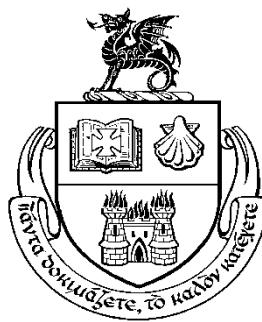


Wesley College

Leaving Certificate Curriculum Summary

2017 - 2019



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.

September 2017

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

Senior Cycle

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 Five

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 Act *One Macbeth* and three prescribed poems. An essay and homework 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 Six

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

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.

Year 5: Higher Level Maths Syllabus

- Algebra
- Coordinate Geometry of the Line
- Mid Term Test
- Functions and Graphing
- Indices and Logs
- Christmas Examination
- Constructions and Enlargements
- Circle
- Trigonometry
- Statistics
- Probability
- Summer Examination

Year 6: Maths – Higher Level Syllabus

- Algebra
- Differential Calculus

→ Mid Term Test

- Geometry
- Complex Nos (& general Number Theory)
- Integration
- Pattern: Sequences and Series including financial applications

→ Mock Examinations

- Induction & Proof by Contradiction
- Arithmetic
- Trigonometry II: identities, compound angle formulae and proofs.
- Review of material, completion of any outstanding material and working on sample exam questions.

Year 5: Ordinary Level Maths Syllabus

- Area & Volume
- Pattern (Sequences and Series)

→ Mid Term Test

- Algebra I
- Coordinate Geometry of the Line

→ Christmas Examination

- Functions & Graphing
- Statistics
- Geometry
- Arithmetic
- Algebra II

→ Summer Examination

Year 6: Ordinary Level Maths Syllabus

- Trigonometry
- Calculus
- Algebra Revision

→ Mid Term Test

- Complex Nos (& general Number Theory)
- Probability

→ Christmas Holidays

- Coordinate Geometry Circle
- Geometry

→ Mock Examinations

- Indices
- Constructions
- Review of material, completion of any outstanding material and working on sample exam questions.

GAEILGE NA hARDTEISTÉIMEARCHTA

Cúrsa nua Gaeilge don Ardteistiméireacht – Ardleibhéal agus Gnáthleibhéal
Scrúdaíodh 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, agus 10% don cluastrial
There is a new course in Leaving Certificate Irish at both Higher and ordinary level. It was examined for the first time in 2012. The most significant change is that the oral exam will now be marked out of 40% and 10% for the aural.

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. Is í an Ghaeilge sprioctheanga an ranga agus tugtar gach deis do na daltaí an teanga a labhairt ar bhonn rialta.

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

Tá ceithre chuid i scrúdú na hArdteistiméireachta: béaltrial, trial 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 exam at the end of Transition Year and their year's work.

TÉACS LEABHAIR:

(Textbooks)

Ardleibhéal/ Higher Level:

To be decided

Líofa ardleibhéal

Gnáthleibhéal /Ordinary Level

Fuinneamh Nua

Líofa gnáthleibhéal

Dréimire (*Year 6 Higher Level magazine*)

Páipéir Scrúdaithe *Exam Papers*

Sa chúrsa Ardteistiméireachta déantar staidéar ar chúig mhór théamaí:

The course for Leaving Certificate Irish covers five main themes:

- **An scoláire agus a thimpeallacht:** *The student and their environment*
- **Saol an duine óg:** *The young persons life*
- **An Ghaeilge:** *Irish*
- **Saol na scoile/ na hoibre:** *school life / work life*
- **Na meáin cumarsáide:** *the media*
- **Aon rud eile a chuireann an dalta suim ann:** *anything else the student is interested in*

AN tÁBHAR AINMNITHE

A. PRÓS Gnáthleibhéal agus Ardleibhéal

Prescribed prose for Ordinary and Higher Level

Déantar staidéar anseo ar chúig phíosa 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.

B FILÍOCHT Gnáthleibhéal agus Ardleibhéal

Poetry for Ordinary and Higher Level

Déantar staidéar ar chúig dhán.

Five poems are studied.

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, a collection of short stories or a selection of poems. This year we have chosen to study the Play “an Triail”

AN SCRÚDÚ CAINTE *The oral exam 40%*

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

The examination is as follows:

(i) Beannú *Greeting*

Tugann an dalta Ainm Aois Dáta breithe, Seoladh Baile, Scrúd uimhir 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.

(iii) Sraith Pictiúr *Picture Series*.

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

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

Maireann an triail seo timpeall 15 nóiméad. Ní mór úsáid a bhaint as an aimsir chaite, aimsir láithreach aimsir fháistineach agus modh cionníollach. Beifear ag súil le Gaeilge réasúnta líofa.

The oral examination will last approximately 15 minutes. Candidates should use the past, present, future and conditional tenses. A reasonable level of fluency is expected.

Dáileadh na Marcanna. *Allocation of marks.*

Gnáthléibhéal *Ordinary Level*

Scrúdú Cainte 40%	Oral Exam	240 marc	13- 15 nóiméad
Beannú		5 marc	
Léamh Filíochta		35 marc	
Pictiúr		80 marc	
Comhrá		120 marc	

Páipéar I	160 marc	1 uair 30 nóiméad
Cluastuiscint <i>Listening</i>	60 marc	20 nóiméad
Ceapadóireacht <i>written</i>	100 marc	1 uair 10 nóiméad
(alt / blag / scéal / comhrá / ríomhphost) (2 le déanamh: 50 X 2)		

Páipéar II	200 marc	2 uair
2 Léamhthuiscint <i>Comprehension</i>	50 marc x 2	1 uair
2 Cheist ar an bprós <i>Prose</i>	25 marc x 2	30 nóiméad
2 Cheist ar an bhfilíocht <i>Poetry</i>	25 marc x 2	30 nóiméad

Ardléibhéal *Higher Level*

Scrúdú Cainte <i>Oral Exam</i>	240 marc	40%	12/15 nóiméad
Beannú	5 marc		
Léamh Filíochta	35 marc		
Pictiúr	80 marc		
Comhrá	120 marc		
Déanfar tástáil ar chumas labhartha agus cumarsáide an scoláire trí mheán na Gaeilge			

Páipéar I	160 marc	27%
Cluastuiscint <i>Listening</i>	60 marc	
Ceapadóireacht <i>Composition</i>	100 marc	
Scrúdófar cluastuiscint agus ceapadóireacht sa pháipéar seo.		

Páipéar II	200 marc	33%
Léamhthuiscint x2 <i>comprehension</i>	100 marc	
Prós <i>Prose</i>	30 marc	
Filíocht <i>Poetry</i>	30 marc	
Litríocht breise <i>literature</i>	40 marc	
Scrúdófar léamhthuiscint, prós agus filíocht an tSiollabais sa pháipéar seo.		
<u>Gaeilge bonnleibhéal. <i>Foundation Level Irish</i></u>		

*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.*

De réir a chéile a thógtar an caisleán

TÉARMA 1

Topaic: *An Dalta Féin*

Filíocht: *Colscaradh*

Prós: *Hurlamaboc*

Léamhthuiscint agus Cluastuiscint

Sraith pictiúr. 5 cinn

Scrúdú lár téarma: *Colscaradh*, (gramadach). **Sraith pictiúr**
Béaltriail: dán le léamh, **Colscaradh/ Spailpín**
An dalta féin.

