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Introduction

The Leaving Certificate is a two year programme building on the foundation of a successful Junior Cycle or Transition Year. From the beginning of fifth year a responsible approach to classwork and a good timetable of personal study is required. To assist students, supervised study of 3 hours duration is available after school for fifth and sixth year pupils.

Fifth and Sixth Years students follow a strict academic programme to Leaving Certificate. Senior Pupils also enjoy more responsibility in the school and they have a greater role to play through the student leaders programme. Each girl has an opportunity to take increased responsibility and provide leadership for younger pupils.

Support for Pupils

Each class will continue under the care of their Year Head, who takes a personal interest in every aspect of the girls' progress. Principal Bell, Deputy Principals and School Guidance Counsellors Ms Hyland and Ms O'Toole are available to the pupils to discuss any problems they may have. They will also liaise with parents to assist each girl to reach her potential.

How to Make a Good Choice

As a student entering the senior cycle, you are coming to a crossroad in your life. You need to make decisions and plan for your future. The first decision you will be asked to make is to choose subjects that you will study for the Leaving Certificate.

In Loreto College Mullingar, all students take seven subjects in the Leaving Certificate. The following subjects are mandatory:

Irish
English
Maths

You then choose **four** others from the optional list on the contents page of this booklet.

The following broad guidelines form a basis for choice

1. Know what you like and are good at
2. Choose subjects that you like and would be good at
3. Inform yourself of Leaving Certificate subject requirements for third level colleges or courses. Careers portal is an excellent resource for this.

1. Know your strengths and interests – Your aptitudes are strengths that you have in certain areas. You should look back at the results you get in school and see if there is a pattern? Do you always do well at languages and English? Do you find Business and

Science challenging or easy? How did you find the subjects in TY, if you did it? It is advised that you register with Careers Portal and complete some of the online interest inventories. A link has been placed on the Junior Guidance google classroom.

2. Choose subjects that you like and would be good at – There is no such thing as an easy Honour in any Leaving Cert subject. Over the next two years you will have to work very hard to achieve good results in all your subjects. Liking and enjoying a subject is a huge part of being able to keep up the commitment and study needed.

3. Inform yourself of Leaving Cert subject requirements – If you already have a definite course or career in mind, you need to find out if there are essential subjects that you must have for Leaving Cert to be eligible for that course. If you are unsure of what you want to do after school – RELAX! Most 3rd and 4th Years do not know! However, you need to make sure that your subject choices are carefully chosen to make sure that you are not ruling yourself out of anything that you might be interested in later on. The careers portal website is an excellent resource for such research.

Some subject requirements include Chemistry (Medicine in UCC, dietetics in DIT, pharmacy).

Higher level Irish (H4) is required for Primary Education.

Higher level maths (H4) is a requirement for many courses in Engineering.

REMEMBER: You are the person who is studying the subjects and who is going to take the exam – It is your responsibility to make sure that the information you have is up to date and accurate. Ask for help from teachers, parents, friends and the Guidance Counsellors if you feel you need it.

Good luck and I hope that your decisions are a positive start of a very exciting and challenging two years to your Leaving Certificate!

Optional Subjects

ACCOUNTING

What accounting involves:

- The recording of financial information
- The presentation of this financial information
- The interpretation and uses of this information

What do you study?

- You learn how to prepare Business Final Accounts, Cash Flow Statements, Published Accounts and Accounts from Incomplete Records
- You learn Management Accounting. This involves business day to day planning and planning for the future using Costings and Budgets.
- Accounts of non-profit making organisations
- You learn to analyse and comment on financial records

How do you benefit by studying Accounting?

You learn:

- To collect information
- To record and analyse information
- To think logically and clearly
- To understand the importance of financial information for good decision-making. This can be for shareholders, creditors, employers, employees, customers or members of a voluntary organisation.
- About the relationship between accounting and other areas of business

You have an advantage when you go on to further study. Accounting is on the curriculum of many third level courses: the most obvious is Business courses but also Hotel Management, Hospital and School Administration, various Computer courses, Auctioneering, Advertising, Law and Engineering.

You develop an ability to link accounting with relevant computer applications.

Career options:

<ul style="list-style-type: none">○ Banking○ Insurance○ Hospital & School administration	<ul style="list-style-type: none">○ Management○ Computer industry○ Auctioneering	<ul style="list-style-type: none">○ Law and Engineering○ Running your own business○ Advertising
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Agricultural Science

What is Agricultural Science?

Agricultural science is the study of the science and technology underlying the principles and practices of agriculture. Plants and animal types associated with agriculture are studied, and investigations are undertaken into such aspects as soil, ecology, plant and animal physiology, farm crops, farming practices, genetics and microbiology.

Why Study Agricultural Science?

Agricultural Science remains a very popular subject among students in Ireland and reflects our agricultural background. This subject proves popular among students who are planning to study Veterinary Science, Science or Medicine in college.

What kind of Student would Agricultural Science suit?

Some experience of farming would be desirable.

Course Overview

This subject 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. It is steadily growing in popularity every year. It is recognised as a laboratory science subject for almost all 3rd level courses including nursing. It can be a good study to subject with Biology and/or Geography due to the overlap in course content. Some experience of farming would be desirable.

