

# Ardee Community School

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## Senior Cycle Handbook

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**2025/2026**



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# Welcome to Senior Cycle

Dear Parents/Guardians and Students

Congratulations on reaching this important milestone in your second level education. We are aware that you have many important decisions to make as you reach the end of your Junior Cycle Programme (or Transition Year Programme) with us. The purpose of this booklet is to help you make well-considered choices as you advance into Senior Cycle. It is recommended that you take time to read over this booklet, become aware of the guiding principles and key competencies of Senior Cycle and consider your options carefully. Your choices will have a significant impact on your educational attainment over the next few years. We will continue to help and support you through these important choices. You can also access information and support from our information night and presentation, Programme Co-ordinators, Career Guidance counsellors and general subject teachers. Please contact any of us at any stage for further clarification on any questions you may have.

Regardless of the programme or subjects chosen, our aim in Ardee Community School is to encourage our students by helping them to acquire the skills and attitudes needed for independent learning and to be able to reach their full potential. We wish our students and their parents/guardians every success on this exciting part of your educational journey.

For students completing Junior Cycle there are four main programme choices available for next year in Ardee Community School.



# An Introduction to Senior Cycle

Senior Cycle consists of a standalone optional Transition Year followed by a two year course of subjects and modules within the Leaving Certificate Applied Programme or the Leaving Certificate Established Programme. These eight guiding principles assist schools in the formation of Senior Cycle

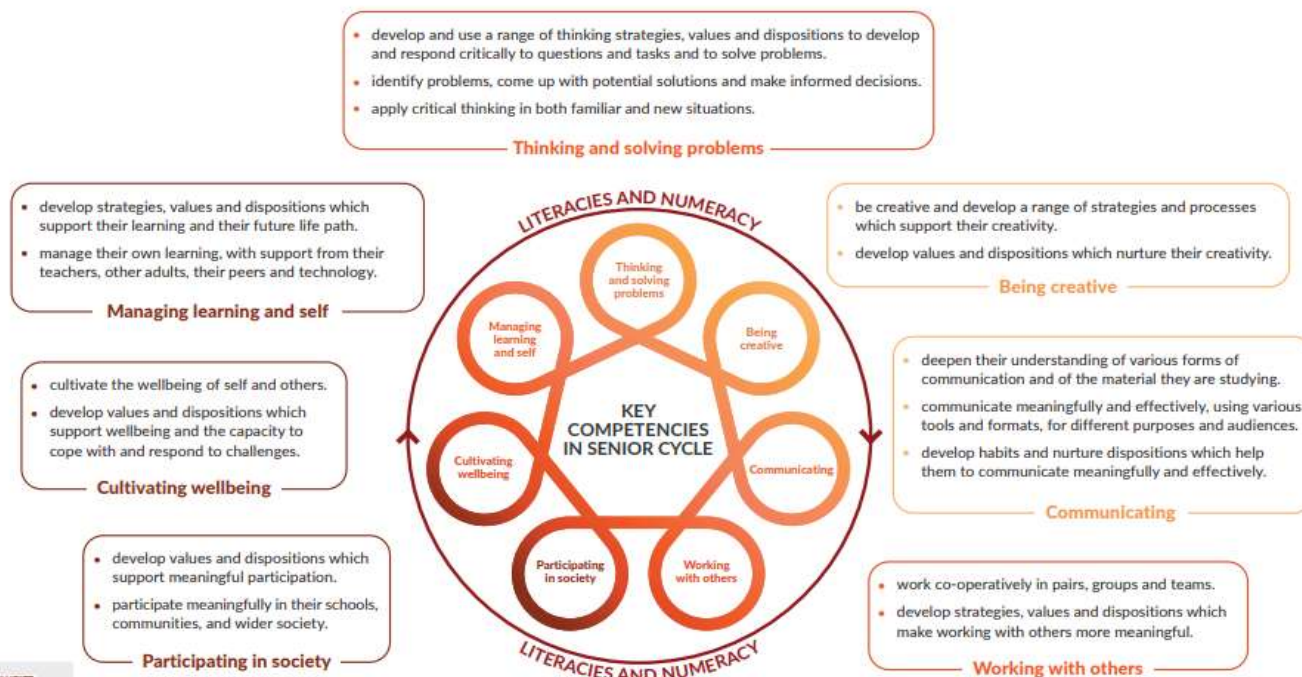
Wellbeing & Relationships	Choice & Flexibility
Inclusive Education & Diversity	Continuity & Transitions
Challenge, engagement & Creativity	Participation & Citizenship
Learning to learn, learning for life	Learning Environments & Partnerships

Senior Cycle helps students to become more engaged, enriched and competent as they further develop their knowledge, skills, values and dispositions which can be applied to various tasks, contexts, situations and events.



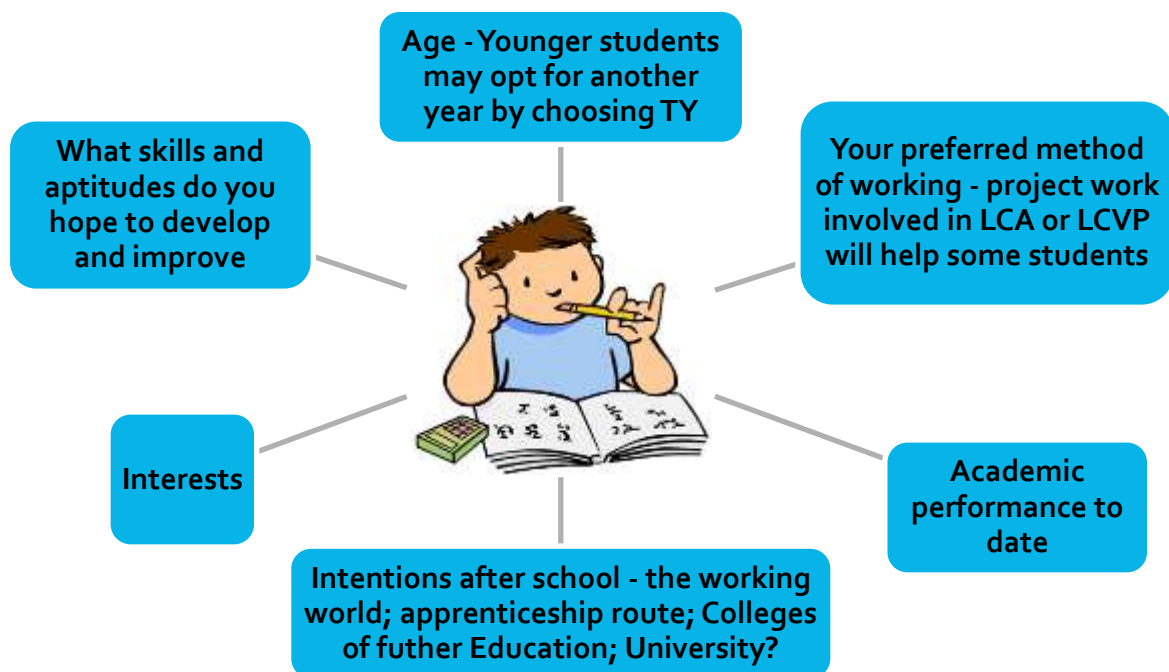
Students will develop key competencies through their learning experiences and will have many opportunities to make their competencies visible. The continued development of literacy and numeracy supports the development of key competencies and vice versa

## KEY COMPETENCIES IN SENIOR CYCLE



## Some considerations to help you choose the right programme of study for you

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## Some useful websites to guide you in your research

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[www.qualifax.ie](http://www.qualifax.ie) \*

[www.careersportal.ie](http://www.careersportal.ie)

[www.cao.ie](http://www.cao.ie)

[www.curriculumonline.ie](http://www.curriculumonline.ie)

[www.ncca.ie](http://www.ncca.ie)

[www.ucas.com](http://www.ucas.com)

[www.solas.ie](http://www.solas.ie)

[www.fetchcourses.ie](http://www.fetchcourses.ie)

[www.apprenticeship.ie](http://www.apprenticeship.ie)

[www.dkit.ie](http://www.dkit.ie)

[www.dife.ie](http://www.dife.ie)



[www.ofi.ie](http://www.ofi.ie)

[www.nuim.ie](http://www.nuim.ie)

[www.dcu.ie](http://www.dcu.ie)

[www.tcd.ie](http://www.tcd.ie)

\* Information on all entry requirements including points and course content of every course in Ireland can be found on this website

# Transition Year (TY)

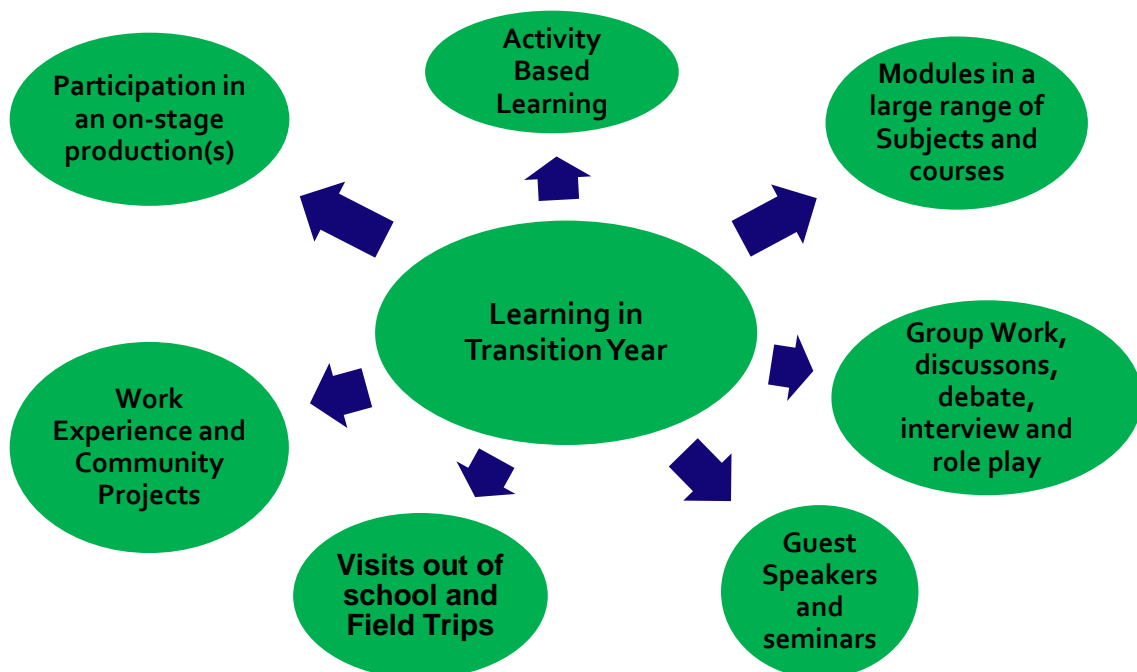
## What is Transition Year?

Transition Year is a one year optional programme between Junior Cycle and any of the two year Senior Cycle programmes that is devised by the school. Transition Year offers learners an opportunity to mature and develop without the pressure of an examination. Our Transition Year Programme can change from year to year depending on resources and student interest and engagement. In order to ensure that Transition Year is accessible to all students we endeavour to keep the fees associated with this programme as low as possible by being mindful of costs when planning all activities.



## The Aim of Transition Year

- Education for maturity with an emphasis on personal development including social awareness and increased social competence.
- Develop individual learning experiences.
- The acquisition of general, technical and academic skills including communication and enterprise skills
- Education through experience of adult and working life



## The Transition Year Curriculum

In order to meet the aims of Transition Year our Transition Year programme consists of a mix of core subjects that students undertake for the duration of the year along with a series of subject sampling that enables our students to taste all subjects that are available at Leaving Certificate level within the school. This exposes the Transition Year student to new subjects that they may not have experienced before and provides them with an informed choice when choosing subjects at the end of Transition Year. Students also partake in a range of short courses/modules and additional Transition Year activities that have been devised as part of our Transition Year Programme.

