

Leaving



Certificate

Castletroy College

Examination Subjects

Information Booklet 2026

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Subject Option Information Booklet

Introduction

In this booklet the subject coordinators of all subjects have outlined the basic information relating to every subject offered in Castletroy College to Leaving Certificate Examination Level. This is not intended to be an exhaustive set of information; students still need to conduct their own research on all subjects particularly the Option subjects.

All students must do English, Gaeilge, Maths and a Continental Language then pick Three Option Subjects that best match their ability and career aspirations. While we do our best to facilitate all students options, please remember when completing the option form that;

Students must select five subjects from the range of nineteen currently offered, **in order of preference**,

There is **no guarantee** that all students will get their first three preferences

Please note that subjects offered, *are contingent on numbers opting for that subject*, as well as staffing and other resources

Remember students should make their choices based on research they conduct themselves www.qualifax.ie and www.careersportal.ie contains very helpful information in this regard. They should also speak to their teachers, Guidance Counsellor, parents and older siblings.

Remember to pick a subject that

- You like
- You are good at
- Doesn't restrict your Third Level options
- While there may be some facilitation of people who change their minds in the month of September, this will depend on space available. Also please note **students may NOT change their option subjects after 30th September.**

Leaving Certificate Mathematics

Leaving Cert Mathematics aims to develop students' mathematical knowledge and skills which will benefit them in their continuing education, life and work. All learners will be provided with opportunities to enhance their mathematical proficiency through tasks designed to promote conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition.

The following 5 Strands will be taught for Leaving Cert Mathematics:

- Strand 1: Statistics and Probability
- Strand 2: Geometry and Trigonometry
- Strand 3: Number
- Strand 4: Algebra
- Strand 5: Functions

Connections are made across these strands, where appropriate.

Exam Structure

The following applies to the examinations:

Paper 1: 2.5 hr exam

Paper 2: 2.5 hr exam

Both papers are structured as follows:

Section A Concepts and Skills is worth 150 marks (6 questions)

Section B Contexts and Applications 150 marks (4 questions)

Allowances made due to COVID are still in place, giving students some choice in the exam. They must choose 5 of 6 questions from Section A and 3 of 4 questions from Section B for both papers in Leaving Certificate 2026

Foundation/ Ordinary / Higher Level Mathematics:

To study a certain level in Leaving Certificate Mathematics students must have at least passed the corresponding level at Junior Certificate.

Note on Syllabus:

Foundation level is a subset of Ordinary level and Ordinary level is a subset of Higher level. While the structure of the Higher and Ordinary papers is the same, the Foundation level exam is one two hour paper.

Leaving Certificate English

The English Syllabus invites students and teachers to embrace language and literature in an open, questioning and appreciative manner. The broad scope and wide variety of novels, plays, films and poems invites students and teachers to think, to analyse, to ponder, to question and to enjoy the freshness and diversity of the syllabus. It emphasises the development of critical thinking skills, language skills and writing skills. Students will develop their personal responses to texts.

The English Subject Plan outlines a common curriculum or schedule of work which each teacher follows each term.

However, the **texts and poets chosen for study varies from class to class, teachers use different combinations of texts from the list prescribed for study.** This adheres with the aims of the syllabus and reflects the variety and diversity of choice available.

Fifth and Sixth Year Leaving Cert- Higher and Ordinary Level

Paper One – The Language Paper

This comprises Reading Comprehension and Composition (essay writing). Students are encouraged to read newspapers, fiction, non-fiction etc. In order to broaden their vocabulary and to familiarise themselves with the five types of language prescribed on the syllabus. Please note there are three Texts - three reading comprehension questions and three part B questions. Students only have to answer one of each and **MAY NOT** answer A and B from the same Text.

Section 1:

Question A : Reading Comprehension 50 marks

Question B : Part B (functional writing piece) 50 marks

Section 2:

Composing 100 marks

Paper Two – The Literature Paper

Both Higher and Ordinary Level students study a combination of novels/plays/films and also a range of poetry. However, the study of **a Shakespearean text is compulsory for Higher Level** and this text may be chosen by the teacher, from *either* the *Single Text* list *or* from the *Comparative* list.

The Single Text 60 marks

The Comparative Study 70 marks

Poetry Unseen 20 marks

Poetry Prescribed 50 marks

Textbooks

- *Fifth Year- Books cannot be purchased until September of Fifth Year because teachers choose different texts for study and students will not know who their teacher is until September.* Teachers inform their class groups in September of the texts required. Students usually need two - three literary texts (a combination of fiction and drama), a language book and a poetry book.
- *Sixth Year* - Exam Papers are required in Sixth Year.

Further information is available from;

www.ncca.ie

Gaeilge don Ardteist

Tá trí leibhéal ar fáil san Ardteist – Ardleibhéal, Gnáthleibhéal agus bonnleibhéal.

ARDLEIBHÉAL (600 marc)

Béaltriail: - 240 marc (40 %)- scrúdú béil a mhaireann tuairim is cuig noiméad déag. Comhrá den chuid is mó atá i gceist anseo agus bíonn ar dhaltaí piosa filíochta a léamh agus cur sios a dhéanamh ar shraith pictiúr.

Paipéar 1: Ceist 1= Triail Chluaistuisceana - 60 marc (10%). Maireann an scrúdú seo fiche noiméad.
Ceist 2 = Ceapadóireacht – 100 marc (16.66%). Bíonn ar dhaltaí ceist amháin a fhreagairt. Caithfidh daltaí aiste nó scéal nó alt nó diospóireacht a scríobh.

Paipéar 2: 200 marc (33.33%). Maireann an paipéar seo trí huaire agus cúig noiméad. Tá ceithre cheist le fhreagairt: Ceist 1 = Dhá Léamhthuiscint, Ceist 2 = Prós Ainmnithe, Ceist 3 = Filíocht Ainmnithe agus Ceist 4 = Litríocht Bhreise

GNÁTHLEIBHÉAL (600 marc)

Béaltriail: - 240 marc (40 %)- scrúdú béil a mhaireann tuairim is cuig noiméad déag. Comhrá den chuid is mó atá i gceist anseo agus bíonn ar dhaltaí piosa filíochta a léamh agus cur sios a dhéanamh ar shraith pictiúr.

Paipéar 1: Ceist 1= Triail Chluaistuisceana - 60 marc (10%). Maireann an scrúdú seo fiche noiméad.
Ceist 2 = Ceapadóireacht – 100 marc (16.66%). Bíonn aiste, scéal, litir agus comhrá ar an bpaipéar agus bíonn ar dhaltaí dhá cheist a fhreagairt.

Paipéar 2: 200 marc (33.33%). Maireann an paipéar dhá uair agus fiche noiméad. Tá dhá léamhthuiscint le fhreagairt chomh maith le ceisteanna ar an bprós agus ar an bhfilíocht.

An Cúrsa – do pháipéar 2

Gnáthleibhéal
5 filíocht ainmnithe
6 prós ainmnithe

Ardleibhéal
5 filíocht ainmnithe
6 prós ainmnithe
Próstéacs breise

Chun ardleibhéal a dhéanamh san Ardteist tá sé riachtanach Fiúntás san ardléibhéal sa Teastas Sóisearach a bheith agat.

Senior Cycle French

Higher Level
Aural – 20%
Oral – 25%
Written – 55%

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

Aural – Listening Test

The same CD is used at Higher and Ordinary Levels. However, the questions at Higher Level are much more specific and require very detailed answers.

Oral

This takes place within the school when the student is in 6th Year. This consists of a 12 minute conversation with an external examiner and takes place during the Easter holidays. Topics for the oral will be covered during 5th and 6th Year and include for example – myself, neighbourhood, hobbies, how I spend the summer holidays, future plans. These topics must be prepared in advance by the student. There is an option for the student to prepare a document/project/photo in advance and incorporate a discussion about this into the 12 minute oral.