Prós: *Cáca Milis*

Filíocht : *Géibheann*

Aiste: daoine óga

Scrúdú na Nollag:

Béaltriail 40%

Cluastuiscint 10%

Páipéar scríofa 50%
1. Aiste (daoine óga / Fadhbanna)
2. Léamhthuiscint.
3. **Filíocht:** *Géibheann* .
4. **Prós** *Cáca Milis*

TÉARMA 2 AGUS 3 Ard Leibhéal

Topaic: *An Scoil, Caitheamh Aimsire agus An Ghaeilge*

Filíocht: *an t-Earrach Thiar Spailpín Fánach* (an rang is airde)

Prós : *Oisín i dTír na n-Óg*

Aiste : an Ghaeilge / An Cúlú Eacnamaíochta / An Córas Oideachais

Léamhthuiscint agus Cluastuiscint

Béaltriail: an Scoil / Caitheamh Aimsire / Ceol / Sport

Sraith pictiúr (10 -12)

Scrúdú an tSamhraidh:

Béaltriail 40%

Beannú

Filíocht: *an tEarrach Thiar / Géibheann / Colscaradh / Spailpín Fánach*

Sraith Pictiúr – 10/ 12 gcinn

Comhrá: An Scoil / Caitheamh aimsire / Ceol

Cluastuiscint 10%

P I: Aiste: an Ghaeilge / An Córas Oideachais / ról na meáin

PII: 2 Léamhthuiscint X2

Prós: *Oisín i dTír na n-Óg / Cáca Milis / Hurlamaboc*

Filíocht: *An t-Earrach Thiar / Géibheann / Colscaradh /*
An Spailpín Fánach

VI BLIAIN ÁRDLÉIBHÉAL 2017-2018

Téacs leabhar : Tumadh Teanga

An Triail

Na Páipéir Scrúdaithe / Dréimire

Téarma 1: An Triail

Topaic: *An Dalta Féin/ An Scoil/ Caitheamh Aimsire/ Ceol / Spórt / laethanta saoire/ mo theach / mo Chlann / mo cheantar/ an Ghaeltacht /Sláinte/ an Todhcaí / Coláiste/ saol na hoibre/ post /slite beatha*

Filíocht: *An Spailpín Fánach / an tEarrach Thiar
Mo Ghrása (idir lúibíní)*

Prós: *Dís
An Gnáth Rud
Oisín I dTír na n-Óg*

Dráma: *An Triail*

Sraith pictiúr 10- 20

Cluastuiscint

Aiste /díospóireacht/ Léamhthuiscint

Na Meáin Cumarsáide / Imircigh / Daoine gan Dídín/ Teicneolaíocht
An Ghaeilge / An Córas Sláinte / Foréigean agus Sceibhlitheoireacht / Teifigh /
Seandaoine /Daoine óga / Oideachas / Spórt /

V BLIAIN GNÁTHLÉIBHÉAL 2017-2018

TÉARMA 1

Topaic: *An Dalta Féin*

Filíocht: Colscaradh

Prós: Hurlamaboc

Léamhthuiscint agus Cluastuiscint

Béaltriail: an dalta féin

Gramadach: Ainmfhocail agus aidiacht/ Aidiacht shealbhach
Aimsir Chaite / Aimsir Láithreach/ Aimsir Fáithreach

Sraith pictiúr. 5 cinn

Alt / Blag /Ríomhphost /litir/ Scéal

Scrúdú lár téarma: *Colscaradh, (gramadach).*

béaltriail: *dán le léamh, Colscaradh
sraith pictiúr*

Scrúdú na Nollag:

Béaltriail 40% Cluastriail 10% (NB : Ard Teist 2016)

Páipéar scríofa 50% 1. Scéal agus Litir
2. Léamhthuiscint X2
4. Prós: *Hurlamaboc*
5. Filíocht: *Colscaradh*

TÉARMA 2 agus 3

Topaic *An Scoil agus Caitheamh Aimsire / ceol / spórt*

Filíocht: *Géibheann/ An tEarrach Thiar*

Prós: *Cáca Milis*

Gramadach : Aimsir láithreach Chaite Fháistineach
Ainmfhocail + aidiacht

Sraith Pictiúr: 10 gcinn

Cluastuiscint + léamhthuiscint

Scrúdú an tSamhraidh

Béaltriall 40%

Cluastriall 10% (NB : Ard Teist 2017)

Páipéar scríofa 50%

1. Alt / Blag
2. Ríomhphost / Scéal
3. Léamhthuiscint
4. Prós: *Hurlamaboc/ Cáca Milis / Oisín i dTír na nÓg*
5. Filíocht: *Colscaradh / Géibheann / An tEarrach Thiar*
Spailpín Fánach

VI BLIAIN GNÁTHLÉIBHÉAL 2017-2018

Téacs leabhar : Fuinneamh

De réir a chéile a thógtar an caisleán

Topaic: *An Dalta Féin/ An Scoil/ Caitheamh Aimsire/ Ceol / Spórt / laethanta saoire/ mo theach / mo Chlann / mo cheantar/ an Ghaeltacht /Sláinte/ an Todhcaí / Coláiste/ saol na hoibre/ post /slite beatha*

Na Páipéir Scrúdaithe

Filíocht: *An Spailpín Fánach*

Mo Ghrása (idir lúibíní)

An tEarrach Thiar

Prós: *Dís*

An Gnáth Rud

Oisín I dTír na n-Óg

Sraith pictiúr 1- 20

Scéal /Eachtra / litir

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 Gaelic	Strength & Conditioning Pilates	Volleyball Tag rugby	Tennis Athletics
..... <i>2 Period</i> <i>Games</i> Students Choice	Touch Rugby Basketball Soccer	Soccer Rugby Strength and conditioning Basketball	Touch Rugby, Volleyball, Soccer, Cross country	Strength and conditioning Tennis Cricket Softball
Year 6 <i>1 period PE</i> Students Choice	Badminton Gaelic Football	Strength & Conditioning Pilates	Volleyball Tag rugby	Tennis Athletics
..... <i>2 periods</i> <i>Games</i> Students Choice	Soccer Hockey Touch Rugby Lacrosse	Rugby Strength and conditioning Basketball Soccer	Touch Rugby, Volleyball, Soccer, Basketball, Cross country	Strength and conditioning Tennis Cricket Softball

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.

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	Weight Training Basketball Yoga/Co Ordination	Basketball Yoga/Co-ordination Weight Training	Weight Training Basketball Yoga	Athletics Bowling Skills Tennis
GAMES	Bleep Test 12 min. run	Soccer Basketball Gaelic football		Soccer Hockey Aerobics/Pilates	Tennis Softball Athletics Golf
DBLx6wks	Gaelic football Soccer Basketball		Basketball Soccer Aerobics/Pilates		
<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			Pilates/Fitness Soccer Basketball	Football Basketball Pilates/Fitness	Tennis Softball Athletics Golf
DBLx6wks	Soccer Tag Rugby Basketball	Tag Rugby Soccer Gaelic Football			

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

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.

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

Mosaïque
Past Examination Papers

Oral Proficiency

Exprimez-vous!

Grammar

Clé a la Grammaire

We have chosen as our core text the book **Mosaïque** 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 text **Panache** is used by students who select Ordinary level . The pace at which material is covered is dictated by the ability of the class for both texts

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

Exprimez-vous!