Core Subjects may include	Subject Sampling may include	Short Courses and Modules may include	Transition Year Activities may include
<ul style="list-style-type: none"> <li>• English</li> <li>• Enterprise Education</li> <li>• Gaeilge</li> <li>• Information Technology (ICT)</li> <li>• Mathematics</li> <li>• Physical Education (PE)</li> <li>• Portfolio Development</li> <li>• Religious Education</li> <li>• Social, Personal and Health Education (SPHE)</li> <li>• Sustainable Development</li> <li>• Career Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Accountancy</li> <li>• Agricultural Science</li> <li>• Applied Mathematics</li> <li>• Art</li> <li>• Biology</li> <li>• Construction Studies</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Engineering</li> <li>• French</li> <li>• History</li> <li>• Home Economics</li> <li>• Geography</li> <li>• German</li> <li>• Music</li> <li>• Physics</li> <li>• Politics and Society</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Car Mechanics</li> <li>• Childcare</li> <li>• Face Painting and Artistic Design</li> <li>• Film Studies</li> <li>• First Aid</li> <li>• Health Education</li> <li>• Horticulture</li> <li>• Law</li> <li>• Leadership Skills</li> <li>• Life Skills</li> <li>• Log on Learn Initiative</li> <li>• Public Speaking</li> <li>• Safety in the Workplace</li> <li>• Social Education</li> <li>• Philosophy</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Build a Bank</li> <li>• Community Projects e.g. Art</li> <li>• Creative Writing</li> <li>• Dance</li> <li>• Debating/Public Speaking</li> <li>• Drama/Musical</li> <li>• Food Safety</li> <li>• Field Trips</li> <li>• Gaisce</li> <li>• Green Schools</li> <li>• John Paul II Awards</li> <li>• Law Module</li> <li>• Maths Olympiad Competition</li> <li>• Music Generation</li> <li>• Peer Education</li> <li>• Reading Club</li> <li>• Road Safety</li> <li>• Social Awareness Talks</li> <li>• Team Building Activities</li> <li>• Visiting Speakers</li> </ul>

*\* This curriculum list is not exhaustive and some programmes may not take place in a given year while other activities may be arranged which are not listed above.*

## Work Experience

Students will participate in two periods of work experience, each for the duration of one week. For many of our students this will be the first time that they will enter the working world and it is therefore a valuable experience for the Transition Year student. Prior to participating in work experience students will be taught how to seek their own placement and how to prepare and conduct themselves in the world of work.



Students are encouraged to experience two different placements in order to help them make informed decisions about their future career. If an opportunity arises for a Transition Year student to partake in work experience outside the two weeks chosen by the school, the school will support students to avail of that opportunity. Garda vetting is required for work experience involving children and vulnerable adults (e.g. working in primary schools, creches and with people with disabilities.) Garda vetting is for over 16's only and is processed through the school.

## Assessment in Transition Year



Certificate of completion



Portfolio of TY Year



Work Experience Report



Class Presentation



Completion of Projects



Summative Assessment



Formative Assessment



## Benefits of Transition Year

- Development of lifelong skills through independent self-directed learning
- Informed subject choices for Senior Cycle
- Increased opportunity for success in Senior Cycle as TY students perform better
- Enhanced maturity
- New skills, talents and hobbies are gained from new experiences
- Social and emotional competencies are improved
- Leadership opportunities are provided
- Development of teambuilding skills
- Helps to improve confidence and communication with peer and others
- Valuable lessons are learned from Work Experience
- Time to reflect and learn about oneself

## Our Expectations

- 100% attendance and punctuality
- Commitment to work and to engage with homework
- Actively engage with all aspects of the TY curriculum and engage fully in activities
- Complete homework, assignments and projects to an acceptably good standard
- Co-operation with teachers and fellow students
- Active participation in all school organised activities
  - Uphold the good reputation of the school on all activities
- Act in a respectful, kind and thoughtful manner at all times



*"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it"*  
- Michelangelo

# Leaving Certificate Applied (LCA)

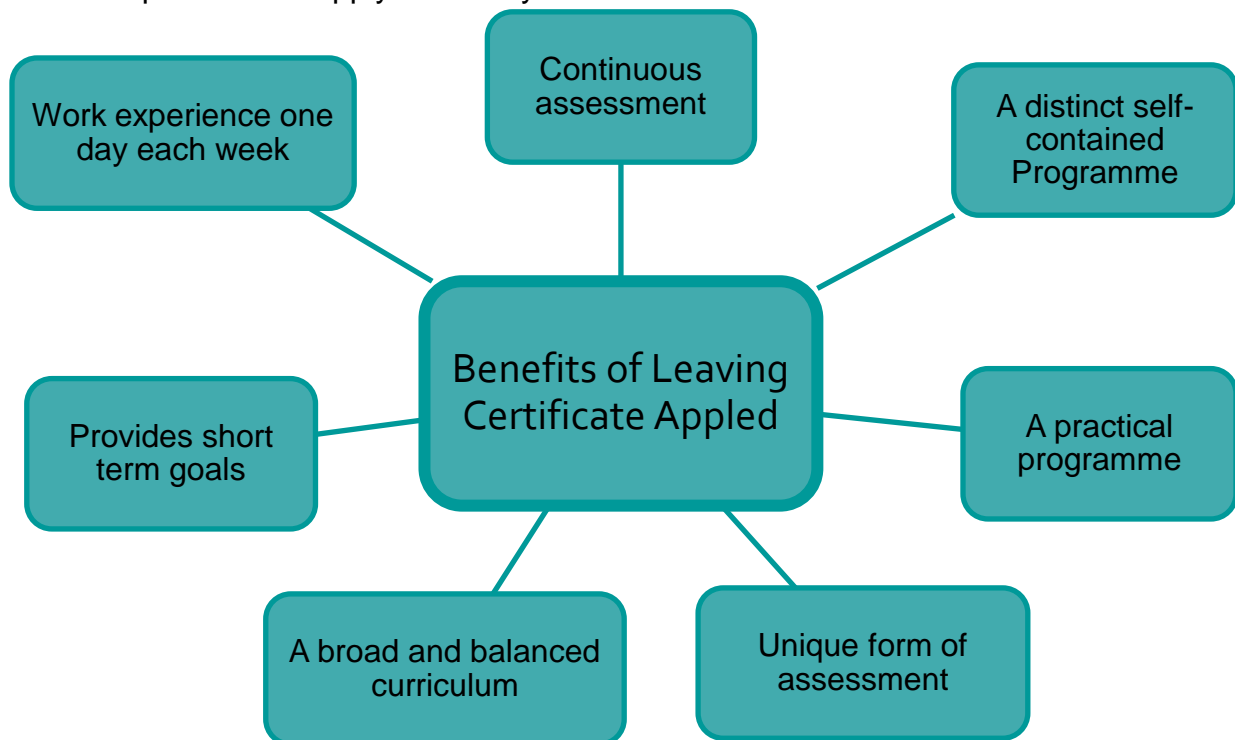
## What is the Leaving Certificate Applied?

The Leaving Certificate Applied is an alternative to the established Leaving Certificate. It is a distinct two year Leaving Certificate programme, consisting of four half-year sessions with achievements credited in each of the sessions. The word APPLIED is used to describe the course because the programme is designed to allow students opportunities to apply their learning and experiences over the two years of the programme to practical educational tasks at school, in the workplace and in the wider community. This programme is ideal for students who wish to pursue their education through more practical and skill based tasks that can be brought into the world of further education and employment.



## Aims of the Leaving Certificate Applied

- Prepares students for adult and working life
- Contributes to the recognition of talents
- Advances the development of effective communication skills and supports good decision-making
- Provides opportunities for developing personal responsibility
- Enhances self-esteem and self-knowledge
- Helps students apply what they learn to the real world



## The Leaving Certificate Applied Curriculum



The Leaving Certificate Applied course is split across four sessions with two sessions in 5<sup>th</sup> Year and two sessions in 6<sup>th</sup> Year. The first session in each year runs from September until January while the second session runs from February until June. Courses are offered in modular form across three main areas: Vocational Preparation, Vocational Education and General Education. 44 Modules are completed over the course of the two year programme as demonstrated in the table below. *(Note: The number of modules undertaken within a course is stated in brackets after the name of the course)*

Vocational Preparation	Vocational Education	General Education
<ul style="list-style-type: none"> <li>English and Communication (4)</li> <li>Vocational Preparation and Guidance (8)</li> <li>Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture/Horticulture (4)</li> <li>Introduction to Information and Communications Technology (2)</li> <li>Mathematical Applications (4)</li> <li>Two Vocational Specialisms (4 each)</li> </ul> <p><i>(The Vocational Specialisms that are completed in our school are Graphics and Construction Studies AND Hotel, Catering and Tourism. However, these are subject to change each year depending on the requirements of students undertaking the LCA curriculum.)</i></p>	<ul style="list-style-type: none"> <li>Arts Education - Visual Arts (2)</li> <li>Languages – Irish* (2) and French* (2)</li> <li>Leisure and Recreation (2)</li> <li>Religious Education</li> <li>Social Education (6)</li> </ul>

*\*Irish and French is not compulsory for those who have an exemption.*

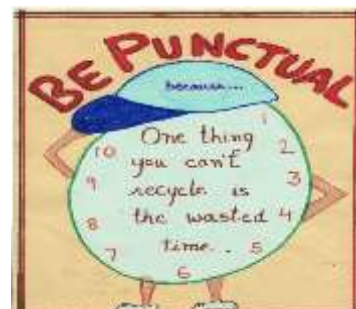
### Work Experience

- An integral part of the Leaving Certificate Applied
- Takes place every Wednesday/Thursday for the two years
- A different work placement is required for each session
- Student experiences four different types of employment over the two years
- Students gain valuable skills and experience work-life by learning how to work with others, be punctual, respectful and hard working.
- Students build important links with local businesses and entrepreneurs which may benefit their future careers and life in the world of work.



### Attendance and Punctuality

- Students must have 90% attendance to achieve credits
- Excellent punctuality is required to obtain credits
- Certified absences will be excused
- Late coming can only be excused with a note



### What is a module?

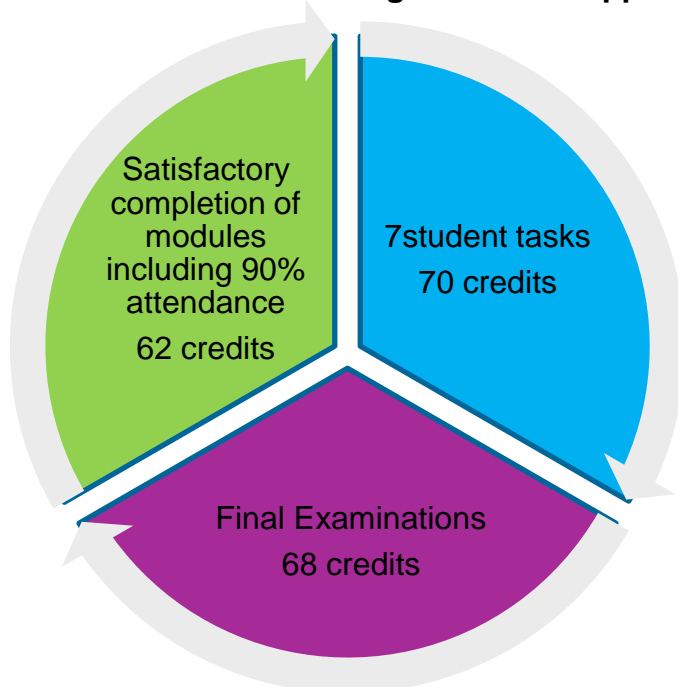
- A particular area of study in each subject
- The number of modules in any given subject varies (*see curriculum table on the previous page*)
- Key Assignments are completed at the end of each module and are required to gather credits for successful completion of the module.
- 44 modules are completed over the two years
- 90% attendance is required to successfully complete each module



### Student Tasks

- Seven student tasks are completed over the two years.
- A written/typed report about the process of completing the task is required by each student
- Tasks are assessed through interviews by examiners appointed by the exams commission at the end of each session.
- The seven tasks involved are as follows:
  - General Education Task (5<sup>th</sup> Year)
  - Practical Achievement Task (5<sup>th</sup> Year)
  - Vocational Preparation Task (5<sup>th</sup> Year)
  - Contemporary Issues Task (6<sup>th</sup> Year)
  - Personal Reflection Task (5<sup>th</sup> and 6<sup>th</sup> Year)
  - Two Vocational Education Tasks (one in 5<sup>th</sup> Year & one in 6<sup>th</sup> Year)