Course Outline

The course consists of the study of a variety of aspects of agriculture under the following headings:

- Soils
- The general structure and function of plants
- Farm crops - cereal and roots
- Farm crops - grassland
- Trees and shelter
- Structure and function of the animal body
- The cow, the sheep, horse, and pig
- Farm buildings (for school assessment only)
- Farm-house environment (for school assessment only)

Exam Structure

The assessment in Agricultural Science consists of:

(a) a terminal examination paper (75%), at both Higher and Ordinary level, lasting 2 and a half hours, examining the following:

- knowledge and recall of facts related to the principles and practices of Agricultural Science

- application of knowledge and understanding from different areas of the specification to familiar and unfamiliar situations
- scientific inquiry, formulation of hypotheses and design of investigations
- critical thinking, the ability to analyse and evaluate information and to form reasonable and logical argument, based on evidence
- problem solving based on integration, analysis and evaluation of qualitative and quantitative information and data
- understanding of the ethical, historical, environmental and technological aspects of science, and how it contributes to the social and economic development of society.

(b)

(i) portfolio of activities and investigations, including laboratory and field investigations, farm visits and other appropriate activities.

(ii) a student project, through which a topic of agricultural significance is explored in greater depth. This will be based on a theme, which will be set annually by the State Examinations Commission.

Both the portfolio and student project will amount to a combined total of 25% of the student's final grade.

APPLIED MATHS

A good mathematical ability is required - preferable honours maths for the Leaving Certificate. It would also be helpful to study physics at Leaving Certificate.

Applied Maths involves taking physical situations and applying mathematical formulae to the situation to ascertain new information.

What kind of student might Applied Maths suit?

- This subject comes highly recommended for students considering a career in any area of Engineering, Science, Information Technology, Business, Finance, Architecture or Education.
- Students who are studying Leaving Cert higher level Maths. This course also helps students studying physics, due to some overlap in the course content.
- Students who need high entry points to get into university. In the last 5 years, on average 1,800 candidates sat the exam at higher level and upwards of one third of students achieved the equivalent of a H1 or H2 grade.
- Aside from niche languages such as Latin, Russian, and Japanese, this means that Applied Maths has the **highest percentage of H1 grades** in the Leaving Cert.

Mathematical Section

Topics covered include Vectors, Trigonometry and Integration

Physics Section

- Newton's Laws
- Circular Motion
- Simple Harmonic motion
- Collisions uniform linear acceleration
- Relative velocity
- Pulleys and wedges inertia
- Compound pendulum

Exam Structure

There is a separate examination paper for Ordinary level and Higher level:

Ordinary Level Paper

This is a 2.5 hour paper (150 minutes) and carries 300 marks. You are required to answer 6 out of 9 questions and each carry 50 marks.

Higher Level Paper

This is a 2.5 hour paper (150 minutes) and carries 300 marks. You are required to answer 6 out of 10 questions. Each carry 50 marks.

Tip: Allow approx. 25 minutes per question in either paper. If you answer more than six questions, they will all be corrected and you will be given the marks for the best six.

ART

Requirements: You must be disciplined, hardworking and have a lot of love of the subject.

COURSE

Design or Craftwork
 Life Drawing
 Still life or imaginative composition
 History and Appreciation of Art

Design Section

Requirements: Observational and layout skills are necessary. Being able to bring some idea from observational sketches through to *Realisation*, thus producing a *Personal Creative Response* in the finished piece of work.

Design paper break up	Craftwork Paper break up
Poster Calligraphy Lino Cutting Bookcraft Puppetry Embroidery Batik Weaving Pottery Carving Art Metalwork Screen Painting	Lino cutting Calligraphy Poster Making Bookcraft Fabric printing Screen printing Batik Puppetry Embroidery Modelling Carving Pottery Weaving Metalwork

Imaginative Composition or Still Life

The main mark for this area is given to candidates Personal Creative Response to the question. This is one paper and candidates are given the paper one week before the exam. You must plan out the section you wish to answer well in advance of the examination day as the still life objects must be brought in and set up by the candidate.

Still life - A group of objects

Imaginative Composition: A pictorial Piece, Collage or Abstract Composition

Life Drawing

Two sketches of the model are required

- One quick sketch and one fully worked up sketch
- Quality drawing is required
- The paper is given to students one week before the examination day.

History & Appreciation of Art

- Irish art - art in Ireland from 2000 BC - 20th Century
- European art - 11th - 20th century European art
- General appreciation - covers architecture, design, environmental design and film.

This is a written paper and the candidate must answer one question from each section.

Students are encouraged to enter all competitions and they are also encouraged to produce a portfolio for entry into 3rd level colleges. **Portfolio preparation is not part of the Leaving Certificate syllabus.**

Career Opportunities: graphic design, textile design, film making, photography, fashion design, fine art, display design, communications, sculpture, ceramics.

BIOLOGY

The Leaving Certificate course is an extension of the Junior Cert Biology section but is done in much greater detail with extra topics added.

It has been the most popular science subject but like all Leaving Certificate subjects **Honours Level is difficult**. The work involves a lot of theoretical learning by heart but can be very interesting and involves practical work.

The course is divided into three units

Unit 1: Biology - the study of life

1. the scientific method
2. the characteristics of life
3. nutrition
4. general principles of ecology
5. a study of the ecosystem

Unit 2: The Cell

1. Cell structure
2. Cell metabolism (respiration - photosynthesis)
3. Cell continuity (Mitosis - Meiosis)
4. Cell diversity (Tissues - Organs - systems)
5. Genetics

Unit 3: The Organism

1. diversity of organisms (micro-organisms - flowering plant - animals)
2. plant systems - human systems
(circulatory system - root & shoot system)
3. Transport and Nutrition in plants and animals
4. Breathing systems and excretion in plants and animals

It is important to remember that 70% of the course is based on the pure science of biology and the remaining 30% is based on the technological, political, social and economic aspects of biology.