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	Introduction	5
1	Ma vie et moi	13
2	Ma vie en famille	29
3	Ma vie à la maison	51
4	Ma vie en ville ou à la campagne	67
5	Ma vie à l'école	85
6	Ma vie quotidienne	112
7	Ma vie à la fac	130
8	Ma vie au travail	147
9	Ma vie sportive	163
10	Ma vie tout à loisir	183
11	Ma vie en vacances	207
12	Ma vie passée et future	227
13	Ma vie d'ado	241

Mosaïque

Modules	Unités	Aide-mémoire	
A. Carte d'identité	1. Détails personnels	2	Préparation examen
	2. Ma famille	11	• Paragraphes types 39
	3. Chez moi	20	• Podcasts 40
	4. Mon quartier	27	• Journal intime 40
			Grammaire
			1. Le présent 43
			2. Les formes interrogatives 47
			3. Les adjectifs 50
			4. Les articles 58
	B. Les jeunes	1. Les copains/copines	62
2. Les loisirs		70	• Paragraphes types 112
3. Les sports		91	• Podcasts 113
4. L'argent de poche		101	• Lettres formelles : demande d'emploi 113
			Grammaire
			1. C'est / il est 117
			2. La négation 118
			3. L'impératif 120
			4. Le passé composé 122
			5. L'imparfait 125
		6. Les prépositions de temps 127	
C. L'éducation	1. Mon lycée	130	Préparation examen
	2. Après le bac	145	• Paragraphes types 168
	3. Le français	156	• Podcasts 169
	4. La francophonie	163	• Lettres informelles 169
			Grammaire
			1. Le futur 172
			2. Le conditionnel présent 177
			3. Les adverbes 178
			4. Les pronoms objets directs/indirects 181
	D. Les voyages	1. Les vacances	188
2. Les activités		200	• Paragraphes types 233
3. Le tourisme		210	• Podcasts 234
4. L'environnement		217	• Lettres formelles : renseignements/ réservations/réclamations 235
			Grammaire
			1. Le plus-que-parfait 238
			2. Le conditionnel passé 240
			3. Les pronoms objets indirects (y/en) 241
			4. Les prépositions de lieu 244
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Modules	Unités	Aide-mémoire
E. Notre monde	1. La nouvelle Irlande 248 2. La France d'aujourd'hui 258 3. L'Europe 265 4. Les actualités 275	Préparation examen • Paragraphes types 282 • Podcasts 283 • L'épreuve orale 283 • La compréhension orale 287 • Exercices de prononciation 288 Grammaire 1. Le passif 288 2. Le comparatif 290 3. Le superlatif 291 4. Les adjectifs démonstratifs 293 5. Les pronoms démonstratifs 294 6. Les pronoms possessifs 295
F. Mode de vie	1. La santé 298 2. Les addictions 309 3. Sciences et progrès 319 4. Technologies et communications 330	Préparation examen • Paragraphes types 343 • Podcasts 344 • La compréhension écrite 344 Grammaire 1. Les pronoms relatifs qui, que, où, dont, lequel 345 2. Les verbes suivis de l'infinitif 348 3. Le subjonctif au présent 349 4. Le participe présent 353 5. Le pronom on 355
G. Les inégalités	1. Les PVD : les pays en voie de développement 358 2. Les discriminations 368 3. L'immigration 379 4. La précarité 390	Préparation examen • Paragraphes types 398 • Podcasts 399 • Le récit imaginaire 399 • Message/fax/mél 400 Grammaire 1. Le passé simple 401 2. Le discours indirect 401 3. Mots de liaison 404

GERMAN

SENIOR CYCLE

The Senior Cycle draws on and develops many aspects of the aims, objectives and content of languages at junior cycle. The aims are:

- To foster in learners such communicative skills in the target language as will enable them to:
 - take full part in classroom activities conducted in the target language
 - participate in everyday transactions and interactions
 - extract information and derive enjoyment from the mass media
 - consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language
- To give learners a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general
- To develop autonomous learning
- To help learners develop strategies for effective language learning
- To equip learners with a broad acquaintance with the cultural, social and political complexion of countries in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

The three broad components of the syllabus are:

- Basic Communicative Proficiency
- Language Awareness
- Cultural Awareness

An integrated approach to these components is taken:

- **Basic Communicative Proficiency** builds on the repertory of communicative targets established by the Junior Certificate programme. The communicative skills acquired in the junior cycle will be maintained and continually reactivated during the senior cycle.

The objectives specified in this section relate to:

- practical challenges that might be faced by the learner when operating in the target language community for example
- meeting and getting to know people and maintaining social relations
- coping with travel and transport
- buying goods and services

- dealing with emergencies
- activities and discussion that are likely to take place through the target language in the classroom for example
- understanding, seeking and giving information about climate and weather
- understanding, expressing feelings and emotions
- engaging in discussion
- passing on message

Language Awareness

Aspects of the junior cycle syllabus referring to the development of learners' language awareness are further developed in the Senior Cycle.

The objectives specified relate to:

- raising the learner's awareness about the workings of the target language
- raising awareness about the learner's own encounter with the language
- fostering effective use of the language
- developing awareness of relevant aspects of the mother tongue and other languages known to the learner.

Cultural Awareness

Aspects of the junior cycle syllabus referring to the development of learners' cultural awareness are further developed in the Leaving Certificate syllabus. The objectives in this section should contribute to cultural and intercultural education generally. The focus is on

- the target language community and
- its relationship to Ireland and the Irish way of life.

Issues referred to go beyond cultural divisions.

The objectives specified in this section relate to

- learning in the target language about the present-day culture associated with the target language
- reading modern literary texts in the target language
- describing and discussing everyday life in the target language community
- understanding, describing and discussing aspects of the relations between the target language community and Ireland
- understanding, describing and discussing in general terms issues that transcend cultural divisions.

YEAR 5

Term 1: Geni@I Klick B1 Chapters 1 – P1

Kapitel	Wortschatz	Grammatik	Lernen lernen
1	Sprache in der Klasse Wiederholung von Wortschatzthemen aus den Bänden A1/A2	Wiederholung von Grammatikthemen aus den Bänden A1/A2	Grammatikregeln finden Mehrsprachigkeit nutzen Strategien zum Wiederholen anwenden und reflektieren
2	Eigenschaften Werte in der Gesellschaft Symbole für Glück und Pech	Konjunktiv 2: Wunsch Relativsätze im Nominativ und Akkusativ Zu + Infinitiv	Wortschatz erschließen Eine Grammatikregel finden Strategien zum Erreichen von Zielen diskutieren
3	Wortfeld Medien Redemittel zum Umgang mit dem Computer	Passiv Präsens Genitiv Präteritum von regelm./unregelm. Verben Nebensätze mit (an)statt (...) zu	Eine Grammatikregel finden Präteritumformen aus dem Kontext erschließen
4	Wortfeld Umweltprobleme und Umweltschutz	Infinitiv als Aufforderung Aufforderung mit sollte Alternativen mit entweder ... oder ausdrücken Sätze mit um ... zu	Eine Mindmap erstellen Mit einer Textgrafik arbeiten Eine Grammatikregel finden
P1	Wiederholung und Konsolidierung	Wiederholung und Konsolidierung	Wenn ihr ein Wort nicht wisst

In addition to the above chapters in Geni@I Klick B1, two role plays will be covered.

Terms 2 and 3: Geni@I Klick B1 Chapters 5 – 9

Kapitel	Wortschatz	Grammatik	Lernen lernen
5	Wortfeld Jugendszene	Begründen mit weil/da/denn Mit sollen die Meinung dritter wiedergeben Nebensätze mit seit/seitdem Lassen + Infinitiv Dieselbe Nomen-Verb-Verbindungen	Mit einem Assoziogramm arbeiten Eine Präsentation vorbereiten und halten
6	Wortfeld Einkaufen/Geld Gefühle	Superlativ vor Nomen Dativ-Akkusativergänzungen im Satz Nebensätze mit obwohl Modalverben im Konjunktiv 2 Irreale wenn-Sätze	Lesestrategien Eine Grammatikregel ergänzen
7	Wortfeld Kunst/Bildbeschreibung Beschreibung von Gegenständen	Partizip 1 Nebensätze mit bevor Adjektive mit Nullartikel	Eine Grammatikregel ergänzen Adjektive in Gegensatzausdrücken lernen
8	Wortfeld Reisen Hilfreiche Redemittel für die Reise	Verben mit festen Präpositionen Pronominaladverbien Konjunktiv 2 Relativsätze mit Präposition	Texte gliedern hilft beim Verstehen
P2	Wiederholung und Konsolidierung	Wiederholung und Konsolidierung	Schwierige Wörter lernen
9	Wortfeld Geschichte/Politik	Präteritum produktiv Nebensatz mit als Passiv Präteritum Wortbildung: Nominalisierung	Sprachbewusstheit: Wortbildung hilft beim Verstehen Evaluation einer Präsentation

In addition to the above chapters in Geni@I Klick B1, two picture stories and two role plays will be covered.