Written

Higher Level

The written section consists of 2 Reading Comprehensions, i.e. one journalistic and one literary.

Students must also answer 3 forms of written expression questions which could include a formal letter, informal letter, fax, e-mail, message diary entry and essays on a specific topic such as terrorism, the environment, obesity, religion, Europe.

Ordinary Level

Students must complete 4 Reading Comprehensions and 2 forms of written expression which could include a cloze test, filling out a form, formal letter, informal letter, fax, e-mail, message, diary entry and postcard.

At Higher Level there is much more emphasis on written expression (manipulation of tenses and other grammatical structures, a large varied vocabulary on a wide range of topics.) At Ordinary Level the emphasis is placed on comprehension.

It should be noted that the level of French at higher level senior cycle is appreciably higher than at Junior Cycle. In order to perform well at higher level senior cycle French, students should have attained a Merit at Junior Cert higher level.

Senior Cycle Spanish

Higher Level

Aural – 20%

Oral – 25%

Written – 55%

Ordinary Level

Aural – 25%

Oral – 20%

Written – 55%

Aural – Listening Test

The same CD is used at Higher and Ordinary Levels. However, the questions at Higher Level are much more specific and require very detailed answers.

Oral (100 marks)

70 for general conversation and 30 for a role play

This takes place within the school when the student is in 6th Year. This consists of a 10 minute conversation with an external examiner, this takes place during the Easter holidays. Topics for the oral will be covered during 5th and 6th Year and include, for example, – myself, family and friends, neighbourhood, hobbies, school, how I spend/spent/will spend the summer holidays, future plans. It takes the form of a conversation and students must be able to speak about themselves and about topics that interest them. These topics must be prepared in advance by the student. Students prepare 3 role plays, one of which will be examined in the oral exam. An additional question pertinent to the role plays is also assessed.

Written

Higher Level

The written section consists of 4 Reading Comprehensions, based on current affairs and issues relating to young people.

Students must also answer 3 forms of written expression questions which include a formal letter/email or dialogue, a message or diary entry and an essay on a specific topic relating to one of the longer comprehensions.

Ordinary Level

Students must complete 5 Reading Comprehensions and 2 forms of written expression, an informal letter or e-mail and message or diary entry.

At Higher Level there is much more emphasis on written expression (manipulation of tenses and other grammatical structures, a large varied vocabulary on a wide range of topics.) At Ordinary Level the emphasis is placed on comprehension.

It should be noted that the level of Spanish at Higher Level Senior Cycle is substantially higher than at Junior Cycle. In order to perform well at higher level senior cycle Spanish, students should have attained a higher merit or distinction at Junior Cycle higher level. Students are expected to keep abreast of Spanish current affairs through new media. The department encourages Spanish summer courses.

Senior Cycle German

Higher Level	Ordinary Level
Breakdown of Marks	Breakdown of Marks
Aural- 20%	Aural- 25%
Oral- 25%	Oral- 20%
Written- 55%	Written- 55%

AURAL

The same listening comprehension pieces are played for both higher and ordinary level exams. However the higher level questions require a greater amount of vocabulary and more detailed answers. Higher level requires a message to be taken down **in German**. Ordinary level questions require more recognition of individual words than sentence structures.

ORAL

The Oral examination consists of a 15 minute conversation with an examiner. The conversation has three sections:

1. A general conversation (40 marks) based on core topics such as myself, family, school, hobbies, future plans, knowledge of Germany and comparisons/contrasts with Ireland.
2. A picture sequence or a project (30 marks). The student tells the story contained in prepared cartoon sequences and is then questioned on issues arising from the story. Students have the choice of preparing a project based on any German theme.
3. Roleplays. The pupil and the examiner role play a prepared scenario.

Both honours and ordinary level students have the same oral examination. Students must be able to maintain a fluent “natural” conversation, display a competence in the present, past and future tenses and keep reasonable control of the word order.

WRITTEN

Higher Level

The written section consists of 2 reading comprehensions (60 marks each) of different styles, an applied grammar section (25 marks), a written option (25 marks) on an issue

and a letter/ essay (50 marks). Marks are awarded for a wide ranging, detailed understanding of the texts including mood and style. The written responses are written **in German**. Students must display a range of tenses and grammatical functions and complex structures.

Ordinary Level.

The written section consists of 3 reading comprehensions of different styles. (60 marks, 60 marks and 40 marks). The questions are answered **in English**. Marks are awarded for recognition of individual words and details. There are 2 written expressions, where the students are guided with half sentences and English instructions (15 marks and 30 marks). Tenses are limited and simple structures are used.

It should be noted that there is a significant increase in the linguistic demands placed on students by the Leaving Certificate Higher Level course compared to the Junior Cycle course. Students wishing to study at Higher Level should have attained at least a Merit at Junior Cycle.

Applied Maths

Aim:

Leaving Certificate Applied Mathematics aims to develop the learner's capacity to use mathematics to model real-world problems. By focusing on all aspects of the problem-solving cycle it is envisaged that learners will move beyond calculating procedures and gain experience in asking appropriate questions, formulating mathematical representations of problems, and interpreting and verifying results. Through Applied Mathematics, students should learn to appreciate the extent to which mathematics is relevant in everyday life, generating engagement and interest in the process. It is anticipated that digital technology will be used as a learning tool in some aspects of this course.

Objectives:

The objectives of Leaving Certificate Applied Mathematics are to develop applied mathematical problem-solving skills so that students will be able to:

- Formulate a problem: Consider the scope and detail of a real-world problem, and to define manageable questions to address
- Translate the problem into mathematics: Create or choose a suitable mathematical model, and then formulate the question as a mathematical problem within the model
- Compute a solution: Use mathematical techniques to solve the mathematical problem
- Evaluate the solution: Interpret the mathematical solution in the original context.

Content:

Strand 1:	Mathematical modelling
Strand 2:	Mathematical modelling with networks and graphs
Strand 3:	Mathematically modelling the physical world; kinematics and dynamics
Strand 4:	Mathematically modelling a changing world

Note: Strand 1 is a unifying strand. Therefore really 3 strands with the principle of modelling underpinning them all.

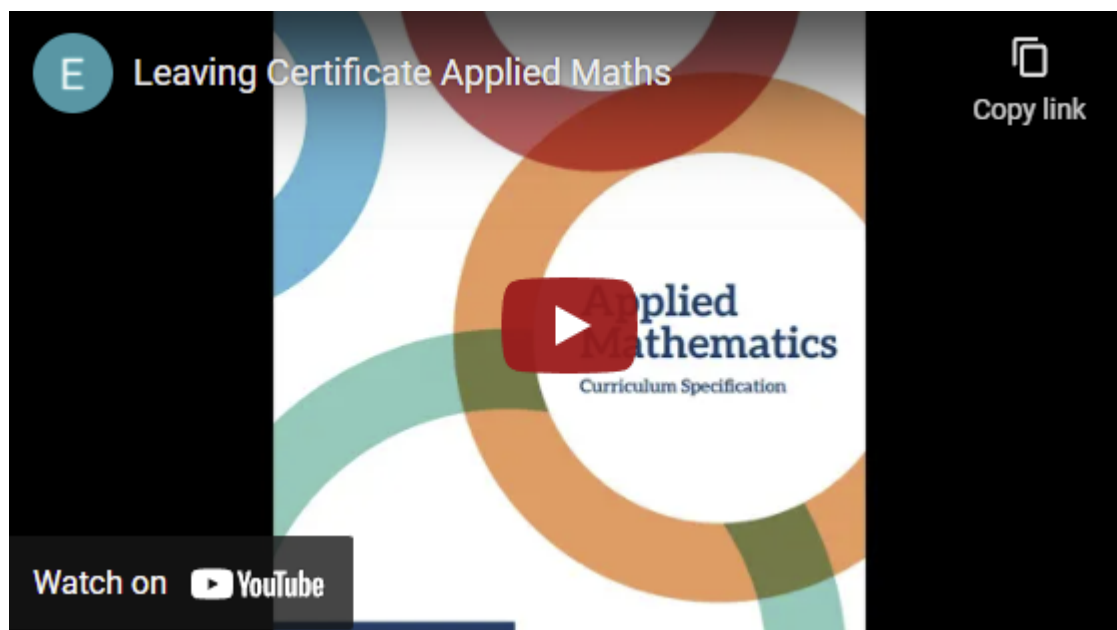
Assessment:

Assessment Component	Weighting	Level
Modelling Project	20%	Higher and Ordinary
Written examination	80%	Higher and Ordinary

For more information contact Ms Carroll: acarroll@castletroycollege.ie.