BUSINESS

What is business?

Business is concerned with understanding the environment in which business operates. As a business student you are encouraged to show enterprise, initiative and self-reliance, which you may apply in further education and in your personal working and public life.

What do students study?

Students study about all aspects of the business world.

People	Consumers, Producers, Investors, Interest Groups and Employers/ Employees Industrial Relations
Enterprise	Entrepreneur, Management of Business, Financial Management, Human Resource Management, Marketing Household
Environment	Types of business, Community Development, Governments and Business, International Business, EU, Role of Information Technology in Business.

How do students benefit by studying business?

Students learn to:

- Make informed business decisions
- Understand the structure and management of business
- Use established commercial principles and knowledge
- Understand and appreciate ethics in business
- Practice Communication, Literacy, Numeracy and Problem Solving Skills
- Understand and discuss current affairs as they relate to business

Business is also a foundation for further studies.

Career Options

- Any business related career. The study of Finance and Management will enhance any career choice.

- Set up your own business.

CHEMISTRY

Leaving Certificate Chemistry is quite different from the Junior Certificate Chemistry section. It requires plenty of understanding rather than memory work. The maths required is very basic, probably better described as arithmetic than mathematics. The course gives a good introduction to Chemistry and its many uses in our world. Practical work is an integral part of the study of chemistry and there are a number of experiments on the course, which must be carried out by the students.

The main sections of the chemistry course are:

- Detailed atomic structure and bonding.
- Working out concentrations and solutions.
- Organic Chemistry and its many important uses in everyday life.
- Rates of chemical reaction and chemical equilibrium.
- Industrial chemistry - e.g. extraction of metals from their ores, making of fertilisers and use of electricity in chemical reactions.
- Social, historical, environmental, technological and economic aspects of chemistry.

All these sections are backed up with suitable practical work.

Chemistry is the area where the prospect of employment is increasing. Many of the new industries entering Ireland are involved in Chemistry and as such need trained and qualified chemists.

ECONOMICS

What is Economics?

Economics is regarded as the most practical business subject and is the study of how people use their limited resources to try to satisfy unlimited wants. By understanding the reasons why people spend their money in certain ways, economists can try to introduce incentives to change their behaviours. As a discipline, Economics is divided into two broad categories:

Microeconomics considers how individual people decide what goods they are willing to buy or not buy based on maximising their personal 'utility' (getting as much benefit as possible from their money), and how firms and businesses will try to take advantage of consumers' habits to maximise profit. It also examines how multiple businesses in a market will price their goods based on their competitors and their various costs.

Microeconomics looks at the fine details and here you will study topics such as:

- Demand and Supply Curves
- Elasticity - responsiveness of quantity demanded to changes in price
- Costs of Production
- Monopolies versus Perfect Competition
- Demand for the Factors of Production

Macroeconomics then considers how governments handle the economy as a whole, and how they select policies which meet their goals, such as stable economic growth (avoiding recessions), minimising the national debt, and encouraging employment. How the government handles issues such as fiscal policy (how much money flows in the economy), international trade, and banking all have implications for economics stability and growth.

Under Macroeconomics you will study topics such as:

- Opportunity costs
- Economics Systems
- National Debt
- International Financial Institutes
- Consumer Price Index
- Economic Monetary Union

Objectives

In studying Economics you should obtain a general picture and understanding of Economic activities, patterns and principles. You should develop the capacity to apply these principles and transfer your knowledge to new situations. You should develop an interest in everyday economics and will gain a suitable basis for further study of the subject.

The Economics Student

Economics suits the pupil who is good at learning precise definitions and in understanding them is able to apply them to new situations. The Economics student has an analytical mind and does not have to be a Maths genius. They have a good interest in current affairs & the economy, knowing terms such as inflation, recession, employment rates and foreign trade.

The Economist might seek employment in any area of business, journalism or finance.

Third Level Entry Requirements

This subject is not an essential requirement for any courses in the CAO system. However, Economics is part of all Business / Commerce degrees and is also a part of Social Science degrees and would be a good choice for anyone considering these types of courses.

FRENCH

Only students who have been studying French to Junior Certificate may take the subject to Leaving Certificate.

French for the Leaving Certificate covers the four skills of:

- Listening
- Reading
- Speaking
- Writing

An ear for languages is therefore a decided advantage for this subject and as far as possible, class will be conducted through French. The exam demands a sound grasp of French grammar, a broad vocabulary to deal with both literary and journalistic comprehension and an ability to express oneself clearly and accurately in a range of writing exercises - letters, notes, reports, resumes, expressions of views or opinions. There will be a 15 minute oral exam and a 40-minute listening comprehension test.

1. In September 1995 a new syllabus for Senior Cycle French was introduced.

The most dramatic change was in the increased importance, which is given to oral and aural French. The marks at Higher Level are increased to 45%.

2. The syllabus puts an emphasis on French civilisation. Students are expected to have a broad knowledge of French political, social, educational and cultural life.