Resources:

- Geni@I Klick B1 Kursbuch
- Geni@I Klick B1 Arbeitsbuch
- Geni@I Klick B1 Glossar
- Geni@I Klick B1 CDs
- German newspapers and magazines
- *Hörthemen*
- ICT: The Internet, Powerpoint Presentations, CDs, DVDs, etc.
- Twitter Account: *Herr Drechsler @drechslp*

Methodologies:

1. Pair & group work
2. Activity-based learning
3. Use of ICT
4. Project work
5. Presentations
6. Role plays
7. Discussion and debating
8. Integration of four language skills
9. Use of authentic material as much as is feasible
10. Use of target language
11. Relate to students' own lives and interests wherever possible
12. Trips and excursions (e.g. cinema, concert, etc.)

Assessment:

Summative and formative:

- End of chapter tests
- Midterm, Christmas, Easter and Summer Examination
- All tests and exams focus on reading, writing and listening skills
- There is an oral exam at the end of the school year, as part of the Summer Examination
- Question/answer sessions
- Peer-Assessment
- Self-Assessment

Cross-curricular links:

- History
- Art
- Geography
- English
- Home Economics

Learning outcomes:

By the end of chapter 1 the students will be able to:

- introduce and say something about themselves
- ask questions in class
- agree and disagree
- talk about their language knowledge

By the end of chapter 2 the students will be able to:

- reflect on traits, strengths and weaknesses
- express wishes
- describe role models
- name values and important goals

By the end of chapter 3 the students will be able to:

- introduce a band
- say what they have read
- describe a problem and make suggestions how to solve it
- ask for help

By the end of chapter 4 the students will be able to:

- understand and discuss news items about environmental issues
- mention aims of an initiative
- ask somebody to do something

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

- speak about prejudices
- interpret and perform a song
- give advice
- express assumptions
- say since when they have been doing a certain thing

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

- discuss feelings
- express happiness
- express opposition
- express unreal wishes
- discuss their motivation

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

- describe and interpret a picture
- “play” with arguments and counter-arguments
- discuss Art
- describe things in detail

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

- understand a travel report
- solve problems while travelling
- ask for something politely
- express themselves while travelling
- talk about their holidays

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

- discuss past issues
- understand a historical text
- give a presentation
- understand a literary text

In addition, by the end of Year 5 the students will be able to:

- describe four picture stories and answer questions thereon
- engage fully with four role plays

YEAR 6

Term 1: Geni@I Klick B1 Chapters 10 – P3

Kapitel	Wortschatz	Grammatik	Lernen lernen
10	Wortfeld Engagement Verantwortung in der Schule Konfliktlösung	Indefinita Demonstrativartikel n-Deklination Plusquamperfekt Nebensatz mit nachdem	Lesestrategie: einen Text mit Überschriften gliedern hilft beim Verstehen
11	Wortfeld Wohnen Wortfeld Bewerbung/Stellenanzeigen	Komparation von Adverbien Futur 1 Genitiv-s bei Namen	Mit einer Dialoggrafik arbeiten
12	Interessante, unbekannte, erstaunliche Begriffe aus DACH		Erkennen, dass Deutsch nicht nur Deutsch ist
P3	Wiederholung und Konsolidierung	Wiederholung und Konsolidierung	Das Schreiben planen

In addition to the above chapters in Geni@I Klick B1, the topics of *Ausländer, Irland – Deutschland – EU, one project and one role play* will be covered.

Terms 2 and 3

The following topics will be covered:

- *Drogen und Jugendprobleme*
- *Behinderungen*
- *Arbeitslosigkeit, Armut und Obdachlosigkeit*

Resources:

- Geni@I Klick B1 Kursbuch
- Geni@I Klick B1 Arbeitsbuch
- Geni@I Klick B1 Glossar
- Geni@I Klick B1 CDs
- German newspapers and magazines
- Past Examination Papers
- *Hörthemen*
- ICT: The Internet, Powerpoint Presentations, CDs, DVDs, etc.

Methodologies:

1. Pair & group work
2. Activity-based learning
3. Use of ICT
4. Project work
5. Presentations
6. Role plays
7. Discussion and debating
8. Integration of four language skills
9. Use of authentic material as much as is feasible
10. Use of target language
11. Relate to students' own lives and interests wherever possible
12. Trips and excursions (e.g. cinema, concert, etc.)

Assessment:

Summative and formative:

- End of chapter tests
- Midterm and Mock Examination
- Two Mock Oral Examinations
- 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

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

- say what they would like to get involved in
- discuss problems at their school
- express themselves in a conflict situation

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

- discuss preferences in relation to accommodation
- understand advertisements
- compose an application
- formulate prognoses
- agree and disagree

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

- understand interesting facts, issues and humour in German
- recognise and name dialects
- discuss traditional costumes and music

In addition, by the end of Year 6 the students will be able to:

- discuss and write about the topics of *Ausländer, Irland – Deutschland – EU, Drogen und Jugendprobleme, Behinderungen, Arbeitslosigkeit, Armut und Obdachlosigkeit*
- read texts on the above mentioned topics and answer questions thereon
- understand auditory material relating to the above topics
- appreciate cultural differences between German-speaking countries and Ireland in relation to those topics

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 are suggested to purchase:

Oral Proficiency	<i>El español bien hablado <u>or</u> Shortcuts to success: The Spanish Oral</i>
Aural Proficiency	<i>¡Vamos a escuchar! 2</i>
Prescribed Literature	<i>Sin noticias de Gurb</i> (optional)
Core Grammar Book	<i>De acuerdo, Essential Spanish grammar and workbook</i>
Core Text Book	<i>Español en acción</i>
Supplementary Material	<i>Past Examination Papers</i>

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

Term One:	Chapters 1-3
Second and Third Term	Chapters 4-5

YEAR 5

Chapters and Pages	Topics	Communication	Vocabulary	Grammar
1: 2 - 21	<i>La vuelta al colegio</i>	Role Play <i>La playa</i> Role Play <i>El curso</i> Talk about the return to school Say what you like/don't like about school Talk about your resolutions for the new school year	School materials	The future tense Nouns and plurals of nouns
2: 22 – 48	<i>El verano pasado</i>	Talk about what you did in the past Talk about your holidays Understand weather forecasts	Weather expressions	The preterite tense – regular and irregular verbs The imperfect tense – regular and irregular verbs
3: 49 – 84	<i>Mi colegio</i>	Role Play <i>El hotel</i> Talk about your school, the facilities, the students, the teachers, the rules, your subjects Talk about your daily routine	School Clothes	The present tense – regular verbs, irregular verbs The present tense of radical-changing verbs Reflexive verbs
4: 85 – 123	<i>Todo sobre mí</i>	Describe yourself, your looks and your personality Describe other people Talk about your family life, your relationships with other family members and the rules in your house Talk about your friendships and the qualities of a good friend Describe your best friend(s) in detail	Revision of numbers Appearance Personality	Revision of adjectives: position, agreement, comparative, superlative The present perfect tense
5: 124 – 151	<i>Mi casa, mi barrio y mi ciudad</i>	Describe your house in detail Talk about your favourite room Describe your area and your city Talk about the advantages and the disadvantages of living in the city or the countryside Talk about what housework you do	The home	Adverbs of time The conditional tense

