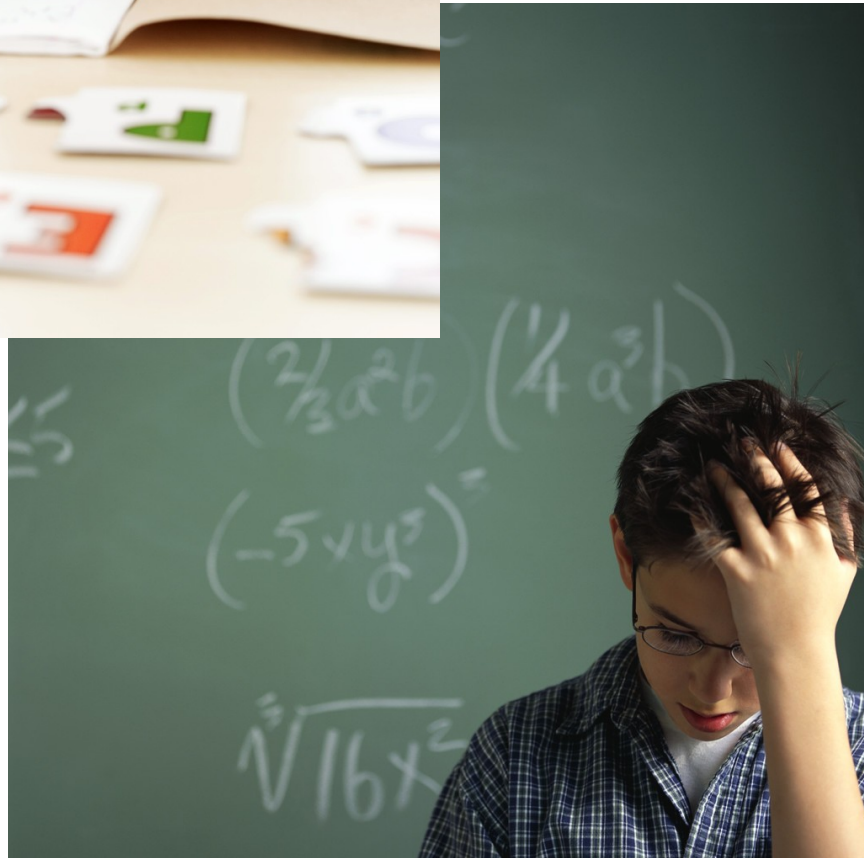


September 2016



- Optional Subjects - Outlines for First Years



Art, Craft and Design

The students are given an introduction to basic visual communication in a variety of medium, so that they become more visually aware of their surroundings.

They will do general drawings – object, life, still life, expressional and experimental compositions through, line colour, texture and tone. They will learn how to execute three dimensional drawings through the use of perspective. A general introduction to painting is given with the use of poster, water and acrylic paints. The elements of graphic design are learned through poster making with the use of hand rendered lettering and images. In the area of three dimensional work, hand constructed ceramic techniques are learned in sculpture through modelling / construction. The students are also given an introduction to printmaking such as fabric and block printing. They also learn a craft called Batik, which is painting with hot wax onto fabric.

Science

The new specification for junior cycle science focuses on the development of students’ knowledge of and about science through the unifying strand, **Nature of science**, and the four contextual strands: **Physical world, Chemical world, Biological world, and Earth and space**. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. For example in the Earth and space section students will be afforded the opportunity to describe the relationships between various celestial objects including moons, asteroids, comets, planets, stars, solar systems, galaxies and space. Explore a scientific model to illustrate the origin of the universe interpret data to compare the Earth with other planets and moons in the solar system, with respect to properties including mass, gravity, size, and composition

There is a new focus given to the **Nature of science** which aims to promote greater engagement and thinking about how science works; carrying out investigations, communicating in science, and the role and contribution of science and scientists to society. There are also new assessments which offers students a chance to demonstrate their achievement as creators of scientific research reports.

The Junior Cert Science course aims to enable students to acquire a body of scientific knowledge and an understanding of the relevance and applications of science in their personal and social lives. It also facilitates the further for the study of Science at Senior Cycle. It is anticipated there will be classroom based assessment at the end of 2nd year and at some point in 3rd year.

Classroom-Based Assessments	Format	Student preparation	Completed
Extended Experimental Investigation (EEI)	A report may be presented in a wide range of formats	A student will, over a three-week period ¹ , formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypothesis, generate and analyse primary data, and reflect on the process, with support/guidance from the teacher.	Towards the end of Year Two
Science in Society Investigation (SSI)	A report may be presented in a wide range of formats	A student will, over a three-week period ² , research a socio-scientific issue, analyse the information/secondary data collected, evaluate the claims and opinions studied, and draw evidence-based conclusions about the issues involved, with support/guidance from the teacher.	Year Three

Table 2: The Assessment Task: Science

Format	Student preparation	Completed
Students complete a specified written task which is sent to the SEC for marking.	The Assessment Task will link to the Science in Society Investigation.	Following completion of the second Classroom-Based Assessment in Year Three.

