence in the target language is conducive to the fulfilment of the general educational aims.

## YEAR 3

**Term 1: *Geni@I Klick A2* Chapters 5-P2**  
**Terms 2 and 3: *Geni@I Klick A2* Chapters 9-P3**

Chapters	Topics	Vocabulary	Grammar	Learning to Learn
5	Living	Furniture and living	Prepositions that take accusative and dative cases, Verbs of positioning	Working with key words, finding a rule, making a <i>Lernplakat</i> , presenting a mind map
6	How are you?	Feelings, good/bad form	Conditional subordinate clauses, modal verb <i>sollen</i> , reflexive verbs, reflexive pronouns	Developing dialogues
7	Bon appetit	Food, idioms on eating habits, menus, quantities	Prepositions that take the dative, possessive articles in the dative	Making your own grammar table, learning with rhymes
8	Book worms	Criminal/detective story vocabulary	W-questions, Imperfect of modal verbs, Imperfect of <i>haben</i> and <i>sein</i>	Reading strategies (making hypothesis, selective reading, ...)
P2	Revision	Revision	Revision	Knowing the "Grammar language"
9	Money rules the world	Money and pocket money	Subordinate clauses with <i>damit</i> , Question words <i>wofür</i> and <i>für wen</i> , conjunction <i>trotzdem</i> , prepositions of time	Working with a mind map, completing a rule
10	Bits and pieces	Weather, holidays/festivals	<i>Es schneit, es ...</i> (weather), verb position in a sentence, <i>nicht ... sondern, nicht nur..., sondern auch</i>	Reading strategies, learning to recognise and correct mistakes, working with keywords
11	Talent search	Capabilities and traits	Adjectives after articles in the dative, questioning pronoun <i>welch-</i> , <i>werden</i> as a <i>Vollverb</i>	Reflecting on your own strengths
12	Here today, somewhere else tomorrow	<i>Typisch D-A-CH</i> , school exchange	Indefinites, indirect questioning	Telling a story based on key words
P3	Revision	Revision	Pronunciation	Recognising and correcting errors

### Resources:

- Geni@I Klick A2 Kursbuch
- Geni@I Klick A2 Arbeitsbuch
- Geni@I Klick A2 Glossar
- Geni@I Klick A2 CDs and CD ROM
- ICT: The Internet, Powerpoint Presentations, CDs, DVDs
- German newspapers and magazines
- Past Examination Papers



**Methodologies:**

- Individual Work
- Pair and group work
- Use of target language as much as possible throughout the class
- Activity-based, student-centred learning
- Use of ICT
- Role plays and dialogues
- Integration of four language skills
- Use of authentic material as much as is feasible
- Relate to students' own lives and interests wherever possible

**Assessment:**

Summative and formative:

- End of chapter tests
- Mock Junior Certificate Examination
- All tests and exams focus on reading, writing and listening skills
- Question/answer sessions
- Peer-Assessment
- Self-Assessment

**Cross-curricular links:**

- History
- Art
- Geography
- English
- Home Economics
- Science
- CSPE
- Music
- Maths

**Learning outcomes:****By the end of chapter 5 the students will be able to:**

- describe their own room
- say where something is
- say where something goes
- name furniture and items in their home

**By the end of chapter 6 the students will be able to:**

- say and ask how they are/somebody is
- speak about feelings
- advise somebody what they should do
- disagree with somebody
- apologise

**By the end of chapter 7 the students will be able to:**

- speak about eating habits
- say what they like/do not like to eat
- understand a recipe
- understand texts on the topic of food

**By the end of chapter 8 the students will be able to:**

- find and understand information in texts
- express assumptions
- give reasons

**By the end of chapter 9 the students will be able to:**

- discuss the topic of pocket money
- compare prices and costs
- understand and give advice on money saving

**By the end of chapter 10 the students will be able to:**

- understand a newspaper report
- discuss the weather
- write a postcard
- recognise and discuss errors/mistakes
- discuss parties/festivals

**By the end of chapter 11 the students will be able to:**

- ask for certain people and things and describe them in more detail
- give a summary of a film
- speak about changes

**By the end of chapter 12 the students will be able to:**

- understand when somebody is talking about a specific country
- talk about their own and somebody else's country
- get information by asking indirect questions

## SPANISH

## YEAR 3

The textbook used in class is *Primer Paso 2*. It is anticipated that chapters 5 to 10 will be covered by Christmas. Chapters 11 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.