Learning Objectives

By the end of unit 1, students will be able to:

- perform Role Plays 1 and 2
- talk about the return to school
- talk about what they like/don't like about school
- talk about their resolutions for the new school year
- use nouns and make nouns plural
- use the Future tense
- write informal writing and diary entries

By the end of unit 2, students will be able to:

- talk about what they did in the past
- talk about their holidays
- understand weather forecasts
- recognise the difference in use of the Preterite and Imperfect tense
- write dialogues

By the end of unit 3, students will be able to:

- perform Role Play 3
- understand the Spanish educational system
- describe their school and talk about their school subjects, their facilities and their teachers
- talk about their daily routine
- use the Present tense of regular, irregular, reflexive and radical-changing verbs
- write opinion pieces

By the end of unit 4, students will be able to:

- describe themselves and other people
- talk about their family lives
- talk about their friendships
- form the Present Perfect tense
- understand and form comparative and superlative adjectives

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

- describe their homes
- describe their area and city
- talk about housework
- form the Conditional tense
- use adverbs of time

Resources:

- *Español en acción*
- *De acuerdo, Essential Spanish grammar and workbook*
- *El español bien hablado*
- *¡Vamos a escuchar !2* 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:

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		Ordinary Level Examination	
Written	55%	Written	55%
Oral	25%	Oral	20%
Aural	20%	Aural	25%

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 per week and one piece of short homework per day.
- 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)

YEAR 6**Term 1**

Topics	Oral	Grammar	Aural
Deportes, cultura, fiestas, tradiciones, las corridas	Role-play 4: El tren Role-play 5: Las Islas Cíes 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

Learning outcomes:

By the end of Term 1 students will:

- have completed the following Role-plays: *El tren* and *Las Islas Cíes*
- have understood, described and discussed different aspects of Spanish traditions, culture and *fiestas*
- be able to talk about their neighbourhood, area, city or town
- have understood, described and discussed about modern communication media: press, television, radio, the Internet
- have learnt about technological and scientific advances and their impact in students' own lives
- have understood, described and discussed about various environmental issues
- have consolidated the new information learnt about Time expressions and Perfect tense
- have consolidated differences between *Por* and *Para*
- have revised Imperfect tense and Reflexive verbs
- have been introduced to Subjunctive

By the end of Terms 2 and 3 students will:

- be able to talk about their plans for the future, holidays and household chores
- have consolidated the new information learnt about Subjunctive, Conditional tense and Past Perfect
- have understood, described and discussed about the current economic situation in Ireland and Europe
- have understood, described and discussed about a number of social issues such as immigration, bullying, homeless people and *los gitanos*

Resources:

- *De acuerdo, Essential Spanish grammar and workbook*
- *El español bien hablado*
- *¡Vamos a escuchar !2* 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 per week and one piece of short homework per day.
- Individual topics will demand a flexible approach to homework and each teacher will adjust accordingly.

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)

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.

Textbook: **Leaving Cert Biology Plus – Michael O’Callaghan**

Year 5 - Term 1			
Topic	Chapter	Title	Pages
Intro	2	Characteristics of Life	11-15
Intro	1	The Scientific Method	2-9
Cells	7	Cell Structure	84-94
Cells	13	Diffusion and Osmosis	147-154
Cell division	14	Mitosis	155-168
Cells	8	Cell Diversity	95-101
Food Molecules	3	Food	16-31
Enzymes	9	Enzymes	102-113
Enzymes	10	Higher level Enzymes and Energy Carriers	114-120
Digestion	28	Human Nutrition	320-333
Year 5 - Term 2			
Topic	Chapter	Title	Pages
Skeletal System	36	The Skeleton and Muscles	407-419
Circulatory system	25	Blood	292-299
Circulatory system	26	The Heart and Blood Vessels	300-315
Breathing	30	Human Breathing	338-347
Cellular			
Respiration	12	Respiration	133-146
Homeostasis	29	Homeostasis	334-338
Excretory System	31	Excretion	348-362
Classification	19	The Five Kingdoms of Life	232-236
Protista	22	Amoeba	262-264
Ecology	4	Ecology	32-49
		Higher Level	
Ecology	5	Ecology	50-60
Ecology	6	The Study of an Ecosystem	61-82
Year 5 - Term 3			
Topic	Chapter	Title	Pages
Circulatory System	27	The Lymphatic System	316-319
Immunity	37	Human Defence System	420-431

Year 6 - Term 1			
Topic	Chapter	Title	Pages
Plant Anatomy	23	Structure and Function of Flowering Plants	265-277
Transport	24	Transport and Food Storage in Plants	278-291
Photosynthesis	11	Photosynthesis	121-132
DNA and RNA	15	DNA and RNA	169-189
Genetic Crosses	16	Genetic Crosses and Heredity	190-211
Genetic		Genetic	
Engineering	18	Engineering	223-231
Microbiology	21	Fungi	251-261
Year 6 - Term 2			
Topic	Chapter	Title	Pages
Nervous System	33	The Nervous System	375-387
Senses	34	The Senses	388-397
Endocrine System	35	The Endocrine System	398-406
Flowers and Seeds	39	Sexual Reproduction in Flowering Plants	438-459
Asexual Reproduction	40	Vegetative Propagation	460-466
Plant Responses	32	Plant Responses	363-374
Human Reproduction	41	Human Reproduction	467-490
Year 6 - Term 3			
Topic	Chapter	Title	Pages
Evolution	17	Variation and Evolution	212-222
Microbiology	20	Monera	237-250
Microbiology	38	Viruses	432-437

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, and 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! (2nd Edition) – Declan Kennedy (Folens)*

5th Year

Chapter	Topic	Pages
Term 1 – Up to Christmas Exams		
2	Atomic Structure	3-11
3	Arrangement of electrons	12-24
4	The Periodic Table	25-43
6	Tests for Anions	71-81
7	Trends	82-96
9	The Mole	107-116
16	Rates of Reaction	238-264
After Christmas Exams (Term 1)		
8	Radioactivity	97-106
Terms 2 and 3		
5	Chemical Bonding	44-70
10	Properties of Gases	117-138
11	Stoichiometry I	139-150
12	Acids and Bases	151-160
13	Vol. Analysis	161-192
21	Fuels and Hydrocarbons	344-386

6th Year

Chapter	Topic	Pages
Term 1 & 2		
22	Organic Families	387-410
23	Organic Reactions	411-449
14	Oxidation & Reduction	193-211
15	Volumetric Analysis	212-237
17	Chemical Equilibrium	265-280
19	Water	299-330
Term 3		
18	pH and Indicators	281-298
20	Electrochemistry I	331-343
24	Stoichiometry II	450-458
27	Option 2 Materials	WB 108-121
28	Option Electrochem. II	WB 122-137

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

<i>YEAR 5 - TERM 1 (up to Christmas exams)</i>			
<i>Topic</i>	<i>Chapter</i>	<i>Title</i>	<i>Pages</i>
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

<i>YEAR 5 - TERM 2 and TERM 3</i>			
<i>Topic</i>	<i>Chapter</i>	<i>Title</i>	<i>Pages</i>
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: Breaking Ground (2nd edition) – Carol Cronin and Sandra Tiernan Pub. Edco