### Assessment in Leaving Certificate Applied



#### Terminal Examinations

- English and Communications
- Vocational Specialisms (2)
- Mathematical Applications
- Social Education
- Languages (Irish and French)

*Irish or French are examined at the end of the first year while all others are examined at the end of the second year.*

Pass	120 – 139 credits
Merit	140 – 169 credits
Distinction	170 – 200 credits

## Options upon completion of the Leaving Certificate Applied

### Further Education

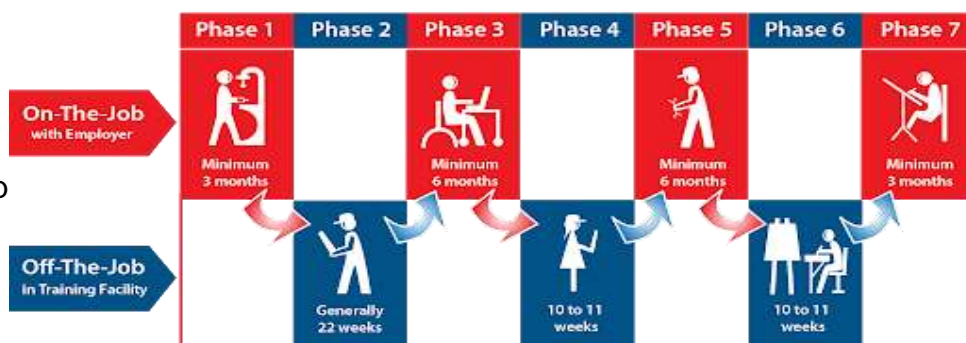


Graduates of the Leaving Certificate Applied do not have direct access to Higher Education through the Central Applications Office (CAO). However, graduates of the Leaving Certificate Applied Programme are eligible for entry to most Post Leaving Certificate Courses (PLC) with many of our students applying for such courses in Drogheda Institute of Further Education (DIFE) and O’Fiaich Institute of Further Education in Dundalk. If a student attains the required grades in a Post Leaving Certificate course they can become eligible for admission to some third level courses in the Institutes of Technology and following that to some degree courses in the Institutes of Technology and in the Universities.

### APPRENTICESHIP PHASES

### Training

LCA graduates will be sufficiently prepared to take up an apprenticeship with SOLAS



### Careers

The programme places particular emphasis on preparation for the world of work. This Leaving Certificate is generating a good degree of interest among employers, who regard Leaving Certificate Applied students as being eligible to apply for many career vacancies in their organisations

### Obtaining a place in Leaving Certificate Applied

Students and their parents/guardians who wish to apply for the Leaving Certificate Applied must indicate their intention to do so on the Senior Cycle Application Form. Students will meet with the LCA Co-ordinator to assess their suitability and commitment for the programme. Parents/Guardians and students may be called for further meetings, interviews and/or phone calls.

*“When educating the minds of our youth we must not forget to educate their hearts”  
- Dalai Lama*

# Leaving Certificate Vocational Programme (LCVP)

## What is the Leaving Certificate Vocational Programme?

The Leaving Certificate Programme can be described as an enhanced Leaving Certificate whereby students choosing the Established Leaving Certificate choose to undertake two extra modules as part of their Leaving Certificate known as the Link Modules. The two Link Modules consist of:



- Preparation for the World of Work
- Enterprise Education

LCVP is an ideal course for students who will be taking around three to five Higher Level subjects in their Leaving Certificate.

Please note that all students who are studying for the Leaving Certificate are now eligible to take LCVP (Since September 2022).

## Aims of the Leaving Certificate Vocational Programme

The LCVP programme combines the academic strengths of the Leaving Certificate with a dynamic focus on self-directed learning, enterprise, work and the community. The primary goal of the LCVP programme is to prepare young people for the world of work. Throughout the programme students are encouraged to:



Be innovative and enterprising



Take responsibility for their learning



Adapt to changing circumstances



Evaluate data and devise solutions



Communicate effectively



Work in teams



Investigate and plan career options



Use Information and Communication Technologies



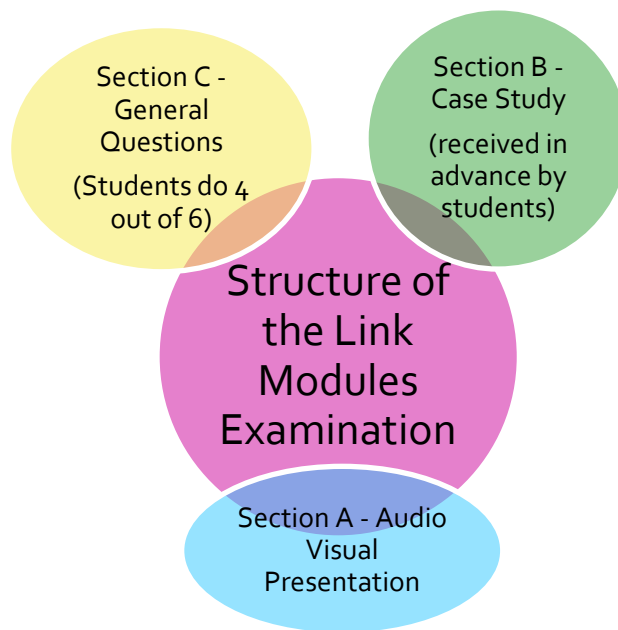
Investigate local businesses and community enterprises

## Assessment of the Link Modules

LCVP students follow the same subject syllabi and are assessed in the same way as their peers undertaking the established Leaving Certificate. For the Link Modules they are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

The Portfolio of coursework must be submitted on the first Wednesday in March of the Leaving Certificate year while the written examination takes place on the first Wednesday in May of the Leaving Certificate Year. The structure of the Link Modules examination is of two and a half hours duration and consists of three sections.

The Portfolio of Coursework accounts for 60% of the total marks for the Link Modules examination. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate. The Portfolio and Written Examination are externally assessed by the State Examinations Commission.



Portfolio of Coursework Items	
Core Items (all four)	Optional Items (any two)
Curriculum Vitae	Diary of Work Experience
Action Plan	Enterprise Report
Career Investigation	My Own Place Report
Summary Report	Recorded Interview



## Certification and Points for completing LCVP

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules. The Link Modules result is awarded at either Pass, Merit or Distinction. The Link Modules are recognised for the purposes of Leaving Certificate points by the Institutes of Technology and the Universities.



Grade	Percentage obtained	Points achieved
Pass	50 – 64	28
Merit	65 – 79	46
Distinction	80 – 100	66

*“The only way to do great work is to love what you do” – Steve Jobs*

# Leaving Certificate Established (LCE)



The Leaving Certificate Established is a two-year programme at Senior Cycle that aims to provide learners with a broad, balanced education while also offering some specialisation towards a particular career option.

Beginning in September 2025 subjects at Senior Cycle are being updated to empower students to meet challenges, enrich the student experience, to embed wellbeing and to reduce stress levels. These changes will be rolled out on a phased bases over five annual tranches with the final tranche in September 2029.

<i>Tranche 1 Subjects available in our school (Sept 2025)</i>	<i>Tranche 2 Subjects available in our school (Sept 2026)</i>	<i>Tranche 3 Subjects available in our school (Sept 2027)</i>	<i>Tranche 4 Subjects available in our school (Sept 2028)</i>	<i>Tranche 5 Subjects available in our school (Sept 2029)</i>
Biology	Accounting	Agricultural Science	Art	Applied Mathematics
Business	Construction Studies	Computer Science	French	
Chemistry	Engineering	Design and Communication Graphics	Gaeilge/Irish	
Drama, Film and Theatre Studies	English	History	German	
Physics	Geography	Home Economics	Politics and Society	
	LCVP Link Modules	Mathematics	Technology	
	Physical Education	Music		
<i>(Ancient Greek, Arabic, Climate Action and Sustainable Development and Latin are also included in this tranche but are not timetabled in our school)</i>		<i>(The subject called Physics and Chemistry is also included in this tranche but is not timetabled in our school)</i>	<i>(Economics, Italian and Spanish are also included in this tranche but are not timetabled in our school)</i>	<i>(Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education and Russian are also included in this tranche but are not timetabled in our school)</i>

Each new subject specification will have an additional assessment components (AAC) that will be worth a minimum of 40% of the available marks and will be externally assessed by the State Examinations Commission. The AAC's could include a research project, oral assessment, performance assessment, portfolio assessment, creation of an artefact, field study, or an experiment/proof of concept/practical investigation.

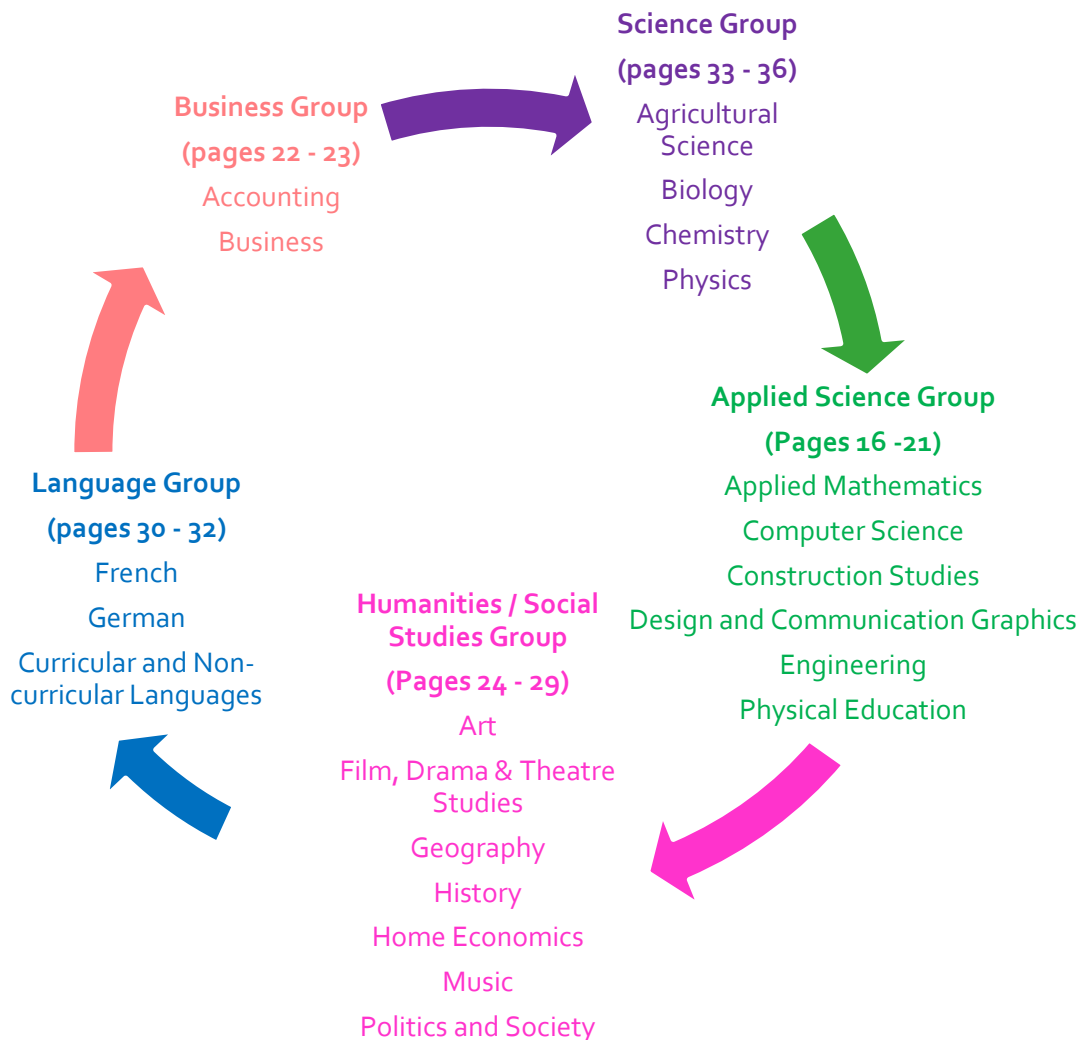


# Optional Subjects for Leaving Certificate Established

Each student will take English, Irish (unless exempt) and Maths plus four additional subjects from the range available. Students may also have timetabled non-examination lessons in Career Guidance, Information Technology, Physical Education, Religious Education, SPHE (including RSE) and Tutorial. Some students may take additional subject(s) for their Leaving Certificate which are not timetabled in the school (Spanish, Lithuanian, Italian, Polish etc.)