Students are encouraged to look for pen pals in France and if possible to go on exchange to France. In class, tapes, videos, films, songs, magazines and newspapers are used extensively to expose students to a wide range of authentic material and students have one class per week in the language laboratory.

GERMAN

Four skills are examined

- Listening
- Reading
- Speaking
- Writing

As far as is possible classes are conducted through German. Students are encouraged to spend some time in Germany to enhance their language skills.

There is a wide gap between the Level of writing demanded at Junior Certificate and that required at Leaving Certificate. A thorough knowledge of German grammar is required, as is also a broad vocabulary range. Students must be able to deal with literary and journalistic comprehension.

Any student considering studying German to Leaving Certificate must be prepared to put in a lot of work on her own - learning vocabulary, reading novels etc.

German at Leaving Certificate is marked as follows

- | | |
|--|-----------|
| • Oral (higher and lower) | 100 marks |
| • General questions | 40 marks |
| • Picture sequence | 30 marks |
| • Role play | 30 marks |
| • Listening Comprehension (Higher level) | 80 marks |
| ○ (Ordinary level) | 100 marks |
| • Written paper (higher and lower level) | 220 marks |

At higher level there is a great emphasis on reading comprehension, both literary and journalistic style. Questions are asked in both English and German. There is a question relating to grammar within the comprehension passage. Another question requires the student to write 100 words on an abstract topic related to the comprehension theme. There is also a letter or other written passage.

At ordinary level there are three reading comprehension passages, again of literary and journalistic style, similar to those at higher level. There are fewer marks assigned to written German at this level.

GEOGRAPHY

Why study Geography?

Geography is the study of people, their environment, and the interaction between the two. The course follows from Junior Cert Geography, and covers very similar topics (such as rocks, soils, oceans, population movements, map-reading, and economic activities) in a lot more detail. There are a large number of optional sections on the course, allowing students to focus on the sections of the course which they like.

What kind of student might Geography suit?

- Students considering further study in areas such as geography, economics, environmental science, or politics.
- Students who achieved solid results for Junior Cert Geography can expect much of the same for the Leaving Cert course.

Third Level Entry Requirements:

This subject is not an essential requirement for any courses in the CAO system. However, it is worth noting that TCD accepts geography as a science subject for entry into both science and pharmacy faculty.

What will I study in Geography?

Geography is a study of the forces that create and change our landscape. It also involves study of the location and distribution of the inhabitants of the earth's landscape.

The new syllabus is divided into three new parts.

CORE UNITS

All three core units must be taken by both ordinary and higher level students.

- Core Unit 1 Patterns and Processes in the Physical Environment
- Core Unit 2 Regional Geography
- Core Unit 3 The Geographical and Investigation Unit

Core Unit 1 Physical Geography

This section involves detail study of the process, which shapes the physical landscape and involves topics like, Rivers, Glaciation and the Sea.

Core Unit 2 Regional Geography

A number of Western European countries will be studied in this section. Primary, Secondary and Tertiary activities will be examined in each country.

Core Unit 3 Geographical and Investigation Skills

This section focuses on developing geographical and investigative skills. This involves the study of Ordnance Survey maps and photographs the completion of a fieldwork project. Fieldwork will now be a compulsory part of the core syllabus and must be submitted to the Department of Education and Science before the Leaving Certificate Examinations.

ELECTIVE UNITS

One of following must be taken by both ordinary and higher level students.

- Elective Unit 4 Patterns and Processes in Economic Activities**
Elective Unit 5 Patterns and processes in the Human Environment

One topic must be chosen from either A or B

A Patterns and Processes in Economic Activities

This involves a study of topics like Agriculture, Industry and Service Industries.

B Patterns and processes in the Human Environment

This section deals with how humans interact with their human environment and involves topics like pollution.

**OPTIONAL UNIT
SECTION 3**

One topic must be selected from the following list for higher level students.

OPTIONAL UNITS

Higher Level Only Students Take One of the Following Units

- Optional Unit 6 Global Interdependence
Optional Unit 7 Geoecology
Optional Unit 8 Culture and Identity
Optional Unit 9 the Atmosphere - Ocean Environment

HISTORY

There are TWO parts to the Leaving Certificate History exam:

Part 1 A pre- submitted Research topic.

This must be completed by April of Sixth Year. It accounts for 20 % of the total marks.

- The research topic can be on any topic and may be selected from any period in History, prior to 1992.
- It consists of an extended essay of 1,500 words.
- At least 3 sources must be consulted.
- As well as the extended essay it must have an outline plan, stating what you hope to achieve in your research.
- The three sources used must be evaluated.

Part 2 A written exam of 2hrs 50 mins

The written exam is based on 4 fields of study selected from the syllabus.

One question is document based.

For 2016 and 2017 this topic was based on : **Dictatorship and Democracy**

Here you are required to study the 3 selected case studies in detail. One of these case studies will be on the exam:

1. Stalin's show trials
2. The Jarrow March, October 1936
3. The Nuremberg Rallies

There will be three essay questions based on the following fields of study:

Field of Study 1: The pursuit of sovereignty and the impact of partition 1912-1949

- The Home Rule Bill, 1912-1914.
- The impact of World War I; the 1916 Rising;
- The rise of the second Sinn Féin party; the 1918 election
- The War of Independence; Partition; Treaty and Civil War.
- Northern Ireland - the Unionist Party in power.
- The impact of World War II, North and South.
- Anglo-Irish relations: State and culture, language, religion & education; promotion of cultural identity.