Year 5 - Term 1		
Topic	Chapter	Pages
Agricultural Science Introduction	Presentation	
Plants in Agriculture - (Ballaly Park) (4 plant families)	5 (booklet)	57 – 61 Plant Id and families (x4)
Animals in Agriculture (production/pests (4 animal phyla)	7 (booklet)	91 – 95 Animal Id and phyla (x4)
Soil Science	19-20	194 - 224
Farming Machinery	27 (booklet)	269 - 276
Plant + Animal cells	1	2 - 15
Cell Division	15	142 - 148
Mid-term test		
Grassland	28 - 29	278 -
Crops - Production and Principles	32	315 - 323
Mid-term Break		
Sheep Production	42 - 43	397 - 423
Plant Physiology (Structure and Photosynthesis)	2 - 3	17 - 35
Christmas Test 2017		
Barley Production	33	324 - 331
Christmas Break 2017		

Year 5 - Term 2		
Topic	Chapter	Pages
The Digestive Systems	9	109 116
Circulatory/Blood/Lymphatic/Respiratory Systems	11 - 12	120 - 130
The Skeletal System	8	105 - 108
Soil Science	21-23	225-247
Mid-term Break		
Potato Production	37	346 - 355
Dairying	44 - 45	424 - 458
Animal Nutrition, Feeds and Body Condition	39	362 - 377
Easter Break		

Year 5 - Term 3		
Topic	Chapter	Pages
Beef Production	46 - 47	459 - 483
Grassland	30 - 31	- 313
Animal Classification	7	91 - 104
Plant Identification and Ecology	5	57 - 71
Agriculture, Pollution and the Environment	25	258 263
Summer Exam 2018		

Year 6 - Term 1		
Topic	Chapter	Pages
Genetics	16 - 18	149 - 192
Microbiology	6	73 - 89
Nervous/Endocrine/Reproduction Systems	13-14	131 - 140
Mid-term test		
Project		
Mid-term Break		
Pig Production and Management	40, 41	380 - 396
Fertilisers and Manures	24	206 - 212
The Kidney and Urinary System	10	117 - 119
Christmas Break 2018		

Year 6 - Term 2		
Topic	Chapter	Pages
Catch Crops	38	356 - 360
Plant Reproduction	4	37 - 55
Mocks 2019		

Year 6 - Term 3		
Topic	Chapter	Pages
Forestry	26	264 - 268
Horse module	(booklet)	
Agricultural Science Project Assessment		

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, 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 2nd Edition – O. Murphy*

<i>Term 1</i>	Chapter 1	Vectors
	Chapter 2	Linear Motion
	Chapter 3	Projectiles on the Horizontal Plane
	Chapter 4	Relative Velocity
<i>Term 2/3</i>	Chapter 5	Connected Particles
	Chapter 6	Work, Energy, Gravity
	Chapter 7	Impacts and Collisions
	Chapter 8	Statics

Year 6 Text Book - *Fundamental Applied Mathematics 2nd Edition – O. Murphy*

<i>Term 1</i>	Chapter 9	Hydrostatics
	Chapter 10	Projectiles on the Inclined Plane
	Chapter 11	Circular Motion
	Chapter 12	Differential Equations
	Chapter 13	Simple Harmonic Motion
<i>Term 2/3</i>	Chapter 14	Moments of Inertia

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 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 and the skills and characteristics necessary 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 relating to 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 these topics which are fundamental elements of 3rd level Business courses.

Year 5

Text Book: Business Express 2nd Edition by Enda Connolly (Mentor Publ.)

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

Year 6

- Household & Business Management – Finance
- Household & Business Management – Insurance & Taxation
- Monitoring the Business
- Conflicting Interest – Industrial Relations
- Human Resource Management
- Business Expansion
- Management of Change
- Business, Economy and Community Development
- Government and Business
- International Trade
- European Union
- Global Business

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) 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 3rd 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 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 budgets (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).

Year 5

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

Term 1

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

Terms 2 and 3

- Incomplete Records continued
- Control A/Cs
- Correction of Errors and Suspense A/Cs
- Limited Company Final Accounts
- Manufacturing Firm Final Accounts
- Departmental Accounts
- Tabular Statements

Year 6

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

Taking Account – Sile Minogue (Educate.ie)

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

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 the Business courses, as an Arts subject and in Engineering, Construction, Management, Journalism and many more courses.

Year 5

Text Book: Positive Economics – Susan Hayes, Trudie Murray and
Brian O'Connor - Edco

Term 1

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

Terms 2 and 3

- International Trade
- Inflation
- Employment
- Imperfect Competition
- Price Discrimination
- Markets for Factors of Production
- Banking
- Schools of Economic Thought

Year 6

Text Book: Positive Economics – Susan Hayes, Trudie Murray and Brian O'Connor - Edco

Term 1

- National Income
- Government Budget and Finances
- Government Economic and Social Aims/Objectives/Policies
- Economic Development and Growth

Term 2

- Monopoly
- Oligopoly
- Population
- Balance of Payments and Foreign Exchange
- The Global Economic System
- Schools of Economic Thought

Term 3

- Revision and Exam preparation

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)

Leaving Certificate ART

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, pottery, sculpture, puppetry, printing, and textiles), 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. A field trip to review a current exhibition compliments their studies.

Year 5

Students are encouraged to develop a sense of self exploration and expression as they work through a set brief/theme and develop ideas and designs using a sketchbook. A focus on working from a primary source is heavily endorsed. Drawing is the central activity and the visual Art Sketchpad is kept for assessment to show a student's creative journey.

Annotation of drawings and personal and teacher feedback will be recorded throughout the visual sketchbook.

Term 1

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, e.g. graphite pencils, acrylic paint, charcoal, inks, pens, watercolours, new media and study a variety of compositions and lighting. Students are encouraged to develop their ideas through the use of their visual sketchbooks. The final composition is completed as a final painting on canvas.

A Self Portrait

Students are introduced to portraiture.

Students are taught how to: make observational drawings looking at proportions, study individual features and to experiment with lighting. Students will explore the use of colour as expression and complete a portrait in their selected media.

Term 2

Graphic Design

Students will be introduced to lettering. Students will experiment with creative lettering along with colour to express a message or theme within a poster design.

Students will also make a study of the following: Grid lettering, layout, font, image as letter. Students will look at various methods including stencilling, collage to create letters. Students will be introduced to Logo Design and Commercial advertising.

Craft Work

Printing

Introduction to the process of printing using different printing techniques, dry point etching, screen printing, Students will learn the importance of accurate registering, editions of prints and window mounts and framing of a print.

Ceramics

Students will be given a summer ceramic project which will make up 50% of the grade for their summer report. Students will be introduced to the vocabulary and techniques of clay building and finishing, including firing and glazing.

On completed of this project students will be required to hand up for assessment their visual sketchbook of work along with a completed fired and glazed ceramic vessel.

Students will also sit a drawing exam in May and a written exam to make up the rest of their grade.

Appreciation & History of Art (One period per week) 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, Perugino

Northern Renaissance, Van Eyck

Early Renaissance, Masaccio

Mid Renaissance, Botticelli

High Renaissance, Leonardo Da Vinci, Michelangelo

Year 6

The course is divided into Practical Work and study of the History and Appreciation of Art. Students build on the skills they have developed in fifth year.

History of Art involves study of the European and Irish Schools and general appreciation of Art and Design in the environment. A field trip to review a current exhibition complements their studies.

Students are encouraged to develop a sense of self exploration and expression as they work through a set brief/theme and develop ideas and designs using a sketchbook. A focus on working from a primary source is heavily endorsed. Drawing is the central activity and the visual Art Sketchpad is kept for assessment to show a student's creative journey.

Annotation of drawings and personal and teacher feedback will be recorded throughout the visual sketchbook.

Classes will focus on the different sections within the Leaving Certificate curriculum. Life, drawing, Still Life, Craftwork, Design and the Appreciation and history of Art.

* Still life

The teaching of Still-life composition. Research into Still life artists will be used to inspire compositional arrangements.

* Life Drawing

Students will use past papers to explore life drawing from observation with emphasis on proportion, line, positive and negative shape, tone, foreshortening, cylindrical form, movement, gesture drawing, drapery, composition and layout.