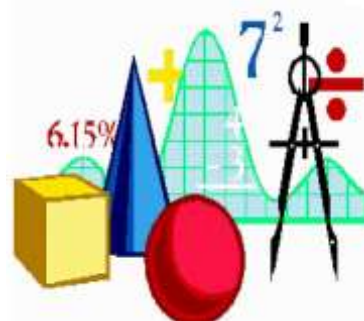
Your choice of subjects for Senior Cycle should be taken after very careful consideration. In making your choice, you are planning to some extent the course of study/career that you may pursue post second level. Students at this age cannot be expected to have made definitive career decisions, or, if they have, these decisions may change many times, so it is important that the choices they make now will not close off options for later decisions.

The optional subjects available in Ardee Community School for September are:



# Applied Mathematics

*“Equations are the lifeblood of Applied Mathematics and Science” – Thomas L. Saaty*



## Topics Covered

Applied Mathematics is the study of the practical applications of Mathematics to the real world and physical problems. It is typically associated with Engineering and Physics, but also finds use in Economics, Finance, Business, Environmental Studies, and even Chemistry and Medicine.

The syllabus has changed recently and now includes a project element as part of the final mark for June 2020. Throughout the course students study topics such as Linear Motion, Relative Motion, Projectiles, Connected Particles, Collisions, Circular Motion and Simple Harmonic Motion, Statics, Rigid Body Motion, Hydrostatics, Differential Equations and Applications.

## Assessment

A Mathematical Modeling project worth 20%

An end of course assessment in June of 6<sup>th</sup> Year worth 80% which lasts for 2.5 hours and can be taken at Higher or Ordinary level.

## Recommendations



- An ideal subject for those who like Mathematics and feel that they excel in Mathematics.
- An interest in developing skills in logical thinking and problem solving.
- While the study of Physics is not necessary to take Applied Mathematics there may be some overlap with Physics and Higher Level Mathematics.

$$\frac{dy}{dx} = f(x)$$
$$\frac{dy}{dx} = f(x, y)$$
$$x_1 \frac{\partial y}{\partial x_1} + x_2 \frac{\partial y}{\partial x_2} = y$$



## Possible Career Options/Courses

- Aeronautical Engineer
- Civil Engineer
- Architecture
- Financial Marketing
- Mechanical Engineer
- Production Engineer
- Naval Engineer
- Games Development
- Business
- Electronic Engineer

# Computer Science

*“Computer Science in no more about computers than astronomy is about telescopes” – Edsger Dijkstra*



## Topics Covered

There are three strands in the Computer Science specification: Practices and Principles, Core Concepts and Computer Science in Practice.

Throughout the course students study topics such as Computers and Society, Computational Thinking, Design and Development, Software Development and Management, Programming Languages, Abstraction, Algorithms, Computer Systems, Web Infrastructure, Interpretation of Data, Evaluation and Testing, Debugging, Interactive Information Systems, Analytics, Modelling and Simulation, Embedded Systems.

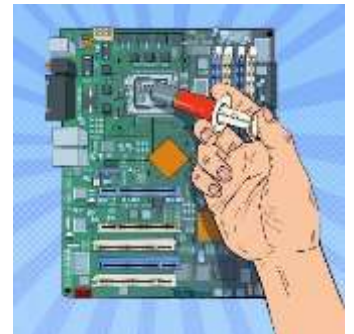
## Assessment

A computer based end of course examination that assesses learning outcomes (70%)

Coursework Assessment where the student creates one computational artefact with a report (30%)

## Recommendations

- As Computer Science has its roots in design, engineering, maths, psychology and human creativity an interest in these areas of study will be useful.
- An awareness of computer programming and design along with an understanding of the impact of computers on society.
- An ability to find creative ways to solve problems and evaluate solutions
- An interest in finding automated solutions to problems that emerge
- Enjoy evaluating and questioning decisions



## Possible Career Options/Courses

- |                              |                             |
|------------------------------|-----------------------------|
| → IT Consultant              | → Cyber Security Consultant |
| → Software Development       | → Database Administrator    |
| → Computer Hardware Engineer | → IT Project Manager        |
| → Web Designer               | → Finance and Banking       |
| → Games Development          | → Information Researcher    |
| → Accountant                 | → Network Administrator     |
| → Computer Programmer        |                             |

# Construction Studies

*“Create with the heart; build with the mind” – Criss Jami*

## Topics Covered

Construction Studies introduces students to the knowledge and skills in construction technology, materials and practices.

Throughout the course students study topics such as the Historical Development of Buildings, Obtaining Planning Permission, Construction Drawings, Conservation, Building Regulations, Substructure, Superstructure, Internal Construction, Services and External Works, Heat and Thermal Effects in Buildings, Illumination in Buildings, Sound in Buildings, Principles, Care and Use of Woodworking Tools, Joint Construction, Scale Drawing and Sketching, Safety Requirements.



## Assessment

Practical Project and Folio  
20% [HL]      25% [OL]

Skills Test  
20% [HL]      25% [OL]

Written Examination  
60% [HL]      50% [OL]

NOTE: The practical skills test is a four hour exam that takes place in May of 6<sup>th</sup> Year. Projects must include a selection of joinery, wood turning, laminating, wood carving and veneering.

## Recommendations

- Have a background in Materials Technology (Wood), Technical Graphics or Metalwork at Junior Cycle
- Be practically minded
- Be good listeners who are able to take correction and follow safety regulations at all times



## Possible Career Options/Courses

- Carpenter
- Auctioneering
- Town Planning
- Quantity Surveyor
- Painter/Decorator
- Environmental Design
- Building Management
- Architecture
- Civil Engineer
- Site Management
- Estimator
- Plasterer
- Electrician
- Bricklaying

# Design and Communication Graphics

*“Good design begins with honesty, asks tough questions, comes from collaboration and from trusting your intuition”*

## Topics Covered

All course work is drawn using instruments and freehand sketching. Over the course of two years, students compile a portfolio of drawings which will include Building Applications, Engineering Applications, Solid Drawing and Roof Geometry. There is also a compulsory CAD project.

Throughout the course students study topics such as Projection Systems, Plane Geometry, Conic Sections, Descriptive Geometry of Lines and Planes, Intersection and Development of Surfaces, Graphics in Design and Communication, Communication of Design, Freehand Drawing, Information and Communication Technologies, Dynamic Mechanisms, Structural Forms, Geologic Geometry, Surface Geometry, Assemblies.

## Recommendations

Design and Communication Graphics is a subject requiring problem solving abilities. Therefore, students taking DCG for Leaving Certificate should:

- Have good levels of concentration and commitment
- Be neat
- Be able to pay attention to detail
- Be interested in Computer Aided Design
- Capable of working on their own initiative



## Assessment

There are two assessment components:

→ A Research and Design project – 40%

→ A 3 hour end of course examination in June – 60%

## Possible Career Options/Courses

- |                                      |                       |             |
|--------------------------------------|-----------------------|-------------|
| → Architecture                       | → Engineering         |             |
| → Quantity Surveying                 | → Draughts person     |             |
| → Construction Technician            | → Mechanical Engineer |             |
| → Heating and Ventilation Technician | → Mechanic            |             |
| → Electrician                        | → Quantity Surveyor   | → Estimator |

# Engineering

*“Engineering is the art of directing the great sources of power in nature for the use and convenience of man” – Thomas Tredgold*



## Topics Covered

Leaving Certificate Engineering is the study of Mechanical Engineering where students develop the skills and initiative in the planning, development and realization of technological projects in a safe manner.

Throughout the course students study topics such as Health and Safety, Classification and Origin of Metals, Structure of Metals and Plastics, Material Testing, Joining, Machining to include Drilling, Milling and Bandsawing, Measurement, Manufacturing, Processes, New Technologies, Electronics

## Recommendations

- Practical skills and accuracy take a long time to develop and account for 50% of the marks at Leaving Certificate level.
- It is advisable that students undertaking this course will have studied Metalwork or Technical Graphics in Junior Cycle
- A background in practical subjects or a willingness to work very hard is important.

## Assessment

There are three component parts to the assessment in Engineering, all of which are completed in 6<sup>th</sup> year.

→ Project from November – March worth 25% (HL) and 30% (OL)

→ Practical 6hour examination in May worth 25% (HL) and 30% (OL)

→ 3 hour written examination in June worth 50% (HL) and 40% (OL)



## Possible Career Options/Courses

- |                         |                       |
|-------------------------|-----------------------|
| → Mechanical Engineer   | → Electronic Engineer |
| → Motor Mechanic        | → Welder              |
| → Plumber               | → Electrician         |
| → Industrial Design     | → Technician          |
| → Aeronautical Engineer | → Production Engineer |
| → Naval Engineer        |                       |

# Physical Education

*“The moral value of exercise and sports far outweighs the physical value” – Plato*



## Topics Covered

Leaving Certificate Physical Education seeks to develop the learner’s capacity to become an informed, skilled, self-directed and reflective performer in Physical Education and activity.

Throughout the course students study two strands such as Strand One – Towards Optimum Performance which looks at the theoretical perspectives that impact skilled performance such as the skills and techniques required, the biomechanics involved, performance related fitness and the impact of psychological factors on performance. Strand Two – Contemporary Issues in Physical Activity examines the different personal, social and contextual factors that impact on participation and performance along with topics such as Promoting Physical Activity, Ethics and Fair Play, Physical Activity and Inclusion, Technology, Media and Sport, Gender and Physical Activity, Business and Enterprise in Physical Activity and Sport

## Assessment

There are three assessment components in Physical Education.

→ Physical Activity Project worth 20%

→ Performance Assessment worth 30%

→ End of course examination worth 50%

## Recommendations

- Excel in sport or have a keen interest in physical activity and sport
- Be aware that learning about the theory underpinning performance in physical activity and about how to improve one’s own performance is central throughout the course
- The Performance Assessment involves the compilation of a video of your best performance in one of three physical activities which will include footage gathered in a variety of contexts, including fully competitive and/or conditioned practices designed to showcase particular aspects of performance, e.g. attacking play.



## Possible Career Options/Courses

- |                              |                     |
|------------------------------|---------------------|
| → Sports Journalism          | → Personal Trainer  |
| → Physical Education Teacher | → Physiotherapist   |
| → Sports Coach/Consultant    | → Dietician         |
| → Fitness Instructor         | → Sports Psychology |
| → Sport Science              | → Sports Medicine   |

# Accounting

*“Accounting is the language of Business” –  
Warren Buffett*

## Topics Covered

Throughout the course students study topics such as Preparation, Recording, Extraction, Presentation and Analysis of Financial Information for the Proposes of Economic Decision Making, Accounting Theory and Principles, Financial Statement Preparation, Farm Accounts, Club Accounts, Company Accounts, Manufacturing Accounts, Financial Statements Analysis and Interpretation, Budgeting, Break Even Analysis, Cost Classification, Ratio Analysis, Bank Reconciliation Statements,



## Assessment

One end of course examination in June of 6<sup>th</sup> Year where students undertake a 3hour examination at either higher level or ordinary level.