Field of Study 2: Politics and Society in Northern Ireland 1949-1993

- The Civil Rights Movements.
- Outbreak of “The Troubles”
- Hunger Strikes.
- The Coleraine University Question
- The Sunningdale agreement 1973-1974
- The Apprentice Boys of Derry
- Attempts at Peace.

Field of Study 3: The United States and The World 1945-1989

- The US Economy
- Racial Conflict
- The Civil Rights Movement and The Montgomery Bus Boycott
- Berlin Blockade
- The Korean War
- Cuban Missiles Crisis
- LBJ and Vietnam
- The Cold War 1973-1989
- Collapse of Consensus
- Religion in modern US Culture
- Advances in Ballistic Technology and the Moon Landing

HOME ECONOMICS – SOCIAL AND SCIENTIFIC

Core Studies

Food Studies – 45%

- Topics: (i) Nutrients
(ii) Special Diets
(iii) Food Industry and New methods of Food Processing
(iv) Legislation in Relation to Food

Resource Management and Consumers Studies 25%

- Topics: (i) Money Management
(ii) Housing
(iii) Electrical Appliances
(iv) Consumer Studies

Social Studies - 10%

- Topics: (i) The family
(ii) Marriage
(iii) Family Law

Choose one from electives

Home Design and Management - 20%

- Topics:
(i) Housing and provision of House
(ii) Interior Design
(iii) Energy Efficiency in the Home
(iv) Insulation
(v) Ventilation
(vi) Lighting

Textiles Fashion and Design – 20%

- Topics:
(i) Current Fashion Trends
(ii) Textile Science
(iii) Evaluation of Garment Design
(iv) Textile Industry

Social Studies – 20%

- Topics:
(i) The Family and Social Change
(ii) Education
(iii) Work
(iv) Reconciling Work and Family
(v) Leisure

- (vi) Unemployment
- (vii) Poverty
- (Vii) Government response to Social Problems

NOTE

Practical Work

For the New Syllabus, practical work is assessed in the form of a written journal, which will be examined by external examiner

NOTE: The revised syllabus will entail a lot of extra work for students who have not taken Home economics to Junior Certificate level. The entry standard of practical work for senior cycle would be Honours Junior Certificate.

Students who wish to take up Home Economics for the first time in 5th year should discuss this with a teacher before making a decision on the matter.

MUSIC

Music at Leaving Certificate is suitable for students who have sat Junior Certificate Music or who have studied theory and/or plays an instrument or sing.

There are 3 sections on the new Leaving Certificate Course

- Listening 100 marks
- Written 100 marks
- Performing 100 marks

Each student must also take an 'elective' for a further 100 marks. This elective is chosen from one of the above categories. Most students take the performing elective.

Written and aural examinations take place in June.

Performing sections take place in March/April.

PHYSICAL EDUCATION

What is Exam PE?

The course is suitable for students who have a strong interest in sports, physical fitness or physical activities such as dancing. It develops the student's performance levels, as well as introducing the student to insights into physical activity from the social and life sciences. Students choose from a wide variety of physical activities and will work to improve their performance in these activities.

As the written assessment comprises 50% of the marking, ability in the physical activity alone will not be sufficient, students will need to engage with the classroom portion of the course. The course is structured so that knowledge learned in the classroom, such as how to analyse skills and improve nutrition, will directly benefit the student's physical performance goals.

Why Study Physical Education?

- For students with a talent for a physical activity, the course could be a valuable source of leaving cert points. However, students will need good attention to detail to work on the required skills for the physical assessment and a willingness to study the classroom sections of the course.
- For students faced with sacrificing sports or other activities to make time for their leaving cert preparation, the Physical Education course offers a way to balance the two.

What kind of student might Physical Education suit?

- The course should suit physically active students who are engaged in individual or team sports as well as activities such as dance and gymnastics.
- Students who plan to pursue a career in sports and fitness occupations, such as physiotherapy, physical training or sports coaching, will benefit from the course.
- Sports need not be a career goal to justify taking the course, the course content will benefit any student for whom participation in sports or dance makes up a significant part of their day to day lives.

Course Overview:

The physical education course features theoretical and practical sections. The two sections are interlinked, with the knowledge gained in the theoretical section enabling the student to improve his/her performance in the practical assessments.

In the theoretical section students will study the factors that impact on physical performance, the relationship between sport and society and examine the benefits of participation in physical activity. The topics studied are varied, they include learning how to maintain fitness, nutrition, develop skills, the ethics of sport and the promotion of active lifestyles.

In the physical section, students will be assessed on their skill level in three activities. There is a wide range of physical activities that can be selected, such as football, rugby, sailing, swimming, dance, running and weight training. Students will then work on improving their preparation, participation and performance in their chosen activity.

Course Content:

The theoretical section is separated into two strands, students will study 4 topics in each strand for a total of 8 topics studied.

Strand 1 Towards optimum performance

In this set of topics students study the factors that influence physical performance, including how they can be applied to their own performance.

1. Learning and improving skill and technique
2. Physical and psychological demands of performance
3. Structures, strategies, roles and conventions
4. Planning for optimum performance

Strand 2 Contemporary issues in physical activity

Students learn about the culture of sports, it's role in society and how people experience physical activity and sport. There are six possible topics, but only four are set for each Leaving Cert cycle.