Craft Work

3D Modelling/Sculpture

Designing a figure in clay based on a life drawing, using both hand modelling techniques and slab building techniques. Emphasis on the use of detail to create character will be encouraged. Students will use the kiln to fire and glaze their finished sculptures.

Or 3d wire Sculpture

Again, working from observed life drawings, students will manipulate wire to create a sculpture of a figure. Plaster of Paris and the addition of other materials will also be explored.

Students will choose one craftwork: Screen Painting, Ceramics, pottery, 3D Modelling, wire sculpture, Poster Design or Creative Embroidery to complete in the Leaving Certificate Project.

Appreciation and History of Art

European Art

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

Irish Art

- o Pre Christian Art..... Newgrange, Bronze Age,

Iron Age

- o Early Christian Art..... Stone Crosses
- o 19th and 20th Century Irish Painting..... Paul Henry, Jack Yeats,
- o Contemporary Irish Painting ... Pauline Bewick,

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

Art Assessment

The modes of assessment include:

1. A Leaving Certificate project which will commence after Christmas in sixth year which will comprise of the Imaginative Composition or Still life component and the Craft or Design component and it will be executed as coursework over ten weeks.
2. A practical Life-Sketching exam carried out in May.
3. A written examination of Appreciation & History of Art in June. Three questions are answered, one each on Irish, European and Appreciation of Art.

CLASSICAL STUDIES

In the Leaving Cert course pupils will choose FOUR TOPICS from a choice of ten. The syllabus is offered at Higher and Ordinary levels while the course framework is common to both levels. All texts are taught in translation 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 photo or illustration.

In the final examination pupils will do SIX questions in total. ONE question from each of the FOUR sections and TWO additional questions. The total marks for the exam will be 300 as each question carries 50 marks and the exam is three hours in length..

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

FIFTH YEAR COURSE

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 the pupils will need to 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 important. The main themes, such as morality and the role of the gods, and full details of the main characters are also covered in full.

Throughout these first few weeks an attempt is made to use aspects within “The Odyssey” to broaden the pupils 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 crucial and a developmental process is begun so that pupils will be able to answer exam style questions in the knowledge of what is required of them by the end of the ten weeks.

WEEKS 10-20 Greek Drama:

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

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 required. In addition, when studying “The Frogs” the pupils will need to be 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 21-32 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 an historical level which is absent in “The Odyssey” and “The Iliad”. It is necessary therefore, that pupils are aware of the history and politics of the end of the Republic and the beginning of the Empire. Pupils 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.

Sixth Year Classical Studies

Weeks 1-14 Alexander the Great:

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

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:

- His early life, 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.

- Final conquest of the Persian Empire, conquest of India and the journey back to the Persian Heartland.
- Themes such as Alexander’s Divinity and Opposition to Alexander will be covered.

Exam technique continues to be a priority and class tests will be carefully structured. Feedback and subsequent action is deemed very important.

Weeks 15-25 Roman Art and Architecture

This topic will not be completed by the time of the Mock Examinations but enough will be covered to make this examination a replica of the experience to come in June.

We intend to start the Roman buildings course, one day a week, from the start of sixth year. So in effect we will do one class of this topic and four classes of Aeneid and Alexander each week.

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. It is however necessary to use other material to help illustrate the points made by Wheeler. Pupils may 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.

General trends in Roman Art need to be understood as well as details of particular examples. It is also necessary for the pupil to realize the size and scale of the Empire and the fact that Roman influence was exercised over a period of about 1000yrs.

The topic has two main Sections

1. Roman Buildings, (temples, baths, forums and basilicas, theatres, amphitheatres and circuses, houses and 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 by the time of the mocks and that the rest of the Topic will be finished by week 26.

Weeks 26 – end of year: Revision

In the remaining time we can work out a planned revision schedule. We can concentrate on certain areas and allocate them extra time if necessary. There will be a number of class tests and all questions will be as similar as possible to the substance and style of those they will be faced with in the actual exam. Work from Past Papers will be important and final refinements of exam technique will be carried out.

GEOGRAPHY

Leaving Certificate Geography is a varied and interesting course of study that introduces and develops students understanding of a broad range of concepts in geography. The course builds on student learning in Junior Cycle. There is a strong emphasis on physical, regional and economic geography. The syllabus is divided into units. All students study the Core Units 1-3 and Elective Unit 4. Higher level students take a Higher Level Option.

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

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

The Geographical Investigation (GI) is a report based on a field study or other structured inquiry depending on the topics issued by the State Examinations Commission each December. The GI represents 20% of the Leaving Certificate grade and is completed usually towards the end of April in 6th year.

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

H.L. 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

5th Year: ***Planet & People Core Book*** and ***Workbook*** (3rd edition,) Sue Honan and Sue Mulholland (Mentor)

6th Year: ***Planet & People Economic Activities*** (3rd edition), Sue Honan and Sue Mulholland (Mentor)

Planet & People Global Interdependence,
Sue Honan and Sue Mulholland (Mentor)

Year 5

TERM1 Week	Chapter	Topic	Skills
		The Physical environment	
1	1	Internal Structure of the earth	
2	1	Plate Tectonics	World map locations
		Continental Drift	Globe
		Seafloor spreading	
2	1	Plate boundaries	Drawing diagrams
3,	2	Earthquakes	
		Distribution, measurement, prediction, effects	Statistics
4		Case studies	Internet research
5	3	Volcanic activity	Satellite photos
		Volcanoes: occurrence, products, prediction	Atlas maps
		Positive + negative effects of volcanic activity	Internet research
	5	Geothermal energy	
6	3	Volcanic + plutonic landforms	Aerial photos
		Case studies	
7		Mid-term Tests	
8	4	Landforms created by earth movements	
9	5	Classification of Rocks	Rock identification
		Uses of Rocks	Geological map
		Mining/Quarrying	Photo Interpretation
10		Mid-term Break	
11	12	OS Maps	Cross Section. Sketch map
12	6	Weathering	Drawing diagrams
13	7	Karst	OS maps
14	11	Mass movement	Photo interpretation
15		CHRISTMAS EXAMS	
16,17	9	Glaciation	
		CHRISTMAS HOLIDAYS	

TERM 2

Week	Chapter	Topic	Skills
1	8	Rivers	OS maps
2		Human interaction with river processes	Investigation of case studies
		River rejuvenation	
3	10	Coasts	Drawing diagrams
4		Human interaction with coastal processes	Photo interpretation
		Isostatic and eustatic processes	
5	13	Weather charts + satellite images	Analysis
Regional Geography			
6		Mid-term Break	
7	14	Regions: climatic & geomorphic	Statistics Climate graphs.
		Regions: administrative + cultural	Atlas maps
		Boundary changes	
8/9	15	Socio-economic regions: cores + peripheries	Statistical maps
		Socio-economic regions: industrial decline	Graphs
		Sambre-Meuse valley, Belgium	
		EU funding for socio-economic regions	
10/11	16	Border Midlands West - an Irish peripheral region	Statistics
12	17	Greater Dublin Area - an Irish core region inc. Dublin City	
EASTER HOLIDAYS			

TERM3

Week	Chapter	Topic	Skills
1/2	17	Greater Dublin Area inc Dublin City	
3	18	Mezzogiorno, Italy - a peripheral region	
4	19	Paris Basin, France - a core and city region	Drawing sketch maps
5/6	21	Growth and impact of the EU	Atlas maps. Statistics
7/8		SUMMER EXAMS	