Metal

In MTM, students learn all the basic manual engineering skills (marking out, cutting, drilling, filing, etc) before progressing onto the use of electrical equipment such as pillar drills, lathes and milling machines. Students will also practise and study the following areas; assembly methods (threading, soldering, brazing & welding), electricity/electronics (safety, colour coding, use of electronic components and the building of electronic circuits), structures/mechanisms (pulleys, linkages, gears, etc. and the workings & systems incorporated in 2 & 4-stroke engines). Career choices influenced by MTM and Engineering include all engineering codes (civil, aeronautical, mechanical, structural, etc.), fitter, mechanic, plumber and many others in the production/manufacturing technology industry.

Note: As a prerequisite for the engineering syllabus, students taking metalwork will be given preference when choosing engineering for leaving cert in the event of oversubscription for places.

Junior Certificate Marks Allocation

Course Aspect	Marks Allocated	%age of overall Mark
Project	150	37.5%
Practical Exam	150	37.5%
Written Exam	100	25%

Technical Graphics

In Technical Graphics, students learn all the basic skills required to produce drawings using all of the associated drawing instruments. The course is designed to promote exactness of thought & action and to develop visualisation, perception & constructive imagination. Students study all the major drawing projections and conventions, and use Computer Aided Design (CAD) in the production of small drawings. Design & Communication Graphics is the follow on subject at L.C. Level, which leads to career choices such as Architecture, Engineering (numerous disciplines), Drafting, Graphic Design, Industrial Design, etc..

Material Technology

Materials Technology Wood involves learning basic carpentry and cabinet making skills. Pupils will learn how to joint, carve, bend and turn wood as well as gaining skills in marquetry, parquetry and inlaying. These practical skills will be taught in conjunction with the theoretical aspects of the course such as tree growth, wood structure and seasoning. Drawing skills are also required along with the ability to design furniture pieces such as cabinets, tables and chairs. The course duration is three years with the pupil being assessed over the final year when they complete a practical project and written design brief as part of the Junior Cert exam. The course/subject would be important for any pupil who wants to pursue a career in carpentry / furniture making or a trade in the building construction industry. It is essential that pupils wishing to study Building Construction in 5th/6th Year choose this option.

Home Economics

The Junior Certificate Home Economics syllabus provides students with the knowledge, understanding and skills necessary for living as individuals and as members of a family. In a time of rapid social change, the study of home economics is very relevant to the present and future social, creative and management needs and skills for living that are so vital to preparing every young person for the opportunities and challenges, which they will meet in the course of their lives. It provides for a wide range of educational experiences in the aesthetic, creative, physical, scientific, social, and environmental domains.

Content

The syllabus is based on a core of five areas of study that will be studied by all students and one optional study, from a choice of three.

Core

- Food studies and culinary skills
- Consumer studies
- Social and health studies
- Resource management and home studies
- Textile studies.

Optional study

The optional study allows students the opportunity to undertake a more detailed study of one area of the core.

One optional study may be chosen from the following three:

- Childcare
- Design and craftwork
- Textile skills is an extension of textile studies

Assessment

Junior Certificate Home Economics is assessed, at Ordinary and Higher Level, through three different methods of assessment:

	Higher level	Ordinary level
Food studies practical examination	35%	45%
An elective study project	15%	15%
A terminal written examination	50%	40%

History

At Junior Cycle, History should introduce young people to the Job of the historian, and to the sources and techniques which historians use to find out about the past. It should also provide young people with a wide tapestry of past events, issues, people and ways of life through which they can come to perceive patterns such as cause and consequence, change and continuity. It is in the past that they will find the roots of the contemporary world.

The syllabus facilitates a variety of approaches to the teaching of history, e.g. use of a variety of types of historical sources, historical narrative and analysis, biographical studies, exploration of themes or issues, comparative studies and special studies. The content framework allows individual teachers to choose those areas most suitable to their students, and individual students to pursue special studies.

The syllabus explores a variety of aspects of life in the past - political, social, cultural, economic and technological. The syllabus framework is chronological in presentation, spanning prehistoric times to the present day. It also allows students to develop an understanding of a series of concepts, both procedural and substantive.

Bearing in mind the 12-15 age-groups for whom it is designed, the syllabus is developmental in nature. It moves from the simple to the more complex and from the concrete to the more abstract. It is resented in three sections which reflect this progression.

Recognising the importance of education for citizenship and of developing an understanding of contemporary life in Ireland, a substantial part of the syllabus deals with Irish history. This study of Irish history is presented as an integral part of the wider themes of the syllabus.

This syllabus aims to ensure that students:

- Acquire knowledge of and understanding about human activity in the past
- Understand the contemporary world through the study of the past
- Develop conceptual understanding and the ability to think independently
- Develop a range of skills essential for the study of history
- Are encouraged to develop positive attitudes such as a commitment to objectivity and fairness, and an acceptance that people and events must be judged in the context of their values and time
- Are encouraged to develop an interest and enthusiasm for history and a value of their heritage from the past

Geography

Geography is the study of people and their relationships with their environment. It is concerned with helping to develop an understanding of the physical, social and economic processes which shape the environment.