Also click the link below for a video with more information.

<https://youtu.be/qL4q9fAtCrw>



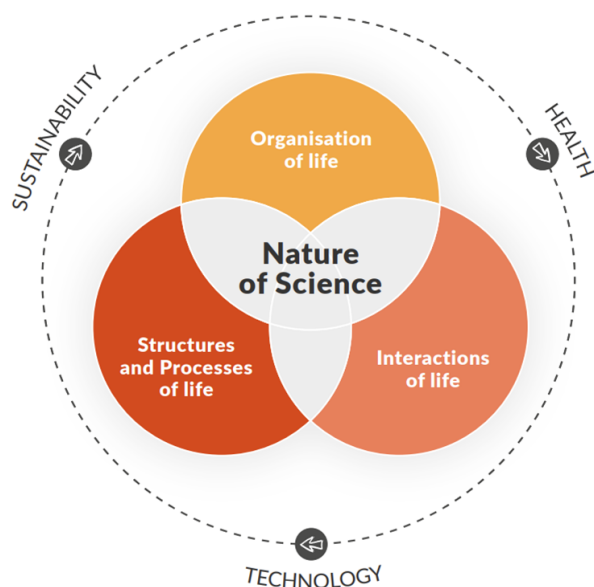
Leaving Certificate Biology New Specification for examination in 2027

What is Biology?

Biology is the study of living things such as plants, animals, micro-organisms. Biologists also study Genetics, Ecology and Physiology.

This new Leaving Certificate Biology specification is designed for a minimum of 180 hours of class contact time. It sets out the learning in strands and through the identification of cross-cutting themes.

There are four strands: One unifying strand; Nature of Science, and three contextual strands; Organisation of Life, Structures and Processes of Life and Interactions of Life.



Assessment for Certification:

There are 2 assessment components both of which are assessed by the SEC.

A written exam: This takes the form of 2 levels, Higher and Ordinary and will represent 60% of your grade.

And

A Biology in Practice Investigation (20 hours to complete). This investigative work is an experimental project done by the student. It accounts for 40% of your grade..

Students are expected to have good scientific literacy and use biological terminology fluently. Answers are expected to be clear, detailed, logical and concise.

Requirements to study Biology at Leaving Certificate:

Students should have a genuine interest in Science. Biology is not an 'easy' science subject in Leaving Cert. Careful research into the specification must be done by any student considering taking this subject.

Students should have an aptitude for science (Minimum of a Higher Merit at Junior Cycle Science).

Students must have an inquisitive mind and a desire to know why things work as they do.

Careers in Biology:

Include medicine, physiotherapy, nursing, dentistry, zoology, horticulture, botany, dietician, occupational therapy, genetic engineering, health and fitness, agriculture, food science, biotechnology and many more.

Further information about the specification can be found at the following link
<https://www.curriculumonline.ie/getmedia/04e86311-7225-4cf3-a723-675e33154daf/SC-BIOLOGY-Spec-ENG.pdf>

Please speak to any of the following for more information: your Junior Cycle Science teacher, a Biology teacher (Mr. Gilbourne, Ms. Buckley, Mr. McGowan, Ms. Behan, Ms McMahon) or a 5th year biology student before you put this subject on your option form.

Leaving Certificate Chemistry New Specification for examination in 2027

What is Chemistry?

Chemistry is the Study of Change. It involves a problem solving approach to the world of chemicals, how and why different chemical reactions occur, the rates at which reactions occur and the history of chemicals and the periodic table. Chemistry also involves practical work where students carry out a number of mandatory experiments and record and analyse the data collected, drawing conclusions around what has been observed in the process.

Is Chemistry for you?

- Chemistry will appeal to those who have good analytical and practical skills.
- Chemistry offers opportunities for those who would like to carry out investigative laboratory work such as forensics or in a Medical or Pharmaceutical Laboratory.
- Chemistry is a gateway to a wide variety of careers such as Medicine, Pharmacy, Physiotherapy, Dentistry, Biomedical Engineering, Genetics and many more exciting careers.
- If you are interested in using laboratory tests to identify unknown compounds, creating chemical reactions, learning how everyday chemicals are made and used, then chemistry could be for you.

Third Level Courses for which Chemistry is a Requirement.

Chemistry is a compulsory requirement for- Medicine, Pharmacy, Veterinary, Dietetics and Dentistry. Chemistry is also strongly recommended for all Science and Engineering courses

Leaving Certificate Chemistry

- ☐ The new Chemistry Syllabus which started in September '25 comprises **five strands**.
- ☐ In the **Nature of Matter** students will learn about the Theory of the Atom and use of Models to illustrate the particulate Nature of Matter. The role of the Periodic Table is examined.
- ☐ **Behaviour of Matter** covers Chemical Bonding and Forces between Molecules and Introduces Organic Chemistry.

- **Interactions of Matter** looks at Rates of Reactions, Acids & Bases, Chemical Equilibrium and Energy Changes while expanding the role of Models in predicting the Behaviour of Matter.
- **Matter in Our World** focuses on how developing students' analytical skills and laboratory techniques deepens their core understanding of Chemical principles.
- The Unifying Strand serving as backbone to these four strands is the **Nature of Science**. Building on the unifying strand from Junior Cycle Science, the Nature of Science allows students to develop an appreciation of science as a process and a way of knowing, thinking and doing. They will also discover that the application of scientific and chemical knowledge to real world issues can be influenced by considerations such as economic, social, sustainability and ethical factors.

Leaving Certificate Chemistry is offered at two levels, Higher and Ordinary. For the first time in 2027 Chemistry will include the **Additional Assessment Component** - commonly known as the Project. **40% of the Final Grade** will be allocated to the **Project**. The remaining 60% will be awarded for the performance in the final exam.

Requirements to Study Chemistry

Students should have an aptitude for science (Minimum of a Higher Merit at Junior Cycle Science). Being competent and comfortable with Mathematics is preferable.

Careers in Chemistry

Pharmaceuticals (offers wide employment in Ireland), Forensics, Environmental Control, Materials Scientist, Chemical and Biochemical Engineering, Cosmetics Industry, Oil Refining, Plastics, Water Monitoring, Medicine, Pharmacy, Veterinary, Physiotherapy, Dentistry, Occupational Health, Geology, Research and Development, Education, Genetic Engineering, Micro-Biology among others.

If you have any further questions feel free to talk to Ms. Hannon or Ms. Cosgrave.

Leaving Certificate Physics New Specification for examination in 2027

What is physics?

Physics is **the basic physical science**. ... Physics can, at base, be defined as the science of matter, motion, and energy. Physics is both theoretical and practical. Practical physics **enables learners to understand the connection between what can be seen and handled** and scientific ideas that inform their observations. Over 30 mandatory practical investigations are central to the LC Physics syllabus.

Mechanics – force, energy, power, motion, gravity, density, pressure.