These topics are run every year

5. Promoting physical activity
6. Ethics and fair play

These topics rotate, with two of the following four appearing in each Leaving Cert cycle

7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Business and enterprise in physical activity and sport

For the physical section students will select three activities. There are 6 categories of physical activity and students must select one from three different categories.

The six categories of physical activity are:

- Adventure activities - Orienteering, Kayaking, Rock-climbing, Sailing, Rowing/Sculling
- Artistic and aesthetic activities - Artistic gymnastics, Rhythmic gymnastics, Dance
- Athletics - Running, Throwing, Jumping
- Aquatics - Lifesaving, Survival swimming, Two swimming strokes, Water-polo, Synchronised swimming
- Games - Gaelic football, Hurling/Camogie, Rugby Union, Soccer, Basketball, Hockey, Netball, Olympic handball, Badminton, Tennis, Volleyball, Table tennis, Handball, Squash, Cricket, Softball, Rounders
- Personal exercise and fitness - training, aerobics, spinning, indoor rowing, weight training, core stability, circuit training

Students will focus on three goals in the three selected physical activities.

1. Develop the standard of their performance
2. Be creative in their personal performance as an individual performer and/or as a member of a team/group.
3. Be consistent in the quality of their performance.

Learning Outcomes

At the conclusion of the Leaving Certificate Physical Education Students will have developed their:

- level of performance in physical activity
- ability to reflect on performance in physical activity
- knowledge and understanding of the factors which influence performance and participation in physical activity
- appreciation of the benefits of physical activity for lifelong health and wellbeing
- capacity to undertake different roles in physical activities
- understanding of the principles underlying ethical participation in physical activity
- understanding of the role of physical activity and sport in the social and cultural life of Ireland.

Exam Structure:

As the course is still being formulated, it is not possible to say with certainty the content of the assessments, however the general structure is available to us.

Students will be assessed in three ways,

- Written examination, worth 50% and which will have higher and ordinary level versions
- Physical activity project, worth 20% and which will have higher and ordinary level versions
- Performance assessment, worth 30% with common format for both higher and ordinary level.

Written examination

Half of the marks available for the course will be determined by a written examination, areas it will cover include the following

- Understanding of the factors which affect participation and performance in physical activity and the relationships between them
- A case study requiring students to apply their learning to a physical activity.

Physical Activity Project

Students will choose an activity from one of the six activity categories and select one of the following two roles

- performer
- coach/choreographer.

They will then develop their personal performance in their chosen role and activity by applying the knowledge and skills developed during the course.

The physical activity project should cover eight to ten weeks and will involve a project report completed in a digital format. This report will describe the students progress in the project under four headings.

1. Performance analysis
2. Identification of four performance goals
3. Evidence of ongoing training/practice and reflection
4. Concluding analysis.

Performance Assessment

Students will select a physical activity and demonstrate their ability in a range of skills, techniques and/or compositional elements. In addition, they will be required to demonstrate understanding of the rules, conventions and safety practices of the chosen activity.

Assessment will be via recorded footage of the student performing the chosen activity, the footage should demonstrate the student's ability in the activity. Schools will supply recording devices to students suitable for capturing the required footage, paid for by a government grant. The footage will then be sent to the State Examinations Commission.

PHYSICS

The Leaving Certificate course covers the following core topics:

Mechanics:

Study of forces, energy and motion (7 mandatory experiments)

- Temperature & Heat:

Study of heat, heat quantities, heat transfer, temperature and thermometers (4 mandatory experiments)

- Waves:

Study of waves and wave phenomena

- Vibrations & Sound:

Study of wave nature of sound, vibrations in strings and pipes, characteristics of notes (3 mandatory experiments)

- Light:

Study of mirrors, lenses, reflection, refraction and the wave nature of light (5 mandatory experiments)

- Electricity:

Study of static electricity, electric fields, capacitance, electric current and electromagnetism (5 mandatory experiments)

- Modern Physics:

Study of electrons and their properties: the nucleus, radioactivity and nuclear energy.

In addition to the core material there are two options offered.

Option 1: Particle Physics

Option 2: Applied Electricity

Leaving Certificate Physics is a very interesting and challenging subject. The Physics syllabus does not require higher level mathematics. However formulae and mathematical problems occur in most topics. Students studying Physics should enjoy mathematical calculations, and memorisation of key formulae and equations is essential.

Practical work is an integral part of the Physics course; students must carry out the mandatory experiments and keep detailed accounts of procedures, calculations and analysis of results. This practical work will be assessed in the written exam paper.

This revised syllabus places particular emphasis on Science, Technology and Society so that students may relate the various laws and principles to everyday life.

Religious Education

Religious education in the Leaving Certificate programme calls for the exploration of issues such as meaning and value, the nature of morality, the development of diversity and belief, the principles of a just society, and the implications of scientific progress. It has a particular role to play in the curriculum in the promotion of tolerance and mutual understanding.

The RE syllabus supports the development of the inquiry, thinking, and problem solving skills central to the Leaving Cert

What kind of student would Religious Education suit?

Religious Education would suit a student with an enquiring mind. A student who is interested in history, current affairs, travel and culture and debating the meaning of life should enjoy this subject.

The course aims to explore issues such as meaning and value, the nature of morality, the development and diversity of belief, the principles of a just society, and the implications of scientific progress.

Students' personal faith commitment and/or affiliation to a particular religious grouping will not be subject to assessment.