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.

<i>Primer Paso 2</i>	Term One:	Chapters 5-8
	Second and Third Term	Chapters 9-14

Chapters and Pages	Topics	Communication	Vocabulary	Grammar
5: 54 – 65	<i>“El colegio”</i>	Talking and writing about your school, describing the buildings, creating your timetable in Spanish and discussing your preferred subjects.	Rooms in school Subjects	Direct object pronouns
6: 66 – 78	<i>“En el restaurante”</i>	Ordering food in a restaurant, reading and creating menus, asking for help in a supermarket.	Food	Revision of the future tense
7: 79 – 94	<i>“¿Qué hiciste el fin de semana pasado?”</i>	Talking and writing about things that have happened in the past	Time references in the past	Past tense of regular and irregular verbs
8: 95 – 115	<i>“Las vacaciones”</i>	Listening to public announcements and reading signs in airports and train stations, booking a room in a hotel, reading descriptions of places to go on holiday.	Countries Signs Activities on holiday	Ways to make verbs negative
9: 116 – 127	<i>“Invitaciones”</i>	Issuing invitations and making arrangements, discussing household chores.	Invitation vocabulary, furniture and living (revision)	Disjunctive pronouns

10: 128 - 144	<i>“¿Qué te pasa?”</i>	Communicating ailments to a doctor/dentist.	The body, illnesses	The imperfect tense
11: 145 – 153	<i>“Accidentes”</i>	Reading texts describing various accidents and thefts.	Accidents, traffic	Learning the difference between the imperfect and the preterite tenses
12: 154 – 164	<i>“Dinero de bolsillo”</i>	Reading, writing, listening and talking about jobs and earning pocket money.	Jobs (revision), pocket money	The conditional tense
13: 165 – 174	<i>“The Perfect Tense”</i>	Reading, writing, listening and talking about things in the recent past.	Revision	Indirect object pronouns, the perfect tense
14: 175 – 185	<i>“La televisión y el cine”</i>	Reading film reviews, booking tickets for the cinema, speaking about favourite films and tv shows.	Pastimes and sports (revision), television, cinema	Jugar and Hacer (revision)

### Learning Outcomes:

By the end of unit 5, students will be able to:

- understand the Spanish educational system
- describe their school and talk about their school subjects
- use Direct Object pronouns

By the end of unit 6, students will be able to:

- say what they are looking for in a shop or supermarket
- read a menu
- order food and drink
- ask for the bill

By the end of unit 7, students will be able to:

- form the Preterite tense
- say and write things in the Preterite Tenses

By the end of unit 8, students will be able to:

- make their way around a Spanish airport
- buy a train ticket
- understand a brochure on a Spanish hotel
- book a room
- talk about their holidays
- make verbs negative in different ways

By the end of unit 9, students will be able to:

- issue an invitation
- arrange to meet someone
- use Disjunctive pronouns
- say what they did to prepare for and tidy up after a party

By the end of unit 10, students will be able to:

- say what the matter is with them, using vocabulary relating to parts of the body
- use the Imperfect tense

By the end of unit 11, students will be able to:

- describe an accident
- describe a robbery
- recognise the difference in use of the Preterite and Imperfect tense

By the end of unit 12, students will be able to:

- talk about pocket money and part-time jobs
- use the Conditional tense

By the end of unit 13, students will be able to:

- recognise and use Indirect Object pronouns
- use the Perfect Tense

By the end of unit 14, students will be able to:

- talk and write about television and the cinema

#### **Resources:**

- *Primer Paso 2* Textbook
- *Primer Paso 2* Audio CD's and scripts
- *Vamos a escuchar 1* Audio CD's and scripts
- Other textbooks from the Spanish resource library
- ICT: PowerPoint presentations individually prepared on different topics / CD's / DVD's / Spanish songs / Interactive Internet websites / Computer lab work
- Spanish magazines and newspapers – some available online
- Past Examination Papers

#### **Methodologies:**

- Individual work
- Pair and group work
- Team learning
- Use of ICT to make learning more interactive
- Role-plays and dialogues
- Target language being used as much as possible throughout the class
- Authentic material makes the vocabulary more real for students
- Integration of all four language skills in every class, when possible (reading, writing, listening, speaking)

#### **Assessment for learning:**

- Target setting
- A short daily quiz
- Peer assessment
- Self-assessment
- Pupils use checklists to guide their assessment
- Paired/Grouped Questioning/answering
- Wait time/hands up

**Assessment of learning:**

Weekly vocabulary tests /end of topic tests /end of chapter tests /end of term tests (Christmas, Easter and Summer). It is intended to have an oral test at the end of Term 3.

**Homework policy:**

- One piece of long homework and two pieces of short homework per week
- Individual topics will demand a flexible approach to homework and each teacher will adjust accordingly.

**Correcting and Marking of Homework:**

- Copybooks are taken. However, work is mainly done on worksheets.
- Immediate feedback is preferred.
- A comment and a grade or mark are given on work handed up.

**Cross-curricular links:**

- Home Economics (learning vocabulary for food, meals, healthy eating, etc.)
- History (learning about Spanish history)
- Art (learning about Spanish artists)
- English (learning how to write an email and a letter – format used)
- Geography (learning maps, climate, location, cities, countries, etc.)
- Science (learning vocabulary for illnesses and body)
- Irish and other modern foreign languages (comparisons between grammar structure and vocabulary)
- CSPE (learning about the importance of language and communication in our globalized world and to encourage young learners to learn Spanish)
- Maths (learning and practicing numbers, currency, weight, distance, etc.)
- Music (learning about music of Spain and South America)

## **ART, CRAFT, DESIGN**

Third year work will consolidate and build upon all areas taught in first and second year. As observational drawing is the foundation of all work for the Junior Certificate students will focus on this at the start of the year.

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 exploring different media and working on exam preparation and technique.

Students will work independently to research the work of many famous artists examining their style and method of work as part of their support studies which they will need to complete as part of their Junior Certificate Art project.

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, pottery, wire construction)

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.

Homework: It is important to note that students need to stay on top of their work if they are to meet deadlines for the completion of their project.

## **BUSINESS STUDIES**

### **Junior Cycle Business Studies**

Business Studies is a named subject in the Framework for Junior Cycle. Its basic make-up is as follows:

- A common-level course
- The learning outcomes of Business Studies are spread across three equally weighted strands:
  - **Personal Finance** focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources.
  - **Enterprise** encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. It develops students' basic understanding of the financial, marketing and operational functions of an organisation
  - **Our economy** enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy.



Assessment comprises of:

- Ongoing assessment across the three years of Junior Cycle
- Two Classroom-Based Assessments (CBAs) in Second and Third Year:
  - Business in Action project at the end of Second Year
  - Presentation in Third Year
- An Assessment Task (AT)
- A final exam at the end of Third Year



## **Year 1**

### **Term 1**

An introduction to Business: Local, National & Global Business,  
Money,  
Teamwork  
Presentations

Personal Finance: Income  
Understanding Pay  
Expenditure  
Preparing Budgets  
Recording Income & Expenditure