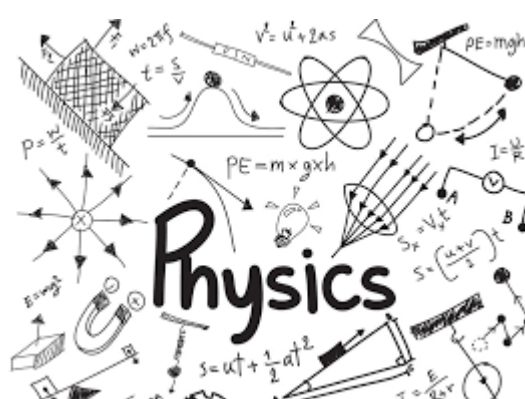
Sound – waves, Doppler effect, notes resonance, sound intensity, vibrations.

Heat and temperature – conduction, convection, radiation, heat, thermometric properties, thermometers, heat capacity.

Light – reflection, refraction, lenses, diffraction, interference, dispersion, colours, electromagnetic spectrum, spectrometer.

Electricity – charges, electric fields, capacitance, electric current, resistance, potential, effects, domestic circuits, electromagnetism, alternating current and induction.

Modern physics – the electron, thermionic emission, photoelectric emission, x-rays, the nucleus, radioactivity, nuclear energy, ionising radiation.



Students also study one of two options, either **particle physics** or **applied electricity**.

Is physics for you?

- If you are thinking about engineering, medicine, dentistry, electronics, astronomy, technology or many other science or engineering programmes then physics is for you. Physics is compulsory for electronic engineering (UCC), theoretical physics (TCD) and is highly desirable for most science related and engineering courses across all colleges.
- With a physics qualification, you could choose to work in the open air, in a hospital, in a laboratory team, in some kind of engineering, in education or in many other environments.
- For more information on physics as a career see <https://www.iop.org/careers-physics/your-future-with-physics/career-paths#gref>
- Girls, as well as boys, tend to find Physics stimulating and interesting. Lots of work is being done in Castletroy College as well as nationally to encourage more girls to try this interesting and powerful subject. One such project is the

Sophia Physics Project in UL. For more information click here
<http://sophiaphysics.ie/index.php/parents/28-days-28-physicists/>

Requirements to study physics at Leaving Certificate

- It is imperative that you have a genuine interest in and aptitude for science.
- It is preferable for students to have a minimum of a merit in Junior Cycle Science and also have studied Mathematics at Junior Cycle at a higher level.
- It is preferable for students to be competent and comfortable with mathematics and to enjoy the challenge of problem solving.
- Students who have an inquisitive mind and a desire to know why things work as they do tend to find Physics very interesting.

Examination

Leaving Certificate physics is offered at two levels, higher and ordinary. For the first time in 2027 Physics will include the Additional Assessment Component - commonly known as the Project. 40% of the Final Grade will be allocated to the Project. Remaining 60% will be awarded for the performance in the final exam.

Careers in Physics

For information on physics as a career see

<https://www.iop.org/careers-physics/your-future-with-physics/career-paths#gref>

Careers can be useful for many career areas including astronomy, geophysics, electronics, biomedical, mechanical engineering, computer engineering, civil engineering, environmental engineering, military, second and third level education, radiation protection, environmental monitoring, construction, telecommunications, photography, video recording, laser technology, graphics/software design, programming, computers, semiconductors, etc.

Please talk to Ms. O Dwyer Mr. Osiak or any current 5th or 6th year Physics student if you have any further questions.

Computer Science

Aim:

Leaving Certificate Computer Science aims to develop and foster the learner's creativity and problem solving, along with their ability to work both independently and collaboratively. Students will apply the fundamental practices and concepts of computer science and develop an appreciation of the diverse role of computing technology in society and the environment in which they live. Studying computer science will nurture students' interests and passions and empower them to engage confidently and actively with the world.

Content:

Strand 1: Practices and Principles - The overarching practices and principles of computer science are the behaviours and ways of thinking that computer scientists use. This strand underpins the specification and is fundamental to all learning activities. By becoming familiar with, and fluent in, the practices and principles that underpin good practice, students develop their ability to manage themselves and their learning across the subject.

Strand 2: Core Concepts - The core concepts of computer science represent the major areas in the field of computer science: abstraction, data, computer systems, algorithms and evaluation/testing. Students engage with the core concepts theoretically and practically in this strand. As their skills and knowledge develop, they engage in the applied learning tasks outlined in strand 3. Conceptual and practical classroom-based learning is combined with experimental computer-based learning throughout the two years of the course.

Strand 3: Computer Science in Practice - Computer science in practice provides multiple opportunities for students to apply the practices and principles and the core concepts. Students work in teams to carry out four applied learning tasks over the duration of the course, each of which results in the creation of a real or virtual computational artefact (anything created by a human and used by a computer). These artefacts should relate to the students' lives and interests. Where possible, the artefacts should be beneficial to the community and society in general. Examples of computational artefacts include programs, games, web pages, simulations, visualisations, digital animations, robotic systems, and apps.

The four applied learning tasks explore the four following contexts: Interactive information systems, Analytics, Modelling and simulation, and Embedded systems. The tasks provide opportunities for students to develop their theoretical and procedural understanding as they grapple with computer science practices, principles and core concepts in increasingly sophisticated applications. Over the course of the two years of computer science students will:

1. Create an artefact or website that can display information from a database.
2. Create an interdisciplinary artefact using some form of analytics.
3. Develop a computer system that simulates or models a problem that is difficult to solve analytically.
4. Implement an embedded system that uses sensors and controls digital inputs and outputs, typically using a Micro:bit or a Raspberry Pi.

Related Learning

Many senior cycle subjects have close links with computer science. Computational thinking is a thought process (or a human thinking skill) that uses analytic and algorithmic approaches to formulate, analyse and solve problems. Whilst the alignment of computer science with the STEM subjects is obvious, the strategies learned in computer science also relate to learning in other subjects. For example, computer science shares similarities with language learning, as aspects such as pattern recognition, syntax, textual analysis, and argument formation are relevant to both fields of study. Computer science provides a context for students to develop metacognitive skills which will support them as they take responsibility for their own learning.

Requirements to study Computer Science at Leaving Certificate

- It is imperative that students have a genuine interest in and aptitude for science and mathematics .
- It is preferable for students to have a minimum of a merit in Junior Cycle Maths at a higher level.
- It is preferable for students to be competent and comfortable with mathematics and to enjoy the challenge of problem solving.
- It is recommended that students be able to demonstrate an interest in coding and a willingness to learn programming languages.
- It is recommended that students have interest in understanding how computers and technology work, be familiar with digital tools and a willingness to engage in hand-on learning.

Assessment:

There are two components to the assessment of Leaving Certificate Computer Science:

- (i) an end-of-course examination, higher and ordinary level. Currently this is at **the end of May (70%)** and
- (ii) coursework – one computational artefact with report, higher and ordinary (30%).

Leaving Certificate Computer Science does not require a specific language. However, following the initial years of the subject, Python will be the language assessed in the end-of-course assessment and Python and JavaScript in the coursework assessment. This will continue to be reviewed on an ongoing basis. There is no restriction in choice of language used in the strand 3 applied learning tasks.

For more information contact Ms Gahan: ggahan@castletroycollege.ie.

Physical Education

The aim of LCPE is to develop the capacity of the student to become informed, skilled, self-directed and reflective in physical education, physical activity and in their future lives.

Students will examine the factors which influence their own and others' participation in physical activity. They discuss the factors that influence performance and the different experiences of physical activity, from recreational participation through to the pursuit of excellence and the value of each experience for health and wellbeing. **Therefore, it's essential that the student who chooses this subject has a genuine interest in physical activity and not just a limited/restricted idea of the subject as playing/studying 'sport'.**

Course Overview

Strand 1 - Skill learning, participation and performance:

- Learning and improving skills and techniques.
- Benefits of being physically active across the life stages.
- Aesthetic and artistic movement.

In Strand 2 - Physical and psychological demands of performance:

- Physiological and psychological components of performance.
- Diet and nutrition.
- High performance sport in Ireland.
- Planning for optimum performance.