## Recommendations

- Being comfortable with numbers is important but students do not need to be sitting higher level Mathematics
- While Junior Cycle Business provides a foundation for this course it is not essential to have completed Business at Junior Cycle
- An organised student with a fondness for order will be particularly suited to this course
- Detailed analysis of figures and data will require conscientiousness and commitment



## Possible Career Options/Courses

- |                        |                         |
|------------------------|-------------------------|
| → Accountant           | → Accounting Technician |
| → Actuarial Studies    | → Business Management   |
| → Computer Programming | → Auctioneering         |
| → Insurance            | → Market Research       |
| → Quantity Surveyor    | → Advertising           |
| → Law                  | → Teaching              |





# Business (Tranche One – September 2025)

*“Success in business requires training and discipline and hard work. But if you’re not frightened by these things, the opportunities are just as great today as they ever were” – David Rockefeller*



## Topics Covered

Leaving Certificate Business develops students’ awareness of the significance of business for the Irish and international economy and helps to foster an understanding of how the world of business works. The subject specification is made up of four contextual strands: Exploring the business environment, Understanding enterprise, Leading in business, and Making informed decisions in addition to the unifying strand, Investigating business. Four cross-cutting themes identified as Ethics and Sustainability, Entrepreneurial Thinking, Business and Financial Literacy, and Digital transformation act as lenses to explore the dynamic world of business

Throughout the course students study topics such as People in Business, Resolving Conflict in the Workplace and the Marketplace, Entrepreneurs and Enterprise, Trade Unions, Management Skills in Leadership, Motivation and Communications, Insurance, Taxation, Marketing and Finance, Business Structures, Marketing, Ethics and Social Responsibility, Government Involvement in Business, Technology in Globalisation, Foreign Direct Investment, European Union, International Trade

## Assessment

1. An Additional Assessment Component (AAC) comprising of a Business Alive Investigative Study based on a common brief, set by the State Examination Commission worth 40%

2. A written examination will be at higher and ordinary level and will be set and Examined by the State Examinations Commission (SEC) worth 60%

## Recommendations

- Be prepared to actively research information on business related issues
- An interest in current affairs and an ability to be alert to what is happening in the business world is advantageous
- It is not essential that students will have studied Business at Junior Cycle



## Possible Career Options/Courses

- |                |                   |
|----------------|-------------------|
| → Banking      | → Insurance       |
| → Marketing    | → Advertising     |
| → Bookkeeping  | → Clerical Work   |
| → Hospitality  | → Management      |
| → Accountant   | → Auditor         |
| → Entrepreneur | → Family Business |



# Art

*"I dream my painting and then I paint my dream" – Vincent Van Gogh*



## Topics Covered

The art syllabus for examination in 2022 is presented in three strands – Research, Create and Respond.

### RESEARCH STRAND

Looking using primary sources or examples of significant works of Visual Studies; Recording one's thoughts, ideas, findings and observations in one's sketchpad; Experimenting and interpretation of what one observes and the work and ideas that is then developed; Being cognisant of the evolving world through Contextual enquiries; Explicitly following a Process.

### CREATE STRAND

Creating realised work from its conception through Making; using Contextual enquiries to understand and use art elements and design principles; the Process involved in following lines of enquiry and deciding on a realised piece of work; developing the knowledge, skills and understanding required to communicate through the Realisation/Presentation of one's work.

### RESPOND STRAND

Analysis of one's own artwork and that of others; the making of Contextual enquiries to locate one's own work in relation to other artwork within a particular context/s (e.g. stylistically, socially, politically, ethically, etc.); looking at ways to judge Impact and value; employing Critical and personal reflection; and learning to think about and rationalise their Process.

## Assessment

There are three assessment components in Art.

→ Practical Coursework worth 50%

→ Practical Examination worth 20%

→ End of course written examination worth 30%

## Recommendations



- Have a genuine interest in and a mature attitude to the broad subject of Art.
- Be capable of working consistently on major pieces of art whereby patience and an excellent attendance record will be essential.
- An ability to work independently on one's own initiative.



## Possible Career Options/ Courses

- Theatre, Film and TV
- Gallery/Museum
- Advertising
- Painting/Decorating
- Photographer

- Animation
- Architecture
- Floristry
- Printing/publishing
- Crafts

- Interior Design
- Fashion
- Graphic Design
- Occupational Therapist

# Film, Theatre and Drama Studies

(Tranche One – September 2025)

*"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." – Oscar Wilde*



## Topics Covered

Drama, Film and Theatre Studies provides opportunities for personal, aesthetic, collaborative and culturally enriching experiences. The subject specification is set out in three interconnected strands of creative Process, Applied Creative Tasks and Critical Response Process. During the course students will consider the work of established practitioners to inform their own creative process.

Topics students may engage with during this course include foundations of performance and production, the variety of roles and responsibilities in film & theatre, performance skills such as improvisation, gesture or pace, etc. technical and production skills such as lighting, production design, props or sound, etc. development of creative tasks such as character building, scripting, choreography, rehearsal techniques, etc. ethical practices such as honouring the filmmakers' intentions. Students will critically respond to the techniques and elements used in theatrical performance/film productions and analyse the influence that genres/periods/styles/forms/practitioners have on the development and execution of creative tasks. Students will complete three applied creative tasks over the course of the two year programme and a portfolio developed by students will record reflections from the Applied Creative Tasks and documents goals, creative achievements and learning throughout the course

## Assessment

There are two assessment components.

→ An Additional Assessment Component comprising a Drama, Film and Theatre Studies Creativity in Practice Project set and examined by the State Examinations Commission worth 50%

→ End of course written examination at either Higher or Ordinary level in June worth 50%



## Recommendations

- Confidence and communication to perform and discuss creative works within the class is beneficial
- An ability to critically analyse scripts and human behaviour will support creative decision making skills for improvisation, choreography and interpretation.
- Teamwork will play a significant role in the development of creative tasks

## Possible Career Options/ Courses

- |                    |                         |                    |
|--------------------|-------------------------|--------------------|
| → Choreography     | → Stage/Screen Designer | → Scriptwriter     |
| → Costume Designer | → Performing Artist     | → Producer         |
| → Sound Engineer   | → Lighting Technician   | → Actor            |
| → Event Management | → Teacher               | → Media Researcher |

# Geography

*“The study of Geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together” – Barack Obama*



## Topics Covered

Geography will help students develop an understanding of the changing relationships between the physical and human worlds.

Throughout the course students study topics from three different units. All students will study Patterns and Processes in the Physical Environment, Regional Geography and Geographical Investigation and Skills, Patterns and Processes in Economic Activities or Patterns or Processes in the Human Environment. Higher Level students will also examine one of the following topics: Global Interdependence, Geo-ecology, Culture and Identity or the Atmosphere – Ocean Environment

## Assessment

There are two assessment components.

→ Coursework Report on a Geographical Investigation worth 20%

→ End of course written examination in June worth 80%

## Recommendations

- Geography is a cross-curricular subject requiring a number of skills including:



- Analysis of data
- Presentation of data
- Map interpretation
- Identification of physical landforms
- Identification and description of national and international regions
- Completion of a geographical investigation involving fieldwork

## Possible Career Options/ Courses

- |                     |                         |                 |
|---------------------|-------------------------|-----------------|
| → Meteorology       | → Geology               | → Town Planning |
| → Town Planning     | → Environmental Studies |                 |
| → Anthropologist    | → Agricultural Careers  | → Pilot         |
| → Quantity Surveyor | → Civil Engineer        | → Navy          |
| → Archaeologist     | → Anthropology          | → Tourism       |

# History

*“The more you know about the past, the better prepared you are for the future” – Theodore Roosevelt*

## Topics Covered

By working with evidence students will be given a preliminary introduction to the nature of history and the work of the historian. They will undertake a documents-based study as a means of developing their skills in working with evidence and they will undertake a research study of a significant historical subject.

Students will follow the Later Modern Field of Study History Syllabus where they will encounter topics in Irish History such as Ireland and the Union, 1815-1870; Movements for political and social reform, 1870-1914; The pursuit of sovereignty and the impact of partition, 1912-1949; The Irish diaspora, 1840-1966; Politics and society in Northern Ireland, 1949-1993; Government, economy and society in the Republic of Ireland, 1949-1989. They will study topics from the history of Europe and the wider world such as Nationalism and state formation in Europe, 1815-1871; Nation states and international tensions, 1871-1920; Dictatorship and democracy, 1920-1945; Division and realignment in Europe, 1945-1992; European retreat from empire and the aftermath, 1945-1990; The United States and the world, 1945-1989.



## Assessment

There are two assessment components.

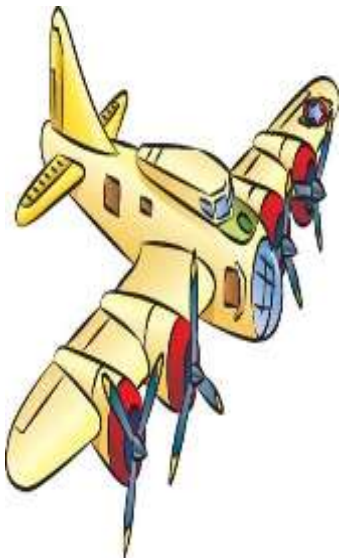
→ A Research Study of a significant historical subject worth 20%

→ End of course written examination in June worth 80%

## Recommendations

■ A good standard of English will be required as history requires detailed reading and analytical skills.

■ Students should be willing to learn how to think independently and to communicate effectively by supporting their point of view or argument with evidence.



## Possible Career Options/ Courses

- |              |                      |               |
|--------------|----------------------|---------------|
| → Journalism | → Politics           | → Museum Work |
| → Law        | → Sociology          | → Writer      |
| → Teacher    | → Archaeology        | → Librarian   |
| → Tour Guide | → Diplomatic Service |               |

# Home Economics

*“No one is born a great cook – one learns by doing”  
– Julia Child*

## Topics Covered

Home economics is an applied subject combining theory with practice and is concerned with the way individuals and families manage their resources to meet physical, emotional, intellectual, social and economic needs.

The course consists of four areas.

1. Food Science and Nutrition
2. Resource Management and Consumer Studies
3. Social Studies
4. One elective which is taken from Home Design and Management or Textiles, Fashion and Design or Social Studies.



## Recommendations

- As Food Studies makes up approximately 45% of the course in Home Economics an interest in food studies and nutrition will be advantageous.
- Excellent attendance is required for the successful completion of practical work
- A requirement to undertake Home Economics at Junior is not necessary

## Assessment

There are two assessment components.

→ A practical component where five practical tasks/assignments which are completed in fifth year are written up in a Course Assessment Journal that is submitted by October of 6<sup>th</sup> Year and is worth 20%.

→ End of course written examination in June worth 80%

## Possible Career Options/ Courses

- |                    |                   |
|--------------------|-------------------|
| → Nursing          | → Hairdressing    |
| → Chef             | → Nutritionist    |
| → Social Work      | → Dietician       |
| → Tourism          | → Culinary Arts   |
| → Teaching         | → Food Production |
| → Hotel Management | → Entrepreneur    |
| → Beauty Therapy   | → Interior Design |
| → Food Development | → Fashion Design  |
| → Sociology        | → Carer           |



# Music

*“Rhythm and harmony find their way into the inward places of the soul” – Plato*



## Topics Covered

There are three core elements in the Leaving Certificate Music syllabus:

- **Listening:** Students must listen to a wide variety of music including Set Works ranging from Bach to The Beatles/Queen, Irish music – old and new, Other styles including pop, rock, classical and jazz
- **Composing:** Students learn the basic elements of composition with a focus on: 16 bar melody, adding harmony to an existing melody
- **Performing:** Each student prepares 2-8 pieces of music to be performed as a Solo Performance and/or as a member of a group. Music Technology is also studied whereby students have the opportunity to use IT to write and play music

## Recommendations

- While it is useful to have completed Junior Cycle Music it is not necessary
- Any student who feels that they have good listening skills, who plays an instrument and/or sings or who composes their own music should consider Music as a Leaving Certificate option.
- Having the ability to perform vocally and/or play an instrument is a requirement for this course
- Students should have some basic knowledge of Music Theory and be willing to work hard and participate in musical events during the school year

## Possible Career Options/ Courses

- Music Teacher
- Music Therapist
- Performer/Professional musician
- Music Producer/Director
- Media – television
- Choreography
- Sound Engineer
- Primary School Teacher
- Advertising
- Musical Composer

## Assessment

There are three assessment components

- **Performance** (March/April of 6th Year)
- **Listening Paper** (1½ hours in June)
- **Composition Paper** (1½ hours in June)

At Higher level, one component is selected as a higher elective. Performance is the most popular choice



# Politics and Society

*“As groups begin to see themselves and their society from their own perspective and become aware of their potentialities, hopelessness is replaced by hope. Society now reveals itself as something unfinished, it is not a given but a challenge. This new critical optimism leads to a strong sense of social responsibility and of engagement in the task of transforming society” – Paulo Freire*

## Topics Covered

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.