Year 6

Week	Chapter	Topic	Skills
Term 1			
1.... 6	GI booklet	Geographical Investigation	Decision making Group work.
1.... 6	Teacher	Continental/Sub-Continental Region - India	Using equipment Sketching Atlas + sketch maps
1.... 6....		Economic Activities	
...7	1	Measuring economic development Views of development (from Global Interdependence)	GDP/GNP/GNI vs HDI Statistics
8		MID-TERM TEST	
9	2	Changes in economic activity. Colonialism	Cartoons. Statistics
10		MID-TERM BREAK	
11	3	Globalisation	Statistical maps
12	4	Multinational companies	Internet research
13	5	OS maps and photographs	Interpretation & sketch maps
14	6	EU policies and their influence on Ireland	Internet research
15	7	Renewable and non-renewable energy resources	DVD
16	8	Economic activities and the environment	Statistical analysis
17	5	The pattern of world trade, Fair Trade and EU trade	Statistical maps
		CHRISTMAS HOLIDAYS	

Term 2		Global Interdependence	
1	2	Interdependent global economy	Internet research
2/3	2	Deforestation, global warming & desertification	Satellite photos. Statistics
4/5			
6			MOCK EXAMS
7		Exam Review	Mid-term Break
8			Statistics
9/10	4	Debt, aid and empowerment	Internet research
11	5	Fair trade and self-help	Atlas maps. DVD
12		Sustainable development	
EASTER HOLIDAYS			
Term 3			
1	1	Geographical investigation	Report writing. Analysis. Graphs.
2	3	Migrants and human rights	
3		Revision of Physical Geography	Past paper questions
4		Revision of Regional Geography	Past paper questions
5/6		Revision of Short questions esp. skills	
7/8		students away	

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 two in fifth year and two in sixth year. One topic is prescribed by the examining authority for the documents-based study. For 2017 and 2018, it is “Government, Economy and Society in the Republic of Ireland, 1949-1989”. Students, therefore, study two topics from European history - “Dictatorship and Democracy 1920 - 1945,” and “The United States and the World, 1945-1989,” and two from the history of Ireland: “The Pursuit of Sovereignty and the Impact of Partition, 1912-1949” or Politics and Society in Northern Ireland, 1949-1993 and Government, Economy, Society in the Republic of Ireland, 1949-1989 (Documents Based Question).

Text Books: *The Making of Ireland – Paul Twomey (Educate.ie)*
Modern Europe & Wider World – Lucey (Gill & Macmillan, 3rd Edition)

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 Bach to Queen. 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 – May Costello (Folens)

Music Manuscript

Refill pad & Ring bind folder

YEAR 5

FIRST TERM

Performing:	Class singing in parts, performance workshop with own instruments & rhythm work. Performance of 2 pieces on own instrument for Christmas Test. Sight clapping
Listening:	Aural Skills exercises: Identification of musical features & glossaries of musical features. Cadences: Recognition of cadences (perfect, plagal & imperfect) Form: Unitary, Binary & Ternary form. Dictation (treble & bass-using Tonic Solfa & Notation), of set work themes, melodic & rhythmic. Set Work 1: "Bohemian Rhapsody" by Queen. Analysis to include: Historical and stylistic context of 1st set work; general listening exercises; melodic dictation of set work themes; texture; recording techniques etc. Score-reading & Instruments of the Orchestra , using Set Work 2: "Romeo & Juliet Fantasy Overture" by Tchaikovsky. Irish Music: Collectors, Instruments, Dances & Structure. Listening exercises & essays.
Composing:	General theory: notation- lines & spaces, rhythm values, ledger lines Technical names of scale; Harmony: Major key signatures, Major & Minor Key relationships, major & minor intervals, Triads in all major keys Written cadences (perfect & plagal): Treble & Bass notes

SECOND TERM

Performing:	3-part class singing; performance workshop with own instruments; Rhythm work; ensemble work. Preparation for summer exam. Sight clapping.
Listening:	Aural Skills exercises: Identification of musical features & glossaries of musical features. Dictation: of set work themes. General melodic & rhythmic. Cadences , Recognition of cadences (perfect, plagal, imperfect & interrupted) Chord progressions-approach chords. Form: Sonata form. Set Work 2: “Romeo & Juliet Fantasy Overture” by Tchaikovsky. Analysis to include: Historical and stylistic context of set work; general listening exercises; melodic dictation of set work themes; texture. Irish music: Songs & Regional Styles Sean Nos. Fusions-Composers. Exam type listening exercises & essays. Dictation: of set work themes, general melodic & rhythmic.
Composing:	Melody writing (up to 12 bars) Harmony: Minor key recognition; written Cadences (imperfect & interrupted) Backing chords full questions. Harmonic progressions including cadences, approach chords & use of dominant 7 th .

THIRD TERM

Performing:	Summer practical exam (25%)-solo or group performance. Sight clapping.
Listening::	Set Work 1: Revise using exam type questions. Set Work 2: Complete and do exam type questions. Irish Music: Complete fusions. Revise exam type essay & listening questions. Dictation: of set work themes, melodic & rhythmic Aural Skills exercises: Identification of musical features & glossaries of musical features
Composing	Melody Writing – modulation to related keys -12 bar melodies Harmony: Full OL paper cadence and backing chord questions Revision; exam type questions

MUSIC – 6th YEAR

Materials:

Scores of:

1. Cantata no 78 Jesus by thy Cross and Passion- Bach
2. Piano Quartet no. 1- Barry
3. Fantasy Overture to Romeo & Juliet – Tchaikovsky
4. Bohemian Rhapsody - Queen

Workbook Set “A” May Costello (Folens)

Music Manuscript

Refill pad & Ring bind Folder

FIRST

TERM

Performing:	Music Technology: begin Sibelius programme Preparation for mock practical exam (25% or 50%), class singing. Sight clapping
Listening:	Aural Skills exercises: Identification of musical features & glossaries of musical features. General listening vocabulary Form: Sonata Form Dictation (treble & bass-using Tonic Solfa & Notation), of set work themes, melodic & rhythmic. Exam style excerpts. Set Work 3: “Cantata no.78” by Bach. Analysis to include: Historical and stylistic context of 3rd set work; general listening exercises; melodic dictation of set work themes; texture; recording techniques etc. Irish Music: Soloists, Groups from 1960s, Sean O’Riada etc. (revising Fusion) Preservation of Irish music. Irish Music Exam questions
Composing:	Harmony exercises (Backing chord question 5). Revise material from Form 5. First inversion chords; V7 & inversions, minor keys , second inversions Writing bass lines, use of passing notes, chord exercises, Major melody writing with upbeat & compound time (16 bars) –also using Music Technology

SECOND TERM

Performing:	Music Technology. Preparation for mock practical exam: half of full programme Preparation for state practical exam – ensemble and solo work (March/April), aural tests/sight clapping
Listening:	Set Work 3: Finish “Cantata no.78 by Bach Set work 4: “Piano Quartet no.1” by Barry. Analysis to include: Historical and stylistic context of 4th set work; general listening exercises; melodic dictation of set work themes; texture; recording techniques etc. (after mock exams) Irish music: Developments in 20th century Irish Music, Revival of Irish Music. Revision of all Irish music for exam paper questions. Dictation – melodic & rhythmic
Composing:	Harmony: Minor harmony exercises. Minor Key signatures, melodic minor scale. Melody: Minor 16 bar melodies

THIRD TERM

Performing:	Class based singing etc.
Listening:	Finish Set Work – “Piano Quartet no.1” by Barry Revision of all set works & Irish Music in exam papers. Revise Q6 – general Aural Skills question.
Composing:	Revision and exam papers questions Major & Minor questions. Q1 & Q5.

Leaving Cert Exam:

Composing Paper - 25%

Listening Paper – 25%

Performance Examination – 25% This is held in the two weeks prior to or after the Easter Break
Higher Elective – extension of any of the above activities for further study to account for

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.