Content:

The subject consists of one core obligatory section, The Search for Meaning and Values and a choice of two other core sections from a list of three, Christianity: origins and contemporary expressions, World Religions, and Moral Decision Making.

There is one optional section also from a list of six which gives the students the opportunity to explore a topic of their own liking.

An exciting feature of this subject is the coursework element, which is like an extended essay on a topic supplied by the DES **which accounts for 20% of the marks in the final exam.**

This means in effect that students will have one fifth of the examination covered before they begin the Leaving Cert itself.

Exam Structure:

The course consists of three units:

Unit One

The Search for Meaning and Values

Unit Two - Any two of:

Christianity: Origins and Contemporary Expressions World Religions Moral Decision Making

Unit Three - Any one of: (not part of prescribed coursework)

Religion and Gender Issues of Justice and Peace Worship, Prayer and Ritual The Bible:
Literature and Sacred Text Religion: The Irish Experience Religion and Science

Assessment consists of two components

- 1. Coursework
- 2. Terminal written paper

Spanish

Why study Spanish?

- Anyone with an interest in Spanish culture, history, and language.
- Students interested in travelling the world.
- Students who are considering working in Spain (or other Hispanic countries) or international relations in the future.

As students have the option to choose whether or not to take a language, they should consider it seriously as it may determine the choices available to them when it comes to applying for college.

For example, a third language is a requirement of a number of departments in the NUI colleges -- University College Cork (UCC), University College Dublin (UCD), NUI Galway and NUI Maynooth. The phrase, third language, refers to a language other than English and Irish, which, it is presumed, most students already study.

Departments in NUI colleges that require students to have a language include or Arts, Human Sciences, Law, Social Science, Commerce, Medicine and Health Sciences and some other degrees. A third language is not required for engineering or agriculture in these colleges. Trinity College Dublin (TCD) and the University of Limerick require students to have one language -- either Irish or a modern language, while Dublin City University (DCU) and the Institutes of Technology require students to pass Maths and English or Irish.

Course Content

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

- (a) a communicative competence in the target language
- (b) awareness about language and communication
- (c) an understanding of how to go about learning a foreign language
- (d) a level of cultural awareness

1. To foster in learners such communicative skills in the target language as will enable them to:

- take a full part in classroom activities conducted in the target language;
- participate in normal, everyday transactions and interactions, both spoken and written, both at home and abroad;
- extract information and derive enjoyment from the mass media and the more accessible literature of the target language community;
- consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.

2. To give students 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.

3. To help learners develop strategies for effective language learning.
4. To equip learners with a broad acquaintance with the cultural, social and political complexion of contexts 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.

Exam structure

(1) **Oral Examination (25%)** the Spanish oral exam consists of two parts, personal questions and role-plays and typically last between 12 and 15 minutes depending on the student.

Part 1: The examiner will use personal questions to assess knowledge of tenses in the following order; present, past and future and/or conditional tenses. Make sure you respond in the correct tense. If you make a grammatical mistake or mispronounce something don't just keep talking. If you realise your mistake say sorry (Lo siento) and then what you meant to say. You will less likely be penalised for mistakes.

Part 2: this comes after the personal questions when the examiner asks a student one role-play from five prepared. Have fun with this and try avoid monotony, let the examiner know that you are feeling what you are saying by using intonation in your speech and eye contact. Don't spend the whole time looking at the sheet, rather try to enjoy it and leave a positive impression.

(2) **Listening Examination (20%)** to do well in this the most important thing is to be prepared. A segment on the weather forecast always appears. Make this an area you know inside out. If you know the vocabulary it's easy marks. Do the listening comprehensions of previous years, this will help you get used to the process. Learning as much vocabulary is always useful to all parts of the Spanish exam.

(3) **Written exam (55%)** you will need a lot of vocabulary for the written exam. Make a note of the words that come up frequently and learn them off. Also, learn all the tenses and become familiar with the endings of different verbs, especially the irregular ones.

In this exam you will be asked to look within a comprehension piece for a Spanish sentence/phrase/word that is similar to a phrase they have given you. Have a look at the phrase and the tense it is written in - the phrase you are looking for in the text will normally be in the same tense so this will narrow down your search.

L.C.V.P. Leaving Certificate Vocational Programme

The goal of the LCVP (Leaving Certificate Vocational Programme) is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Adapt to changing circumstances
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

Students who decide to take LCVP will have classes throughout 5th and 6th year where they will complete two link modules:

Link Module I - Preparation for the World of Work

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them

Link Module II - Enterprise Education

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on site and in the classroom; plan and undertake interesting activities that will build self-confidence, creativity, initiative and develop teamwork, communication and computer skills.

Throughout the two years, students complete work that is kept in a portfolio and is submitted for assessment in May of sixth year. Students also do a written exam in May and receive their results along with the other Leaving Cert subjects in August.

- See LCVF website for more details about the programme.
<http://www.curriculumonline.ie/Senior-cycle/LCVF>
- Must meet subject requirements: need to already be taking one of the options below.

1 Agricultural Science **and** Chemistry **or** Physics
2 Home Economics; Agricultural Science; Biology - **Any Two**
3 Home Economics **and** Art
4 Accounting; Business; Economics - **Any two**
5 Physics **and** Chemistry
6 Biology **and** Chemistry **or** Physics
7 Biology **and** Agricultural Science

8 Home Economics **and** Accounting **or** Business **or** Economics
9 Agricultural Science **and** Accounting **or** Business **or** Economics
10 Art **and** Accounting **or** Business **or** Economics
11 Music **and** Accounting **or** Business **or** Economics

A more comprehensive list of VSG subjects as outlined by the PDST can be found below.