In Strand 3: Factors influencing participation in physical activity

- Structures, strategies and safe practice.
- Role of coaches/officials/choreographers.
- Technology and media in sport.
- Physical activity promotion.

Assessment	Physical Education Project	Written Exam
Weighting	50%	50%

The Physical Education Project – 50%

Students will engage in physical activity based on their learning, guided by physical activities and themes as set out in the **brief** provided by the SEC, which will be issued annually by the SEC and will set out the requirements for the students.

The Physical Education Project requires students to demonstrate planning, engagement, skill proficiency and analysis, evaluation and communication on and in physical activity.

- This involves the design and implementation and evaluation (working independently is essential here) of a physical education programme in a physical activity.

- There is extensive video evidence to be gathered, compiled and edited in this component.
- It requires consistent discipline and an ability to take on board teacher feedback but also research independently.
- It can be undertaken as a performer or a coach (working with another student in the class).
- It is all submitted digitally.
- This involves the capturing of a number of skills in one of the chosen physical activities
- It is designed to showcase the students' best performance of the skills (with a mixture of competitive and non-competitive contexts included, i.e. drills & context specific games)

Figure 5 - Master Training Plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Anxiety Power	Flexibility Anxiety	Power Flexibility	Active Recovery - Park Walk	Power Flexibility	Anxiety Power	Rest
Week 2	Anxiety Power	Flexibility Anxiety	Power Flexibility	Active Recovery - Light Swim	Power Flexibility	Anxiety Power	Rest
Week 3	Anxiety Power	Flexibility Anxiety	Power Flexibility	Active Recovery - Yoga	Power Flexibility	Flexibility Anxiety	Rest
Week 4	Flexibility Anxiety	Anxiety Power	Power Flexibility	Active Recovery - Cycle	Power Flexibility	Flexibility Anxiety	Rest
Week 5	Flexibility Anxiety	Anxiety Power	Power Flexibility	Active Recovery - Walk	Power Flexibility	Anxiety Power	Rest
Week 6	Flexibility Anxiety	Anxiety Power	Power Flexibility	Active Recovery - Light Swim	Power Flexibility	Anxiety Power	Rest

Figure 4 : Backleap Technique Compared to a Model Performer

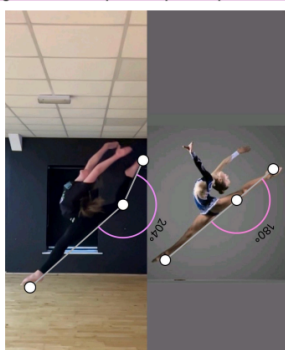


Figure 1 : Table of Results Fitness Test Battery

Component	Test	Result	Normative Data
Health Related Components of Fitness			
Muscular Endurance	Squat Repetition	65 reps	Excellent
Cardiorespiratory Endurance	Cooper Test	2120m	Above Average
Flexibility	Sit and Reach	10.7 cm	Average
Performance Related Components of Fitness			
Co-ordination	Alternative hand wallball toss	36	Excellent
Power	Vertical jump	39cm	Average
Speed	30m sprint	3.3s	Excellent
Psychology			
Anxiety	SCAT	27	Poor
Confidence	Sports Confidence Scale	114/117	Excellent
Motivation	Sports Motivation Scale	178/196	Excellent
Sleep	Groningen Sleep Test	8	Poor

Written examination. (Higher/Ordinary Level) – 50%

2.5 hr. paper (10 short questions, 1 Case Study and 5 long questions, of which 3 must be answered).

Links with other subjects

Some of the learning in LCPE will be useful in a range of subjects including Physics, Chemistry, Biology, Home Economics, English and Design and Communications Graphics.

It is an advantage to participate in extracurricular sports/activities

Further information and questions to Mr McInerney, Mr Reale, Mr Flood or Ms Meredith

Accounting

Course overview

While the Junior Certificate Business Studies Course provides a foundation for Accounting, it is **not essential** and it is possible to take it up at senior cycle at the discretion of the Accounting Teachers. Please meet with Ms. Carmody, Ms. Duggan or Ms. Keane if you have not studied Business Studies in Junior Cycle before you pick this option.

The Accounting course is numerically based but theory and procedures are also covered. The course offers a hard working student a real possibility of high grades because of the ambiguous nature of the questions.

Leaving Certificate Accounting Curriculum

Accounting is a business studies option with the Leaving Certificate Programme. It covers aspects of business and social life which are not dealt with in any other subject in that programme. It is concerned with the preparation, recording, extraction, presentation and analysis of financial information for the purpose of making economic decisions.

Students will also study Management Accounting where they will learn how to analyse business costs and prepare budgets.

Topics Covered

Financial Statements preparation, Club Accounts, Company Accounts, Manufacturing Accounts, Accounting Theory and Principles, Tabular Statements, Correction of Errors, Published Accounts, Cash Flow Statements, Interpretation of financial statements, Costing and Budgeting.

Exam Structure

Accounting subject is examined at both Higher and Ordinary level. Both involve one three hour exam. The exam paper is made up of three sections:

- Section 1 - Financial Accounting - 120 marks (30%)

This section has four questions: You must answer question 1 for 120 marks or two of questions 2,3 and 4 which are worth 60 marks each

- Section 2 - Financial Accounting - 200 marks (50%)

This section has three questions. You must answer two of the three 100-mark questions

- Section 3 - Management Accounting - 80 marks (20 %)

This section has two questions, you must answer one.

Careers in Accounting

Accounting is a dynamic and challenging career that can take you to the height of your abilities. Accountancy is a recognised qualification that can be used abroad. Accountants can work in a wide variety of finance roles for many types of organisations, including manufacturing companies, local and central government, the health service, banks and insurance companies and private accountancy firms. Self-employment is also a possibility.

If you wish to do Accounting to the Leaving Cert you must meet Ms. Duggan/Ms. Carmody/Ms.Keane before you choose the option on your form.

Leaving Certificate Business New Specification for examination in 2027

Leaving Certificate Business is changing from September 2025 and will now be divided into **4 Strands**. The main topics that are studied are as follows:

Strand 1: Exploring the Business Environment

- Business Stakeholders
- Economic Indicators
- EU policy development, EU regulation and EU Directives
- Irish Government Policies

Strand 2: Understanding Enterprise

- Business analysis - Porter's Five Forces & STEEPLE
- The Digital Economy
- Enterprise and Management – Skills and characteristics of entrepreneurs.

Strand 3: Leading in Business

- Remote & blended workplaces - opportunities & challenges, ethics & sustainability
- Managing – Management skills and activities, Household and Business Management, Human Resource Management, the changing role of management.
- Disruptive technology
- Corporate Wellness

Strand 4: Being Informed and Making Informed Decisions

- Regulation of Financial Markets - Central Bank Digital Currency, Crypto assets, Crypto Finance, Financial Technology - Fintech
- Government legislation & decision making
- European Regulation - Rights within and outside the EU
- Circular Economy

The main difference from the Junior Certificate Business Studies Course is the **exclusion** of all **Book-Keeping and Accounts** from the course.

Leaving Certificate Assessment Components:

40% Project - “Business Alive Investigative Study” - Brief will be given after Christmas in 5th year for completion in 6th year (Date to be confirmed)

60% Written Examination - June of 6th Year as normal

Students who have not studied Business Studies at Junior Certificate level are allowed to take up Business for Leaving Certificate

Economics

Economics is concerned with how domestic and international economies work. It studies the resources available to society, the scarcity of these resources and choices made to use such resources.

Economics is an optional subject at Senior Cycle level. There are 5 classes each week with one double class.

It is not necessary for students to have studied Business at Junior Cycle level.