Enterprise: Entrepreneurs and Enterprise

### **Term 2**

Personal Finance: Financial Service Providers  
Saving  
Borrowing  
Consumer Rights  
Consumer Responsibilities

### **Term 3**

Enterprise: The World of Work

Personal Finance: Insurance

*Christmas exams are held at the end of Term 1 All work covered in that term will be assessed  
Summer exams are held at the end of Term 3. All work covered over the 3 terms will be assessed.*

## **Year 2**

### **Term 1**

Enterprise: Idea Development and Market Research  
The Marketing Mix  
Business and Technology  
Types of Business  
Planning a Business  
Business Finance

### **Term 2**

Enterprise: Business Documents  
Introduction to Accounts  
The Cash Book  
The General Ledger

### **Term 3**

Enterprise:

The Trial Balance

Final Accounts: Income Statement 1

Final Accounts: Income Statement 2

- *Up to 4 weeks is allowed for CBA 1*
- *Christmas exams are held at the end of Term 1 All work covered in that term will be assessed*
- *Summer exams are held at the end of Term 3. All work covered over the 3 terms will be assessed.*

### **Year 3**

#### **BUSINESS STUDIES**

Years 1 & 2 above outline the new Junior Cycle Business Studies course. The present 3<sup>rd</sup> Year students are completing the previous Curriculum and will sit the Junior Cert. Business Studies exam in June 2018. This year they will complete that course having covered the following topics in this Year 3.....

Text Book:

Eurobusiness & Workbook – John Taylor (Folens)

### **Year 3**

- Business Documents
- Double Entry from Source Documents through to Trial Balance
- Control A/cs
- Ledger A/cs
- Continuous Presentation of Accounts
- Bank Reconciliation Statements
- Work & employment
- Industrial Relations
- Assessing the performance of a business
- Club A/cs
- Service A/cs
- Farm A/cs
- Revision and exam preparation

*Students will sit their Mock Examination in Feb. 2018 and their Junior Cert. exam in June 2018*

## **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.

3<sup>rd</sup> 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 3<sup>rd</sup> Year we have chosen the following topics and plan to study them as below:

**Topic 4: The Life and Times of Julius Caesar**

**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 Life and Times of Julius Caesar

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 3<sup>rd</sup> 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 A Workbook (EDCO)
- \* Sounds Good Workbook (EDCO)
- \* Music Manuscript & exercise book
- \* Refill Pad & Ringbind folder

### SYLLABUS: SET A

#### FIRST TERM

<b>Listening:</b>	<b>Set &amp; Choice songs:</b> <b>Ballads:</b> “Streets of Laredo” & “The Fields of Athenry” <b>Songs from Operas:</b> “Spring” & “We go together” from Grease. <b>Art Songs:</b> “The little Sandman” Lullaby” by Brahms <b>Church Music &amp; Carols:</b> “Salve Regina” & “The day thou gavest” or “Away in a manger”. <b>Dictation:</b> Melodic & Rhythmic dictation – no note bank. 4 bars in major keys up to 2 sharps & flats <b>Irish Music:</b> Irish Groups & Soloists, Sean O’Riada, Ceoiltoiri Cualann & the Chieftains, Fusions, Trad/Nontrad features <b>Set Work:</b> “William Tell Overture”: <b>General Study:</b> Jazz & Blues
<b>Performing:</b>	<b>Practical:</b> one double class a month for Preparation for Mock Exam -25% (three pieces on own instrument), Aural tests/Sight reading
<b>Composing:</b>	Key signature revision- major keys up to 2 sharps & flats <b>Triads/ backing chords-</b> full exam questions <b>Minor key signatures</b> of 2 sharps & flats <b>Melody writing</b> - Answering phrase -4 bars, major keys