Vocational Subject Groupings (VSGs)

Specialist Groupings

1 Construction Studies; Engineering; Design and Communication Graphics; Technology - **Any Two**
2 Physics **and** Construction Studies **or** Engineering **or** Technology **or** Design & Communication Graphics
3 Agricultural Science **and** Construction Studies **or** Engineering **or** Technology **or** Design & Communication Graphics
4 Agricultural Science **and** Chemistry **or** Physics **or** Physics/Chemistry
5 Home Economics; Agricultural Science; Biology - **Any Two**
6 Home Economics **and** Art - Design Option **or** Craft Option
7 Accounting; Business; Economics - **Any two**
8 Physics **and** Chemistry
9 Biology **and** Chemistry **or** Physics **or** Physics/Chemistry
10 Biology **and** Agricultural Science
11 Art - Design Option or Craft Option **and** Design & Communication Graphics

Services Groupings

12 Engineering **or** Technology **or** Construction Studies **or** Design & Communication Graphics
and Accounting **or** Business **or** Economics

13 Home Economics **and** Accounting **or** Business **or** Economics

14 Agricultural Science **and** Accounting **or** Business **or** Economics

15 Art Design or Craftwork Option **and** Accounting **or** Business **or** Economics

16 Music **and** Accounting **or** Business **or** Economics

- Must also be doing a modern language - if you are exempt please let us know.
- If you already have a reduced timetable, be very wary of taking on the extra workload!
- Good programme for students who feel like they can benefit from continuous assessment rather than exams

Non-Exam Subjects

The Role of Physical Education on the Curriculum

Physical Education in Loreto College, Mullingar is recognised as playing a vital role in the overall development of each and every student. The health and physical benefits are enormous and more so in a society that tends to be less active in its normal daily routine than in the past. Busy and dangerous roads for example discourage parents from allowing children to cycle to school, and the bicycle sheds of yesteryear are long gone. The variety of entertainment packages in the form of television, cinema, and computer games etc. offer very tempting alternatives to perhaps the other more demanding activities. It is difficult to compete, but the benefits of Physical Education should not be ignored.

At present we are drawn by a points system which can determine one's choice in a future career. However, more and more prospective employers are looking beyond the points and seeking a broader picture of the individual. Companies are organising bonding weekends which foster teamwork and leadership qualities in an attempt to ensure better co-operation and performance in the workplace. The candidate, who shows through his/her C.V., involvement in sport and team games can show an ability to work together.

Not everybody can make the Senior A Hockey Team or the First division Badminton Team. However, a student who has been exposed to a wide variety of activities, is better educated and in a better position to choose an activity suitable to her own needs/interests and capabilities. With this in mind, an attempt is made to have a wide and varied programme in the Junior Cycle providing a balance between team games and individual activities.

A variety of activities are offered to students in one double period class each week. These activities are dictated by the available facilities at the time.

More information is available from PE teachers.

Religion - Senior Cycle

Senior cycle religious education seeks to encourage the students as they search for meaning in the experience of their everyday lives. That search for meaning is fostered by providing students with the opportunity to reflect and evaluate their own values and beliefs.

The course seeks to promote an understanding and appreciation of the variety of religious traditions in Ireland. Students are encouraged to reflect and examine new religious movements and cults from a critical perspective. The patterns of religious belief and practice in Ireland are explored through active learning strategies including group work, discussion and visiting speakers. Moral issues both social and personal are examined in order to encourage the development of moral maturity.

Prayer and Liturgy form an integral part of the program and students are encouraged to be creative in their approach to worship.

Topics covered in Senior Cycle include: -

- Religion and Science
- Religion and Gender
- Religion and Culture
- Religion and Society
- Search for Meaning and Values

Development Education

Chinese

Choir

For Further Information

www.qualifax.ie This website has a very comprehensive section on subject choice and the implications for course selection at third level.

www.careersportal.ie An excellent website for colleges and career information.

POINTS SYSTEM FROM 2017 ONWARDS

As you may be aware, from 2017 there will be a new scale for the calculation of Leaving Certificate grades and points. All subjects will be graded on a scale that runs from H1 - H8 for Honours Level subjects and O1 - O8 for Ordinary Level subjects.

The table below shows the new grading system and the points that will be awarded by the CAO for entrance into college. Please note: points are awarded based on the best 6 subjects achieved in one sitting of the Leaving Certificate.

New Leaving Certificate Grades	New CAO Points (Higher / Ordinary level)
H1 / O1 (90% - 100%)	100 / 56
H2 / O2 (80% - 89.9%)	88 / 46
H3 / O3 (70% - 79.9%)	77 / 37
H4 / O4 (60% - 69.9%)	66 / 28
H5 / O5 (50% - 59.9%)	56 / 20
H6 / O6 (40% - 49.9%)	46 / 12
H7 / O7 (30% - 39.9%)	33 / 0
H8 / O8 (0% - 29.9%)	0

The points that will be awarded for LCVP are:

Distinction: 66

Merit: 46

Pass: 28

Suggested Subject Combinations for Popular College Courses

The chart on the following page shows suggested subject combinations for many popular third level courses.

We would also recommend Home Economics for courses in Social Science, Primary School Teaching, and Psychology.