Leaving Certificate Syllabus

Microeconomics – studies the behaviour of producers and consumers in society. The following are the main topics studied:

- Market systems
- Consumer and Demand theory
- Producer and Supply theory
- Elasticity
- Costs of Production
- Market structures
- Factors of Production

Macro Economics – studies economic issues at a national or international level. The following are the main topics studied:

- Money and Banking
- National Income
- The Role of Government
- Inflation
- International Trade

Assessment components

There are two assessment components at each level:

Written examination (80%)

Research study (20%).

Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

Overview of assessment

Mode		ORDINARY LEVEL	HIGHER LEVEL
Written examination		80%	80%
Section A	Choice of short answer questions	20%	20%
Section B	Choice of extended response questions	60%	60%
Research study		20%	20%
Total	Report	100%	100%

Why study Economics?

Firstly, economists are trained to think analytically and critically to solve complex problems.

Secondly, economics is a social science, and economists are trained to recognise human behaviour in relation to work, production distribution and consumption – the fundamental operations of most businesses.

Economics is studied at third level as part of all Business courses, as an Arts subject, on Management courses, Engineering courses, Construction, Journalism and Law and many other courses.

Other skills which students will learn include logical thinking, oral and written communication and improved ability to analyse and select information.

If you have not studied Business Studies to Junior Cert, please speak to Ms. Clancy before picking it on your option form.

Career opportunities

Accountant

Insurance Underwriter

Economic Researcher

Teacher

Financial Analyst

Production Manager

Stockbroker

Commodity Trader

Construction Studies

In Castletroy College, Construction Studies is an optional subject that exists for the duration of the Senior Cycle. Each week there are two double classes and one single lesson. While the subject follows on from Materials Technology (Wood), it is not a prerequisite for students to have studied this at Junior Cycle. It is however preferable, that students selecting Construction Studies have completed some practical work at Junior Cycle. The subjects that facilitate this at Junior Cycle, that are available at Castletroy College are Wood Technology, Engineering and Graphics; Visual Art is also very beneficial.

Assessment

Construction Studies is assessed by three methods for the final leaving Certificate grade; a project of the students choosing is completed in sixth year, a skills test is conducted in May of sixth year and there is the written exam during the Leaving Certificate. The project may be a building detail (Constructional), a building science project (Furniture), or a written/drawn project relating to Architectural Heritage (Heritage). The project must be accompanied with a portfolio. This is a record of the work of each candidate and it should contain all the details of the project work to ensure that examiners can readily verify that all the work submitted for assessment is uniquely that of the candidate. Individuals who have completed practical subjects at Junior Cycle will be familiar with this process.

Practical Work

Areas to be covered include sectional drawings associated with topics covered in the theoretical lessons and carpentry skills. These are developed into the completion of detailed projects that employ these abilities. The skills prepare students for the practical exam in sixth year as well providing them with the necessary experience for their project. The majority of the last term of fifth year and the first term of sixth year are spent working on the project.

Theoretical Work

Areas to be covered include the history of architecture, procedures and occupations, planning permission, building design, the materials associated with building, foundations, walls, windows, doors, roofs and chimneys, water services, stairs, heating systems, plumbing systems, heat, light, sound, electrical systems and domestic drainage.

All areas covered are supported with notes and labelled freehand sketching. The development of students sketching ability is essential as it forms a fundamental part of both the theory examination and the report folio.

Distribution of marks

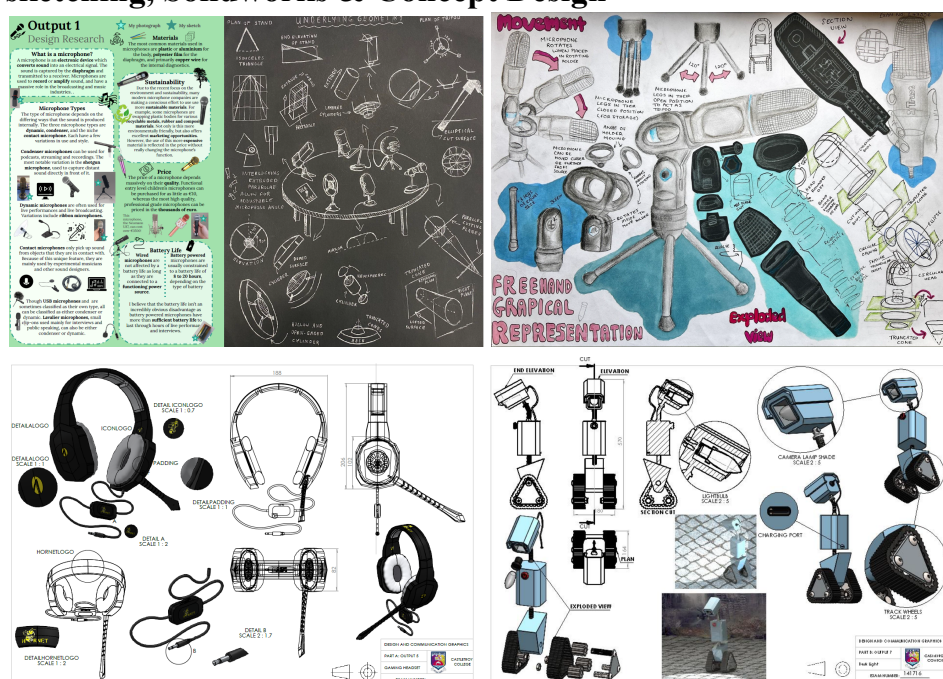
	Theory Paper	Project	Skills Test	Total
Ordinary Level	200 marks	150 marks	150 marks	500 marks
Higher Level	300 marks	150 marks	150 marks	600 marks

Design and Communication Graphics (DCG)

The Design and Communication Graphics syllabus makes a unique contribution to a student's cognitive and practical skills development. These skills include graphic communication, creative problem solving, spatial abilities/visualisation, design capabilities, computer graphics and CAD modelling.

Design and Communication Graphics is a follow on from Junior Cycle Graphics. The geometry studied in Junior Cycle Graphics is continued and leads to a 3 hour exam for the Leaving Certificate which accounts for 60% of the overall marks awarded for the subject. The other 40% of marks is allocated to a Student Assignment which students complete between September and January of sixth year.

The Student Assignment consists of a design brief which is issued to students by the State Examinations Commission in September of sixth year. Students create a portfolio which includes an investigation into the design topic and 3D parametric computer models of an existing artefact and their new design using a programme called SolidWorks. This Assignment is a unique blend of **Research skills, Freehand sketching, Solidworks & Concept Design**



There are two drawing rooms in Castletroy College each equipped with 24 computers which run the 3D modelling programme SolidWorks. A copy of this programme is available to DCG students for home use. All students who study Technical Graphics at Junior Cycle are eligible to study Design and Communication Graphics at Senior Cycle. Any student who did not study Technical Graphics at Junior Cycle and is interested in studying Design and Communication Graphics should talk directly to Ms

Fleming or Mr. Kelly about the extra work that is involved in catching up on what was covered in the Junior Cycle.

Design and Communication Graphics is an excellent choice of subject for students interested in studying a wide variety of courses in areas such as Engineering, Construction, Design and Computing. Examples of such courses are Engineering (Aeronautical, Bio-chemical etc.) Architecture, Product Design Technology, Graphic Design, Design and Manufacture, Computer Aided Design, Game Design and Multimedia, Education etc.

Engineering

Engineering is one of the four Technology Subjects offered at Senior Cycle in Castletroy College. Whilst it is of benefit to have studied Junior Cycle Engineering, or any other Technology Subject at Junior Cycle, it is not necessary to have done so.

Leaving Certificate Engineering affords students the opportunity to develop skills in creativity, problem solving, innovation, research, enterprise, design, manufacture and reflection. ICT is an integral part of the everyday classroom experience. All of these skills are of tremendous benefit to any student intent on future study following Second Level Education.