Throughout the course students study topics such as power and decision making in Ireland and within the European Commission, Active Citizenship, Human Rights and Responsibilities in Ireland, Europe and the wider world, Globalisation and Identity, Sustainable Development



## Assessment

There are two assessment components in Politics and Society

- Report on a Citizenship project following a brief that is issued each year by the State Examinations Commission worth 20%
- End of course written examination in June worth 80%

## Recommendations

- Students considering Politics and Society for the Leaving Certificate must be willing to build upon the following skills:
  - Discussion
  - Analysis
  - Application
  - Reflection
  - Informed decision making
  - Debating
- Students who are studying History at Leaving Certificate may find that they have some knowledge, skills and attitudes which may support their learning in Politics and Society



## Possible Career Options/ Courses

- |                |             |
|----------------|-------------|
| → Politician   | → Law       |
| → Journalism   | → Media     |
| → Anthropology | → Sociology |





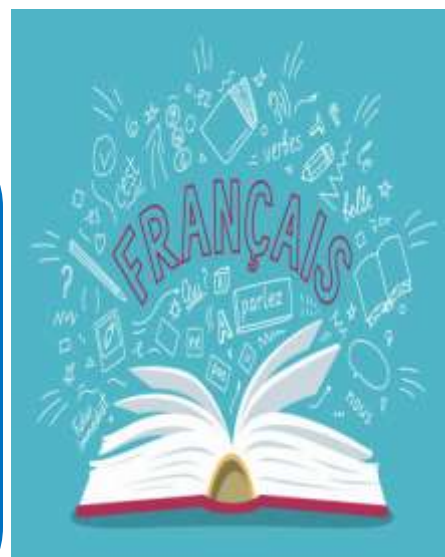
# French

*“Qui n’avance pas, recule”*

## Topics Covered

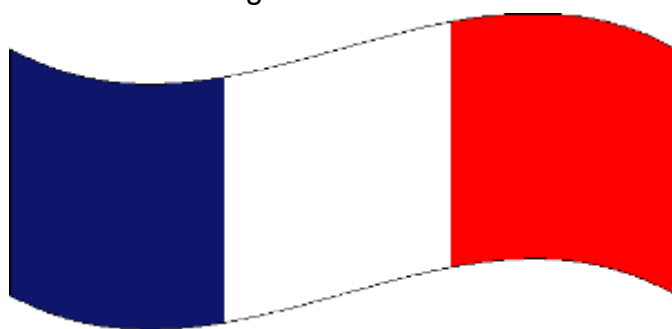
The course is divided into three parts

- Oral Communication – consisting of general conversation, reading and presentation/discussion of documentation
- Aural Communication where students listen to interviews, dialogues, news reports, weather reports, etc. to extract information and expand vocabulary
- Written Communication whereby an understanding of grammar, reading comprehensions and written expressions are enhanced.



## Recommendations

- A language is a slowly acquired subject and not something that one can leave to revise until the last minute
- Students taking French must be good attenders, willing to do homework on a regular basis and to work hard in class
- A good grade and interest in French from Junior Cycle or fluency will be required to participate in French at Leaving Certificate



## Possible Career Options/ Courses

- Teaching
- Translation
- Business
- International Trade and Relations
- Development Worker
- Interpreter
- Marketing
- Tourism
- Chef

## Assessment

There are three assessment components in French

- A 15 minute oral in March or April of 6<sup>th</sup> Year which is worth 25% (HL) or 20% (OL)
- End of course written examination in June which is worth 55% at either higher level or Ordinary level
- A 40 minute aural exam in June of 6<sup>th</sup> Year which is worth 20% (HL) or 25% (OL)



# German

*“Übung macht den Meister”*

## Topics Covered

The course is divided into three parts

- Oral Communication – consisting of general conversation, reading and presentation/discussion of documentation
- Aural Communication where students listen to interviews, dialogues, news reports, weather reports, etc. to extract information and expand vocabulary
- Written Communication whereby an understanding of grammar, reading comprehensions and written expressions are enhanced.

## Recommendations

- A language is a slowly acquired subject and not something that one can leave to revise until the last minute
- Students taking German must be good attenders, willing to do homework on a regular basis and to work hard in class
- A good grade and interest in German from Junior Cycle or fluency will be required to participate in German at Leaving Certificate



## Possible Career Options/ Courses

- Teaching
- Translation
- Business
- International Trade and Relations
- Development Worker
- Interpreter
- Marketing
- Tourism
- Chef



## Assessment

There are three assessment components in German

- A 15 minute oral in March or April of 6<sup>th</sup> Year which is worth 25% (HL) or 20% (OL)
- End of course written examination in June which is worth 55% at either higher level or Ordinary level
- A 40 minute aural exam in June of 6<sup>th</sup> Year which is worth 20% (HL) or 25% (OL)

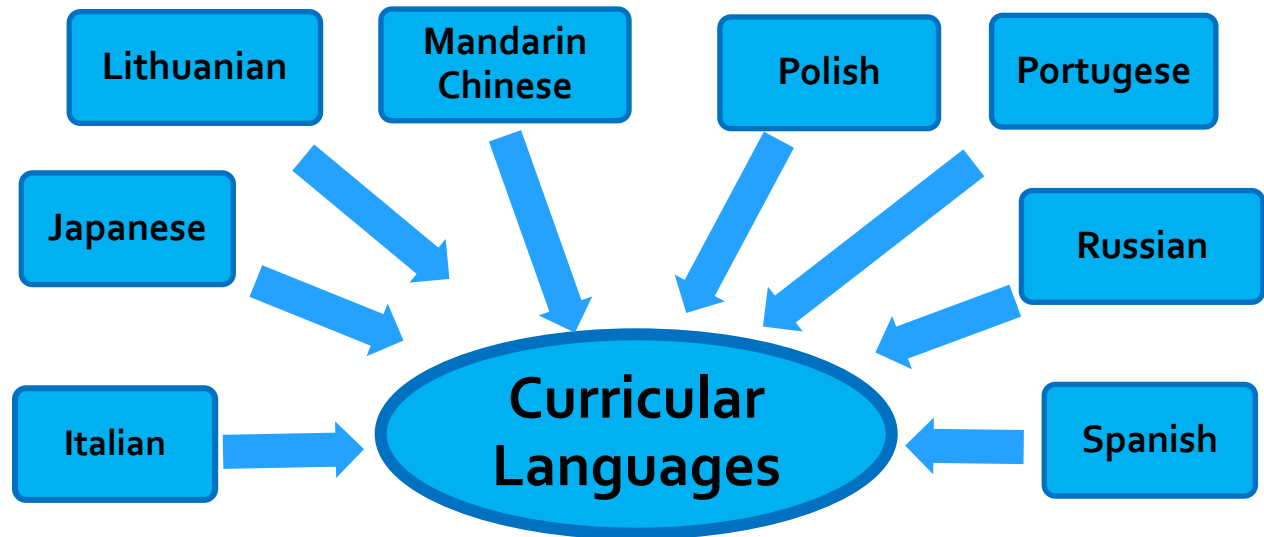


# Curricular and Non-Curricular Languages

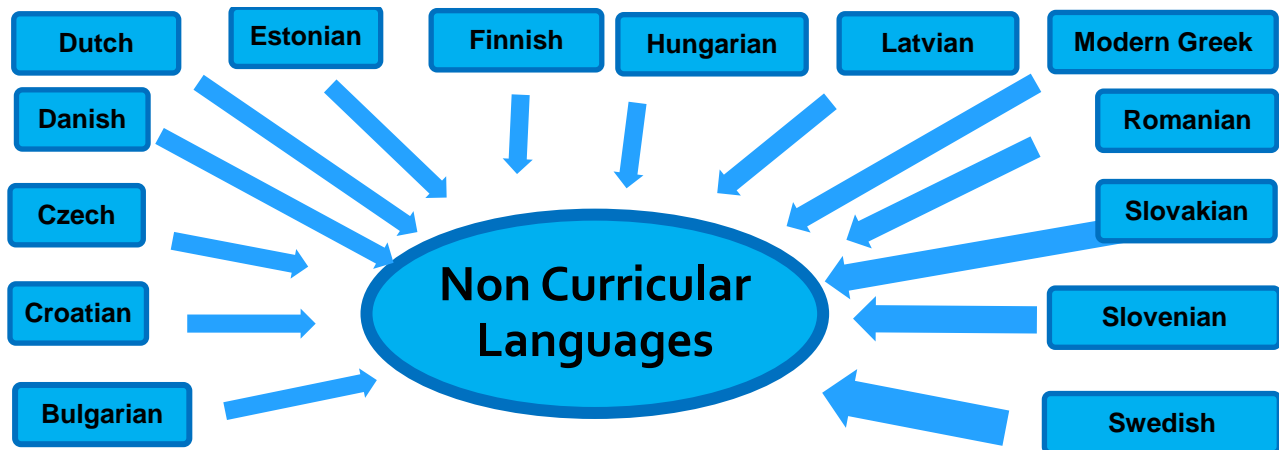
While there are no timetabled classes in any of these languages some curricular and non-curricular languages may be worth considering as an option for Leaving Certificate where English is not the spoken language in the home and where the student has a very good spoken (for examinations with an oral and aural component to them) and written competency.



**Curricular Languages** have a written, oral and aural component to them. These languages include:



**Non Curricular Languages** are assessed in written format only and these include:



# Agricultural Science

“We gain everything from soil” – Sunny Grace Shravan

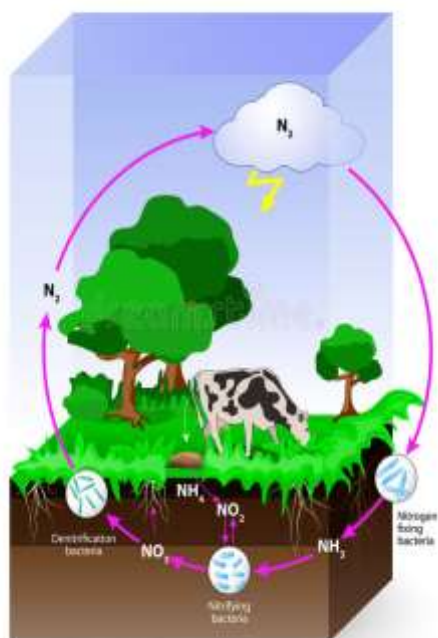
## Topics Covered

Leaving Certificate agricultural science involves the study of the science and technology underlying the principles and practices of agriculture.

Topics studied throughout this course include Scientific Practices in Agriculture, Health and Safety in Agricultural Practices, Chemical, Physical and Biological Properties of Soil, including Drainage, Erosion, Sedimentation, the Nitrogen Cycle, Earthworm Activity, Organic Matter, Soil Management, Crop Establishment, Crop Management and Harvesting, Animal Physiology and Classification



## NITROGEN CYCLE



## Recommendations

- An interest in biodiversity, animal welfare and care of the environment may be useful if choosing to study Agricultural Science
- An awareness that agriculture will be thoroughly examined using a scientific approach
- Although it is not necessary Agricultural Science may benefit students who have an interest or background in Agriculture

## Assessment

There are two assessment components at both Ordinary and Higher Level

- An Individual Investigative Study about a topic of agricultural significance that is based on a brief issued by the State Examinations Commission (25%)
- An end of course written examination of 2.5 hours worth 75%

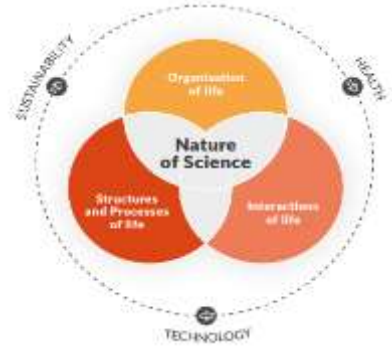


## Possible Career Options/ Courses

- |                               |                         |
|-------------------------------|-------------------------|
| → Farm Management             | → Entrepreneur          |
| → Biotechnological Consultant | → Agricultural Research |
| → Food Production             | → Business Management   |
| → Agricultural Officer        |                         |

# Biology (Tranche One – September 2025)

*“Biology is the study of complicated things that give the appearance of having been designed for a purpose” – Richard Dawkins*



## Topics Covered

Through the study of biology students explore the diversity of life and the inter-relationships between organisms and their environment. The subject specification consists of four strands: a unifying strand, Nature of Science and three contextual strands, Organisation of Life, Structures and Processes of Life and Interactions of Life. Three cross cutting themes of Health, Sustainability and Technology provide contexts for the study of these strands.