The education of young people today takes place against the background of a world with such characteristics of geographical concern as:

Increasing multi-cultural societies
Sharp social and economic inequalities on a variety of scales
An increasing pace of economic change
Growing concern over declining environmental quality in many regions

Geography can make an important contribution towards enabling young people to function more effectively as members of society.

The syllabus is presented in three sections, each based on a broad theme:

- A. The Human Habitat – Processes and Change (The Earth's Surface, Shaping the Crust, The Restless Atmosphere and the Working of our Life Support System)
- B. Population, Settlement Patterns and Urbanisation (Population, Changing Patterns in where we live and Urbanisation)
- X. Patterns in Economic Activity (The Earth as a Resource, Secondary and Tertiary Economic Activities and Economic Inequality)

French & German

Subject Overview

The syllabus in each language is a communicative one organised around the needs, expectations and interests which pupils bring to the foreign language classroom.

The general educational aims of each syllabus include

- contributing to pupils' awareness of language as a system of communication
- giving pupils an awareness of another culture, and thus a more objective perspective on aspects of their own culture
- contributing to the development in pupils of the capacity to engage in fruitful transactions and interactions with others
- through the above, contributing to pupils' overall personal and social development.

The general communicative aims of the syllabus include

- enabling the pupils to cope with the normal classroom use of the target language
- equipping pupils with a competence in the target language, which would enable them to provide themselves with basic necessities.
- furnishing pupils with linguistic skills making it possible for them to pursue aspects of their general interests through use of the target language
- through these aims ensuring that competence in the target language is conducive to the fulfilment of the general educational aims.

Content

The programme content of each language syllabus comprises tasks, activities and exponents. The communicative tasks are divided into two broad categories:

- those involving receptive use of the target language only
- those involving some productive use of the target language.

Within these categories tasks are grouped under headings which point to general activities and themes to which such tasks might relate. They are presented in this way for ease of reference.

A selection of linguistic exponents is indicated for communicative tasks involving productive use of the language.

Assessment

The syllabus aims to cater for the entire ability range of pupils. Assessment is at two levels, Ordinary level and Higher level. Assessment at both levels is by:

- Aural examination
- Terminal written examination

While the syllabus is the same for both levels, the communicative tasks will be carried out through language use of varying degrees of complexity. All pupils will be expected to execute the same tasks, although Ordinary Level examination candidates may do so in a simpler way.

Business Studies

This new specification for junior cycle business studies will be taken by first year students from September 2016.

The specification focuses on improving students' understanding of the business environment and on developing skills for life, work and further study through the three inter-connected strands: Personal Finance, Enterprise and Our Economy.

Business Studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business Studies also improves their knowledge and understanding of good business practice and of business as a productive activity.

Junior Cycle Business Studies will have two assessment components in the assessment for certification: a school work component and a final assessment. The school work component comprises a research project with digital presentation and a reflection assignment, developed over the second and third years of junior cycle and the tasks will relate to the students' work during that time.

The research project and digital presentation can be linked to the development of students' awareness and understanding of business and the business environment, economics or personal finance; the integration of enterprising skills and attitudes; their competence in using technology for effective communication; and their ability to work with others during collaborative activities. The reflection assignment entries emerge through engagement with a broad range of contemporary economics and business-related issues. The assignment may be presented in a range of formats.

POINTS SCORING:

Irish Leaving Certificate Examination:

Entry to the great majority of courses in the CAO system in 2017 will be determined according to the following common points scale and accompanying conditions:

%	L.C. Grade	Honours	L.C. Grade	Ordinary	Bonus*
90<100	H1	100	O1	56	25
80<90	H2	88	O2	46	25
70<80	H3	77	O3	37	25
60<70	H4	66	O4	28	25
50<60	H5	56	O5	20	25
40<50	H6	46	O6	12	25
30<40	H7	37	O7	0	25
0<30	H8	0	O8	0	0

Accompanying conditions:

- The six best results, in recognised subjects, in one Leaving Certificate Examination will be counted for points computation.
- One sitting only of the Leaving Certificate Examination will be counted for points purposes.
- LCVP points awarded: Distinction - 66, Merit - 46, Pass - 28 (Not acceptable for some courses please check!)
- * 25 bonus points will be rewarded for a H7 or above on Honours Maths.

From 2017, the Universities and Institutes of Technology have introduced new **basic matriculation requirements** to take account of the new grade scheme –

- o Where the requirements are currently 2 higher level C3 grades and 4 ordinary level D3 grades, in 2017 these will become 2 H5 and 4 O6/H7 grades.
- o Where the requirements are currently 5 ordinary level D3 grades, in 2017 these will become 5 O6/H7 grades.
- o Where the requirements are currently 3 higher level C3 grades and 3 ordinary level D3 grades, in 2017 these will become 3 H5 and 3 O6/H7 grades.

Subject requirements which form part of basic matriculation remain unchanged. Any revised subject requirements specific to individual courses for 2017 will be approved and published by each HEI over the coming period.