Engineering classes take place in the technology ICT room, equipped with 25 PC's with SolidWorks 2021, and the engineering workshops(2) to facilitate the development of the aforementioned skills. A work at home copy of SolidWorks is made available to all students of Engineering. Or the use of free online CAD modeling program is encouraged.

The subject has both practical and theoretical components, with an equal allocation of time to each.

- Theory accounts for 50% of the overall grade which is assessed through a three hour exam timetabled during the Leaving Certificate examinations.
- The Engineering project, 25%, consists of a design brief which is issued to students by the State Examinations Commission in October of Leaving Certificate Year. Students must produce a model as a solution to a given brief accompanied by a folio which will clearly exhibit the students thought process as they work through the development of their solution.
- A practical day exam, 25%, is timetabled for May of Leaving Certificate Year. Students produce an assembled mechanism based on a working drawing issued from the State Examinations Commission. These skills are developed throughout the two year programme.

This assessment approach appeals to students as they complete a significant portion of their work through continuous assessment which removes some of the pressures associated with a 100% terminal examination.

Leaving Certificate Engineering develops a broad range of skills which prove beneficial in the study of a wide variety of disciplines including; Engineering (Aeronautical, Mechanical, Production, Bio-Medical etc.), Product Design, Architecture, Production Management, Automation, to name but a few.

If you require further information speak with Mr. Grant or Mr. Coughlan



LEAVING CERTIFICATE ART

The New Leaving Certificate Art specification introduced in 2021 is a broadly based course. There are various options designed to enable students to work to their strength in the subject. It will suit students who have a personal interest in art. Confidence in drawing and painting skills are desirable however an excitement and curiosity about the subject together with a flair for creativity is what matters most.

It is desirable that students have completed the Junior Certificate in visual art in order to opt for Art at leaving certificate with confidence. However, if a student has not completed the junior certificate in visual art but can demonstrate a genuine interest and ability in the subject then their application will be considered.

Areas Of Practice

The choice of different media in art for practical work is referred to as Areas Of Practice. There are a range of areas of practice available within Art for students to study. While all may not be available within the school setting, students can study any of those areas of practice available to them in a range of traditional, contemporary, new and/or digital media or a combination of these. At Castletroy College we offer Drawing and Painting, Printmaking (Lino Print), Ceramics, Sculpture/Modelling, Graphic Design (Digital & Traditional media), Architecture Design, Filmmaking, Digital Art and Digital Animation, Digital Photography and Image Editing.

The course content for practical work is based on the everyday visual experience of the student's own environment. Students are taught to explore their own response to the world through their choice of areas of practice in visual art.

Visual Studies

The study of the visual expressions of all aspects of culture, created by past, recent modern and contemporary societies, is called Visual Studies. By researching, creating and responding, students will learn to know and understand the work they make as well as works by other artists.

Assessment

There are three assessment components in Leaving Certificate Art: practical coursework, a practical examination, and a written examination. Art is offered at higher and ordinary level.

ASSESSMENT COMPONENT	WEIGHTING	Level
Practical Coursework	50%	Higher and Ordinary
Practical Examination	20%	Higher and Ordinary
Written Examination	30%	Higher and Ordinary

The coursework project is completed during a period of approximately ten weeks beginning the first week after the Christmas holidays of sixth year. This is an entirely practical project with written annotations to the work. During this period, students will be required to realise one piece of work and plan and develop work for the realisation of a second piece of work during the practical examination.

The practical examination component will take place as soon after the completion of the practical coursework component as possible, and within 5 hours of a single day. Information on the examination will be included in the coursework brief. Students will create a second realised work for this examination, based on the same stimulus and the ideas and work they researched and developed during their overall coursework project.

The written examination will have a range and balance of question types suited to Visual Studies and the application of practical knowledge. The questions will focus on a broad understanding of Visual Studies and will require students to demonstrate knowledge and understanding, and an ability to apply, analyse, evaluate and respond as appropriate. It is envisaged that the written examination paper will be 2.5 hours long.

Note: The Leaving Certificate Art course has nothing to do with the portfolio submissions which art and design colleges often require. The course does not aim to build a portfolio. It is common to take Art while preparing a portfolio, and most of the work done in class can be included.

Careers in Art and Design

Multimedia, film, television and media arts, digital animation production, game art and design and creation, Illustration, Photography, Fine Art.

Design: Architecture, Advertising, marketing, product design, graphic design, textile design, interior design, fashion design, film and drama make up design, set design, costume design, screen based design, web design, jewellery design, Interaction design. Art historian, museum and arts administration, culture event management, restoration and conservation.

Education. Art Therapy.

For more information students can visit the Visual Art Hub where you can find information about careers in visual art and examples of student leaving certificate practical coursework.

Leaving Certificate Music
Syllabus for Leaving Cert Exam



The exam is divided into **4** sections

Total = **400** marks

- Listening 100 marks
- Composing 100 marks
- Practical 100 marks
- Elective 100 marks (either Practical/Composing /Listening)

[Most students choose Practical which means 50% of their exam is practical based]

Note: Practical exam takes place around Easter of 6th year

Listening -100 marks/25%

- Students study 4 set works.
- 1. Beatles - Sgt Pepper's Lonely Hearts Club Band, She's Leaving Home, When I'm 64
- 2. Berlioz - Symphonie Fantastique (Movements 2&4)
- 3. Mozart - Concerto for Piano and Orchestra
- 4. Deane - Seachanges
- Irish Music (25 marks)
- Aural Skills (20 marks)

Composing-100 marks/25%

- Composition (40 marks)
- Harmony / Backing chords (60 marks)

Practical -200 marks/50%

- Students playing 1 instrument play **6** pieces
- Students playing 2 instruments e.g. Piano and singing play **4** pieces on each instrument

There is no set grade for Leaving Certificate music. **6 years of class based teaching** is sufficient e.g. 6 years of learning Ukulele during class time. This would be similar to Grade 4/5/6/7/8.

If you are unsure whether to study music as a subject without having it for Junior Certificate you would want a **good standard of music** on your instrument and you would also want to have **some level of theory** completed.

Students can continue on to study **Music, Music Technology, Music and Arts, Arts, Music and Media, Music Performance, Primary & Secondary School Teaching, Music Therapy.**

Home Economics

- It is available at Higher and Ordinary level.
- The content is neutral with regards to participation of boys and girls.

Syllabus Structure

The Leaving Certificate Home Economics Scientific and Social syllabus is made up of a Core element along with a choice of electives to complete.

The core is compulsory and consists of three areas:

1. Food Studies 45%
2. Resource Management and Consumer Studies 25%
3. Social Studies 10%

Elective - There are three electives:

Elective 1 Home Design and Management

Elective 2 Textiles, Fashion and Design

Elective 3 Social Studies

Elective 4 The Core

Elective

- The elective makes up 20% of the syllabus content.
- The elective to be completed is at the teacher's discretion.
- The course is designed to be taught in 180 hours over two years, this allows time to teach one elective only.

Exam

The exam is made up of short questions Section A, Section B (long questions) and Section C (elective)

- Exam time-Two and a half hours written paper - 80%
- Practical cookery journal report (carried out in fifth year) - 20%. This work is completed in 5th Year under the supervision of the class teacher. Attendance at practical classes is paramount so teachers can sign off on work completed in accordance with State Exam Commission guidelines.

Careers in Home Economics:

Family life, Manager, Food Industry, Environmental studies, Leisure management, Fashion and Design, Nursing, Dietician, Teacher, Sociologist, Nutritionist, Hotel Manager, Child Care, Chef, Food Scientist, House Design, Interiors and Services, Microbiologist

Note: Preference will be given to students who have studied this subject at Junior Cert

Politics and Society

Politics and Society aims to develop the learner's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences.

Politics and Society was introduced as a new Leaving Certificate subject in September 2016 and it will be examined for certification for the first time in June 2018.