## SECOND TERM

<b>Listening:</b>	<b>Set Works:</b> Revision TWO Set works studied for Mock exam (including Form 2 work) <b>Set Works:</b> “O Fortuna” by Carl Orff <b>Set &amp; Choice Songs:</b> Revision of all songs for Mock <b>Choice works:</b> Revision of all choice work pieces for Mock <b>Irish Music:</b> Listening exercises for revision Preservation of Irish Music, Organisations etc.; Irish Composers <b>Dictation:</b> Rhythmic & Melodic dictation- past papers
<b>Performing:</b>	Preparation for <b>Practical Exams -25%</b> (three pieces on own instrument) Aural tests/Sight reading
<b>Composing:</b>	Revision of melody writing, triads, keys & backing chords for Mock Exam- exam paper questions

**MOCK EXAM Full J Cert paper & 25% practical.**

**State practical exam is held two weeks prior to or after the Easter break**

## THIRD TERM

<b>Listening:</b>	Revision using questions from past papers
<b>Performing:</b>	Revision of set & choice songs through class singing
<b>Composing:</b>	Revision using questions from past papers

## TECHNICAL GRAPHICS

General Organisation of Technical Graphics in 3<sup>rd</sup> Year:

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

<b>Assessment:</b>	Monthly	Class test
	Christmas	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
TERM 2	W13.	Plans and Elevation; auxiliary; Class test
	W14.	Continuation of auxiliary projections
	W 15.	Class test
	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 <sup>rd</sup> term will focus on revision of the whole course and preparation for the Junior Certificate exam.	

## **TECHNOLOGY**

### **General Organisation of Technology in 3<sup>rd</sup> Year:**

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

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

<b>Junior Certificate Exam:</b>	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 3<sup>rd</sup> Year:**

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

<b>Assessment:</b>	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 3<sup>rd</sup> Year:**

- Goal-setting for 3<sup>rd</sup> 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 organised 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 2<sup>nd</sup> Year)**

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

In 3<sup>rd</sup> 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 Junior Certificate Course is divided into six sections (A-F). Students study two sections each in Years 1, 2 & 3. In Year 3, students will study Section D (The Question of Faith) and Section F (Morality). All students will be formally assessed during the Mock Examinations and the State Examinations. Informal assessment will also take place throughout the academic year both in class and at home. Students will also undertake a journal throughout the course of the year relating to a topic area of the Junior Certificate Course. This amounts to 20% of the overall Junior Certificate Religious Education grade.

Text Book:                    i) *'Religion for Living' Junior Certificate Religious Education (2<sup>nd</sup> Edition)*  
                                      – Connie Duffy (Alpha Press Ltd) – same textbook used for Years 1, 2 & 3

### **September – December**

- Section F Part 1 (Introduction to Morality)
- Section F Part 2 (Sources of Morality)
- Section F Part 3 (Growing in Morality)
- Section F Part 4 (Religious Morality in Action)
- Section F Part 5 (Law and Morality)

### **January – June**

- Section D Part 1 (The Situation of Faith Today)
- Section D Part 2 (The Beginnings of Faith)
- Section D Part 3 (The Growth of Faith)
- Section D Part 4 (The Expression of Faith)
- Section D Part 5 (Challenges of Faith)

## **\*GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME**

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
<b>YEAR 3 PE</b> 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 Orienteering	Net/Fielding Games and Athletics Tennis

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.

*DUE TO THE UPGRADING OF THE PHYSICAL EDUCATION FACILITIES THE CURRICULUM WILL NOT INCLUDE ALL MODULES AS LISTED UNTIL COMPLETION.*

*CLASS TIME HAS BEEN CUT FOR THIS YEAR.*

*PE TEACHERS WILL REVIEW THE PROGRAMME CONTENT ON AN ONGOING BASIS AND MODIFICATIONS WILL BE MADE DEPENDING ON PREVAILING WEATHER, ALTERNATIVE AND INDOOR FACILITIES AVAILABLE.*

*WE LOOK FORWARD TO FABULOUS FACILITIES FOR ALL STUDENTS IN THE NEAR FUTURE.*