Topics studied throughout this course include Human Biology, Plant Biology, Ecology and the Study of an Ecosystem, the Cell and cellular processes such as photosynthesis and respiration, Enzymes, Genetics, Microbiology and Reproduction.

## Assessment

There are two assessment components.

→ An Additional Assessment Component comprising a Biology in Practice Investigation based on an Investigation Brief published and examined by the State Examinations Commission worth 40%

→ End of course written examination at either Higher or Ordinary level in June worth 60%

## Recommendations

\* Students of biology should have an enthusiasm for the scientific study of life.

\* An interest in evaluating data to make observations, identify patterns/relationships and justify conclusions is helpful.

\* Numeracy skills to produce statistics, graphs and other numerical data is beneficial

## Possible Career Options/ Courses

- Ambulance Personnel
- Biochemist
- Dentist
- Chiropodist
- Dietician
- Medicine
- Food Science/Processing Technician
- Marine Biologist
- Nursing
- Veterinary Surgeon
- Animal Nurse
- Pharmacy
- Physiotherapist
- Radiographer
- Agricultural Officer
- Catering Careers
- Optician
- Teaching

# Chemistry (Tranche One – September 2025)

*“Chemistry ought to be not for chemists alone” – Miguel de Unamuno*

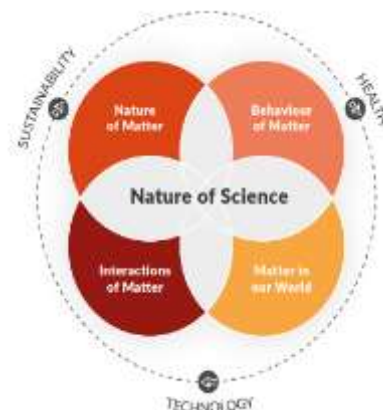
## Topics Covered

Leaving Certificate Chemistry consists of the study of matter – its characteristics, behaviour and structure. The subject specification consists of five interrelated strands: The Nature of Science, which is the unifying strand, and four contextual strands – The Nature of Matter, Behaviour of Matter, Interactions of Matter, and Matter in Our World. Three cross cutting themes identified as Health, Sustainability, and Technology act as lenses through which students can explore the application of knowledge from chemistry.

Topics studied throughout this course include Periodic Table and Atomic Structure, Chemical Bonding, Stoichiometry, Formulas and Equations, Volumetric Analysis, Fuels and Heats of Reaction, Fuels and Heats of Reaction, Rates of Reaction, Organic Chemistry, Chemical Equilibrium, Environmental Chemistry – Water, Additional Industrial Chemistry, Atmospheric Chemistry, Materials, Additional Electrochemistry and the Extraction of Metals

## Recommendations

- A confidence and competence with the use of figures, formulas and equations is desirable
- A flare for problem solving is advisable
- An interest in practical experimental and research work is required as this forms an integral part of learning fundamental chemical concepts.
- An enthusiasm for presenting information on the contribution of scientific discovery and its impact on society is recommended

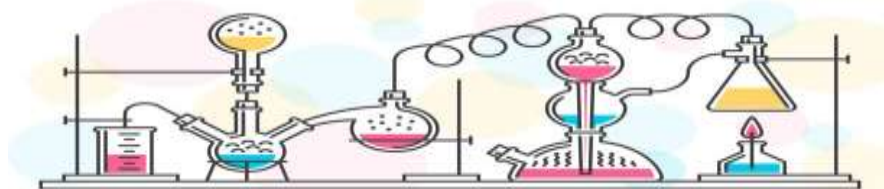


## Assessment

There are two assessment components.

→ An Additional Assessment Component comprising a Chemistry in Practice Investigation based on an Investigation Brief published and examined by the State Examinations Commission worth 40%

→ End of course written examination at either Higher or Ordinary level in June worth 60%

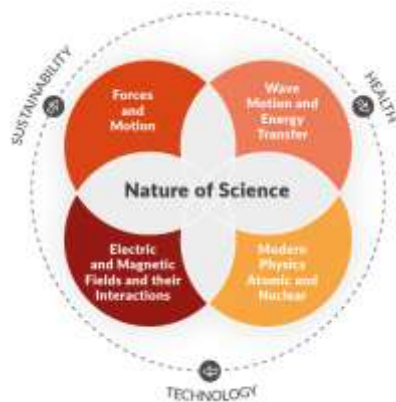


## Possible Career Options/Courses

- |                |                           |                         |
|----------------|---------------------------|-------------------------|
| → Medicine     | → Pharmaceutical Industry | → Environmental Science |
| → Dentist      | → Forensic Science        | → Metallurgist          |
| → Optician     | → Fuel Technology         | → Physiotherapist       |
| → Radiographer | → Biotechnology           | → Chemist               |
| → Agriculture  | → Computer Science        | → Engineering           |

# Physics (Tranche One – September 2025)

*“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious” – Stephen Hawking*



## Topics Covered

Through the study of physics students will develop an understanding of how matter and energy behave and interact with each other. The subject specification consists of five strands: A unifying strand, The Nature of Science, and four contextual strands, Forces and Motion, Waves and Energy Transfer, Electricity and Magnetism, and Modern Physics. Three cross cutting themes of Health, Sustainability and Technology provide contexts for the study of these strands.

Topics studied throughout the course include Kinetic Energy, Mechanics, Temperature, Heat, Waves, Vibrations and Sound, Light, Electricity, Modern Physics, Particle Physics, Applied Electricity, Radiation, etc.

## Recommendations

A student with good mathematical ability does well in physics. Physics requires dedication and consistency. Students therefore should:

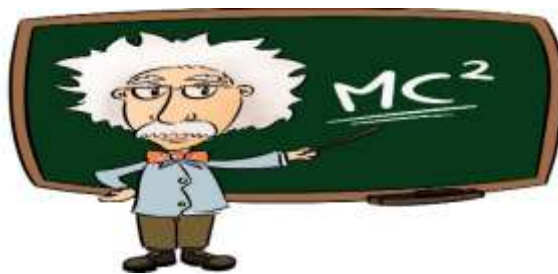
- Be hardworking, attentive and consistent
- Enjoy problem solving
- Enjoy both theoretical and practical work

## Assessment

There are two assessment components.

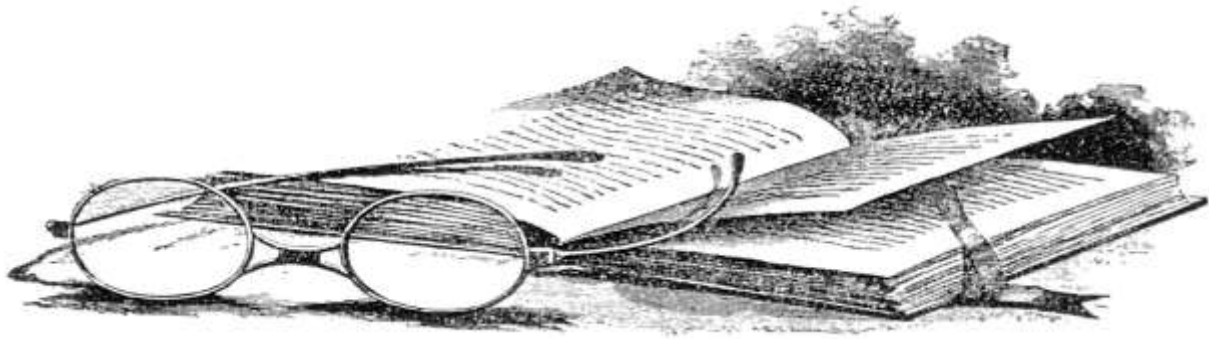
→ An Additional Assessment Component comprising a Chemistry in Practice Investigation based on an Investigation Brief published and examined by the State Examinations Commission worth 40%

→ End of course written examination at either Higher or Ordinary level in June worth 60%



## Possible Career Options/ Courses

- |               |                          |                            |             |
|---------------|--------------------------|----------------------------|-------------|
| → Engineer    | → Radiography            | → Physiotherapy            | → Physicist |
| → Electronics | → Architecture           | → Electrician              | → Plumber   |
| → Carpenter   | → Journalism             | → Research and Development |             |
| → Education   | → Finance and Management | → Aviation                 |             |



English

Compulsory Subjects

Mathematics

Gaeilge

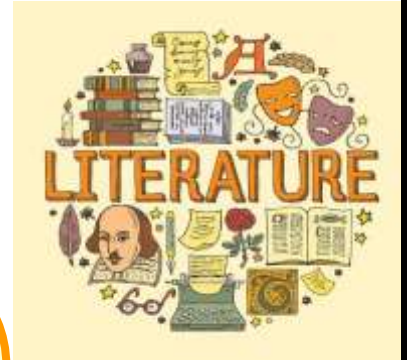


*“Important achievements require a clear focus, all out effort and a bottomless trunk full of strategies, plus allies in learning” – Carol Dweck*



# English

*“Literature is always personal, always one man’s vision of the world, one man’s experience, and it can only be popular when men are ready to welcome the visions of others” – William Butler Yeats*



## Topics Covered

Leaving Certificate English invites students into rich experiences with language so that they become fluent and thoughtful users of it and more aware of its significance in their lives. The purpose of the course is to empower students so that they can become sophisticated users and interpreters of many linguistic genres be it a song, an advertisement, a dialogue, a public speech, a child’s book, an expository essay, a legal document, a scientific report or a poem.

The course is organised around two general domains of comprehension and composition that are examined under five main classifications of language use such as the language of information, the language of argument, the language of persuasion, the language of narration and the aesthetic use of language. Attention is given to paragraphing, syntax, spelling and punctuation. Students will study a range of poetry, at least four texts from a prescribed list for comparative study and a Shakespearean drama at higher level.

## Assessment

There are two examination papers at both higher and ordinary level

English Paper I –  
Assesses the comprehension and composition skills of students through a range of comprehension questions and engagement with an extended composition in a specific genre

English Paper II –  
Consists of three sections that include an in-depth study of a text, a comparative study of prescribed texts and poetry.

## Recommendations

All students will need to:

- Be prepared to read extensively
- Be willing to develop their written expression
- Be prepared to enhance their oral literacy



(Picture: Patrick Kavanagh)

## Some Possible Career Options/ Courses

- |                   |                    |
|-------------------|--------------------|
| → Broadcast Media | → Teaching         |
| → Publishing      | → Journalism       |
| → Marketing       | → Advertising      |
| → Politics        | → Law              |
| → Civil Service   | → Creative Writing |





# Gaeilge

*Seanfhocal Gaeilge - "Ní bhíonn an rath ach mar a mbíonn an smach – There is no success without discipline"*



## Topics Covered

Leaving Certificate Gaeilge builds on the student's language acquisition and the development of Irish language skills from Junior Cycle. The course consists of an extensive overview of Irish language, culture and literature that seeks to instil an awareness and appreciation of the rich diversity of Irish tradition and literacy among all students. Aural communication, reading comprehensions, engagement with Irish literature in the format of poetry and prose, oral communication and Irish history (at higher level) are all studied as part of the course.

Throughout the course the student is encouraged to develop and share her/his views on a range of topics including friendship, music, sport, hobbies, the media, travel, the weather, food and health, fashion, politics, significant people, beliefs and ethics, the environment, young people and the challenges they face, industry and current affairs

## Recommendations

All students will need to:

- Have an interest in Irish culture, heritage and literature
- Be interested in developing Irish pronunciation
- Develop an awareness of Irish grammar
- Be prepared to develop their written expression and enhance their oral literacy through the medium of Irish

## Assessment

Gaeilge is assessed at three levels – Foundation Level, Ordinary Level or Higher Level.

There are three assessment components in Gaeilge at Higher and ordinary level

- A 15 minute oral in March or April of 6th Year which is worth 40%
- End of course written examination over two examination papers in June which will be worth 50%
- A 20 minute aural examination worth 10% forms part of Paper I of the written examination

At foundation level the three assessment components consist of

- An 8 – 10 minute oral in March or April of 6th Year which is worth 40%
- End of course written examination over one examination paper in June which will be worth 40%
- A 30 minute aural examination worth 20% at the beginning of the written examination paper.