It will be offered in Castletroy College in September 2018 for examination in Leaving Cert 2020 **depending on number of students who choose it and timetabling resources.**

Structure

Politics and Society is organised in four strands, each structured around key concepts. These are:

Strand 1: Power and decision-making

Strand 2: Active citizenship

Strand 3: Human rights and responsibilities

Strand 4: Globalisation and localisation

Strand 1: addresses foundational concepts in the study of Politics and Society and should be studied first.

Strand 2 has a strong focus on some of the key skills relevant to Politics and Society: skills in coming to reflective and informed decisions through debating and discussing ideas with other people and skills in being an effective active citizen. These skills will need to be explicitly taught, and time should be allocated for teaching them. At the same time, they will also be developed through on-going application and so they should continue to be practised through the learning activities selected for teaching in all four strands. Many of the skills addressed in strand 2 will be developed and applied through the learner's engagement in a citizenship project. This project is a central opportunity for learning in Politics and Society and also forms part of the assessment of the subject. The skills developed in this project will primarily be those identified in strand 2. However the project will also provide an opportunity for application of some of the key concepts addressed in strands 1, 3 and 4.

Strands 3 and 4 provide opportunities to apply the foundational concepts and skills of Politics and Society in increasing depth. A number of features also permeate these strands. They are:

- the discussion of the local, national, European and global dimensions of the issues studied
- the exploration of the similarities and differences in social and political practices around the world
- the analysis and interpretation of qualitative and quantitative social and political research data

- the use of active, participatory, democratic and discursive practices in teaching and learning.

Politics and Society is characterised by an exploration of different ideas about the most appropriate means and ends of human participation in civic, social and political life. Learners take certain issues and look at them in their own local context, then also consider them in a broader context: through this they engage in comparative study. Over the course of their studies, learners will engage with a balance of national, European and wider-world contexts and with both qualitative and quantitative data. This means that many of the topics addressed in Politics and Society follow a common structure: learners can begin to engage with a topic through exploring how it applies to their own lives or to a context that is meaningful to them.

Assessment for certification in Politics and Society is based on the aims, objectives and learning outcomes in this specification. Differentiation at the point of assessment will be achieved through examinations at two levels, Ordinary level and Higher level. There are two assessment components:

1. Report on a citizenship project (20%).
2. Written examination (80%).

Geography

Subject Overview:

Geography is the study of people and their environment. The subject will help students develop an understanding of the changing relationships between the physical and human worlds. Through their study of Geography, students will develop geographical skills that will help them to make informed judgements about issues at local, national and international levels.

Content:

Leaving Certificate Geography may be studied at Ordinary and Higher Level. The course is divided into core, elective and optional units of study. Students are expected to develop important geographical skills as they study these units.

Core Units:

1. Patterns and processes in the physical environment.
2. Regional geography.
3. The Geographical Investigation and Skills unit (Fieldwork). 20% of the Exam, it is completed before the final written exam.

Elective Units:

1. Patterns and processes in economic activities.
2. Patterns and processes in the human environment.

Optional Units:

1. Global Interdependence
2. Geoecology
3. Culture and Identity
4. The Atmosphere-ocean environment.

Ordinary level students study all core units and one of the elective units. Higher level students study all core units, one of the elective units and one of the optional units.

Assessment:

Leaving Certificate Geography is assessed at Ordinary and Higher level

Assessment Components:

- Examination paper = 60%
- Report on Geographical Investigation = 40%

Why is Geography a good subject choice for the Leaving Certificate?

You are at the stage of choosing your subjects to study at Leaving Certificate level. Geography is one of those subjects that most students find manageable and can achieve excellent grades once they are prepared to put in a consistent effort over both years of the Leaving Certificate Syllabus. Most students enjoy the scope of the material they cover in Geography, the insights it can provide into understanding the world around us and the sheer contemporary nature of the issues it tackles e.g.

- The ongoing global economic crisis.
- The causes and results of the earthquake in Japan 2011.
- The migration of people from one place to another e.g. Irish people to Britain, USA and Australia.

Geography also prepares students for the working world where most employers want:

- People who can work as part of a team - The Geographical Investigation (Fieldwork study) is an essential component of the Geography syllabus and is an ideal setting in which to develop teamwork and leadership skills.
- People who analyse their work - The Geographical Investigation (Fieldwork study) tests hypothesis and involves a great deal of analysis.
- People who can ask questions and then find the answers – Geographers can pose problems and then investigate the answers. They can undertake decision making exercises using information at a variety of levels.

Therefore the skills you develop and use in Geography make you particularly interesting to a wide range of employers. The clear link between the subject and the world around us makes for a long and varied list of related careers.

Careers in Geography

- ***Town planner***
- ***Cartographer***
- ***Transport management***
- ***Meteorologist***
- ***Tourism***
- ***Teacher***
- ***Demographer***
- ***Environmental Officer***
- ***Geographic Information System Specialist***

Leaving Certificate History

Higher & Ordinary
Research Study = 20%
Documents Question = 20%
Topic 2 Question = 20%
Topic 3 Question = 20%
Topic 4 Question = 20%

Both Higher and Ordinary level History for the Leaving Cert consists of four topics and a research study which is pre-submitted in April of sixth year. In addition one of the topics is examined as a documents based question.

The research study is an in depth piece of work to be completed by the student on any historically significant episode which interests them. The study allows for outside gathering of information and students will be expected to examine at least three sources. An essay of 1,500 words (Higher Level) or 800 words (Ordinary Level) is then prepared and pre-submitted by the student.

The documents based topic is chosen by the Exams Commission but students will know which topic it is in fifth year. This topic is assessed by presenting the student with a document, map or cartoon and asking them to answer short and long questions on the document and related history.

The remaining three topics are examined in either essay form (Higher Level) or by short questions and paragraphs (Ordinary Level). There is ample choice in the exam with regard to each topic.

The topics that will be covered are based around Later Modern Irish and European history (c.1870-1995) with some elements of American, Russian and Chinese history. In essence the Leaving Cert course is very like a more in-depth version of the third year Junior Cycle course.

As there is an appreciable difference in the standard of work accepted between junior and senior cycle it would be envisaged that candidates for Higher Level Leaving Cert History would have achieved a distinction or higher merit in the Junior Cycle course.

History as a subject is very useful as a basis for degrees or careers in areas such as
Archaeology
Teaching
Law
Business
Journalism
Town Planning
Architecture

Leaving Certificate Vocational Programme

What is L.C.V.P?

It is an ***enhanced*** Leaving Certificate programme whereby senior students complete 7 Leaving Certificate subjects plus 2 Link Modules –

1. ***World of Work*** – Preparation for the world of work, completion of Curriculum Vitae, Letters of application, Career investigations, work shadowing, a week of work experience, etc.
 2. ***Enterprise education*** – what is an entrepreneur, what is involved in setting up and running a business and the promotion of personal and business enterprise.
- Students must complete a ***portfolio of work*** which accounts for 60% of the marks and an ***exam*** in May of the Leaving Certificate year which accounts for the other 40% of the marks.
 - Students obtain ***points*** for University and the Institutes of Technology for completing the Link Modules. (The Link Modules result can be used as a sixth subject for points purposes.)
Marking Scheme
Distinction (80-100%) is worth 66 points
Merit (65-79%) is worth 46 points
Pass (50 – 64%) is worth 28 points
 - L.C.V.P. Programme would normally include 1-2 external industry visits, external guest speakers, career investigations, interview and job-seeking skills. Students participate in a work experience placement for one week during 5th year.
 - Because of the inherent value of the LCVP Programme all 5th year students complete all aspects of the programme including a week of Work Experience. In 6th year students who are taking 7 Higher Level subjects to leaving cert are allowed to drop out of the Programme provided they have written consent from their parent/guardian. This decision must be made by Oct 1st of 6th year. Further information on the L.C.V.P. Programme is available on the website www.lcvp.ie