## Some Possible Career Options/ Courses

- |                                     |            |               |
|-------------------------------------|------------|---------------|
| → Public Relations (PR)             | → Teaching | → Journalism  |
| → Bilingual research and production |            | → Marketing   |
| → Information Technology            |            | → Media       |
| → Politics                          | → Law      | → Translation |

# Mathematics

*“Pure Mathematics is, in its own way, the poetry of logical ideas” – Albert Einstein*

## Topics Covered

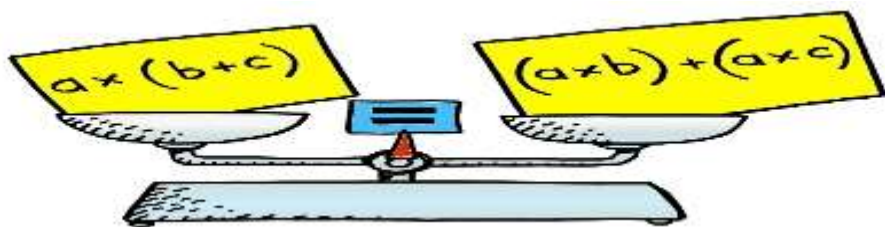
Through the study of mathematics, students develop a flexible, disciplined way of thinking which enables them to solve problems in mathematical and real world contexts. The Leaving Certificate Mathematics syllabus is provided at three levels – higher, ordinary and foundation and comprises of five strands:

1. Statistics and Probability
2. Geometry and Trigonometry
3. Number
4. Algebra
5. Functions

## Recommendations

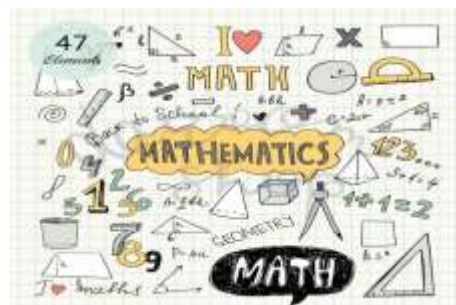
All students will need to:

- Be prepared to work consistently with all classwork and homework
- Regularly practice mathematical problems to help understand the concepts being taught
- Learn the logic and process involved in solving a problem
- Attend all lessons and be punctual
- Seek to analyse and understand all mistakes



## Some Possible Career Options/ Courses

- |   |                     |
|---|---------------------|
| → Actuary                                     | → Teaching          |
| → Computer and Information Research Scientist |                     |
| → Economist                                   | → Financial Analyst |
| → Mathematician                               | → Statistician      |
| → Operations Research Analyst                 |                     |
| → Accountant                                  | → Engineer          |
| → Meteorologist                               | → Quantity Surveyor |



## Assessment

Mathematics is assessed at three levels – Foundation Level, Ordinary Level or Higher Level.

At Ordinary Level and Higher Level there are two assessment components

- Mathematics Paper 1
  - Mathematics Paper 2
- Each paper will contain two sections – A and B.

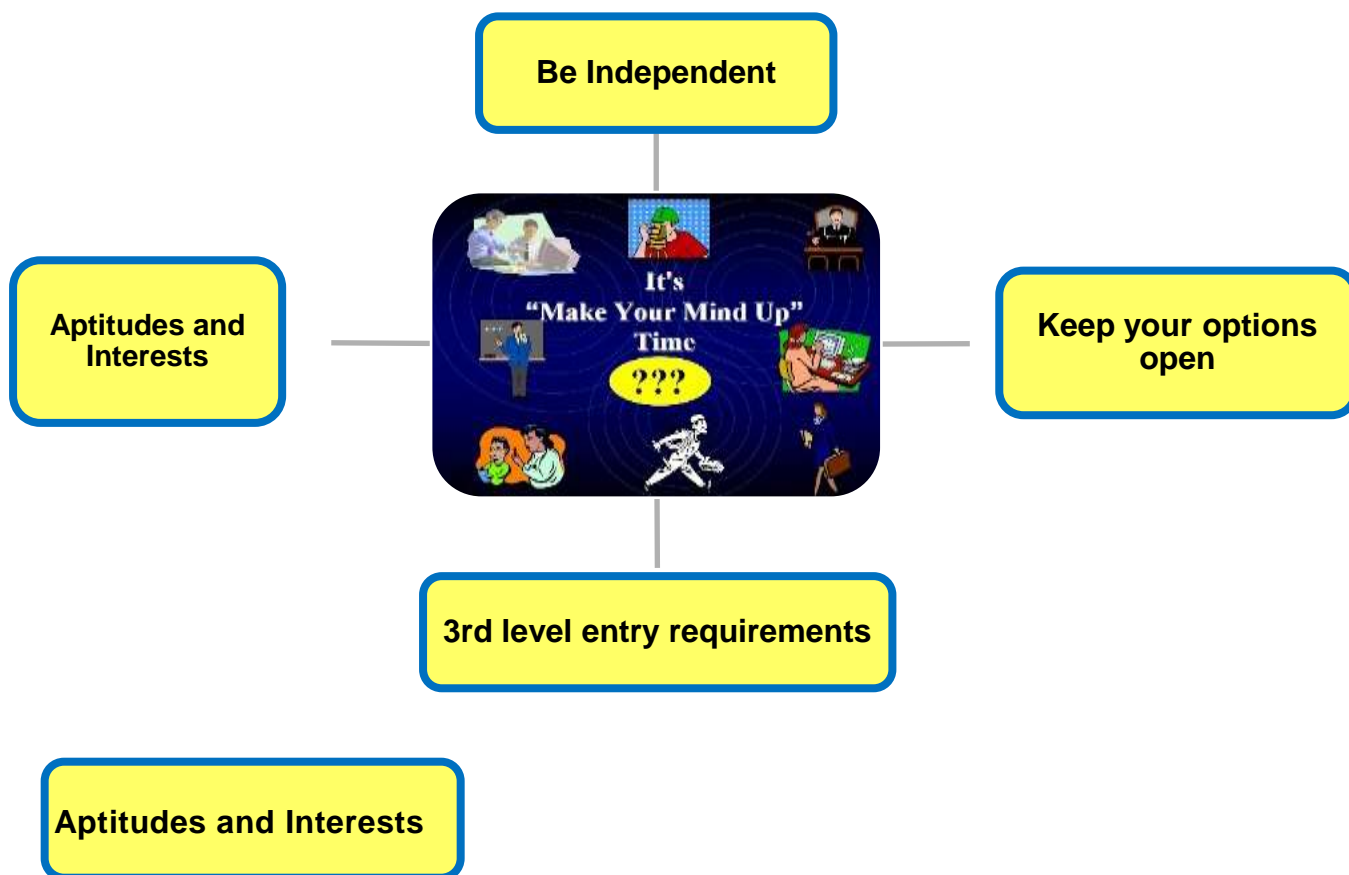
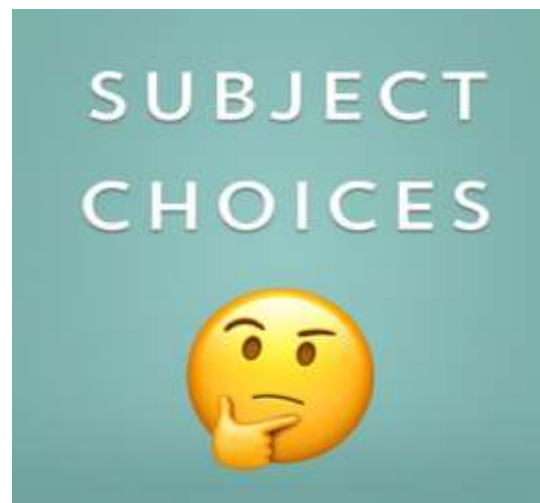
- Section A will address core mathematical topics, with a focus on concepts and skills.
- Section B will include questions that are context based applications of mathematics.

At Foundation Level there is one written examination paper by way of assessment. Learners will be assessed by means of problems set in meaningful contexts.



# Choosing the Right Subjects for your Leaving Certificate

Selecting the right optional subjects for your Leaving Certificate and the level at which to take them is a critical task faced by Senior Cycle students each year. This is not a decision that should be taken lightly and it will require deep thought and discussion with many people as you and your parents/guardians seek to make the best decision for you as a Senior Cycle student.



When choosing subjects for Senior Cycle it is important that subjects are chosen that the student has enjoyed during Junior Cycle or during Transition Year. An interest and enjoyment of a subject will mean that the student will work hard in the particular subject as it will suit their interests, skills and abilities. It is also important that subjects are chosen that the student is good at and will be in a realistic position to aim at taking at Higher Level as this will increase their chances of getting the best possible grades in their Leaving Certificate.

## Be Independent

Senior Cycle students are reaching a stage in their lives where they are in the midst of a process of becoming independent thinkers and learners. In consultation with adults that will guide and support them it is important that students choose subjects that are suited to them, their own future plans, interests and aptitudes. It is advisable that students are aware of any issues with a particular subject such as the level of difficulty that may be associated with course material and that they are aware of the requirements of a subject in terms of assessment. It may be helpful to talk to recent past pupils or to current Senior Cycle students to find out as much as they can about a particular subject. Above all, subjects should be chosen that suit the needs and requirements of the student and the student alone. Being influenced by what friends are doing or by who may be teaching a particular subject are not appropriate independent reasons for choosing an optional subject.

## Keep your Options open

Senior Cycle students seek to achieve as many points as possible in their Leaving Certificate. It is important to note that points can only be counted in one sitting of the Leaving Certificate. Therefore it is advisable that students choose optional subjects that they are likely to sit at Higher Level as this will give them the best possible opportunity to pick up as many points as possible in the Leaving Certificate. It is for this reason that it is worth considering LCVP if a student is likely to sit five or less subjects at Higher Level. It is worth carefully examining the breakdown of points that are awarded for Higher and Ordinary Level subjects as well as the points that are awarded for LCVP in appendix one at the back of this booklet.



Furthermore, as you read on through this booklet you will become aware that some third level courses may require that a certain grade is achieved in a particular subject. In order to keep options open for all third level courses students must consider if they should take a science subject or two for their Leaving Certificate and/or if a modern European language such as French or German should be continued for the Leaving Certificate

## 3<sup>rd</sup> Level Entry Requirements



Significant research into third level courses that a student might be interested in undertaking after the Leaving Certificate is required by students entering into Senior Cycle. One of the most useful websites for students to use to research third level courses will be [www.qualifax.ie](http://www.qualifax.ie) When researching individual courses there are two factors to identify and to be cognisant of as these must be met before the Leaving Certificate points requirement for the specific course will be accepted:

- Basic Entry Requirements to the College/University
- Specific Course Entry Requirements

It is the **student's responsibility** to research these matriculation requirements carefully. One example of such matriculation requirements occurs in the National Universities of Ireland (UCD, UCC, NUIG and Maynooth University) including Colleges that are linked to the National Universities of Ireland (such as Burren College of Art, National College of Art and Design, Shannon College of Hotel Management and St. Angela's Sligo) and other recognised Colleges (such as Institute of Public Administration and Royal College of Surgeons). For entry into all degrees at these Universities/Colleges it is a Basic Entry Requirement that students have English, Irish (unless exempt) and four other subjects in the Leaving Certificate. A third language (i.e. French, German, etc.) must be included among the other subjects for most degree programmes in Arts, Human Sciences, Law, Social Science, Commerce, Medicine and Health Sciences and some other degrees. For Commerce the subjects presented must include Mathematics, and for courses in the Sciences (i.e. Science, Agriculture, Engineering, Food Science and Technology, Medicine, Dentistry and Health Sciences, Veterinary Medicine) Mathematics and a Science subject are required.

Some examples of other Specific Course Requirements include:

- A H4 in Irish to study Primary Teaching
- A H5 in Chemistry to study Veterinary Medicine in UCD
- A H4 in Mathematics to study Engineering at Level 8 (Honours Degree level) on the National Framework of Qualifications (see Appendix Two)

*Reference to entry requirements to 3rd level courses on this page are subject to change, are only mentioned as examples and should NOT be regarded as a definitive list. All entry requirements for 3rd level courses that students may pursue MUST be carefully examined by students themselves before making choices about the subjects that will be undertaken for the Leaving Certificate examination.*

## Appendix One – Leaving Certificate Points

Higher Level Grade	Higher Level Points	Percentage Obtained	Ordinary Level Grade	Ordinary Level Points
H1	100	90 – 100	O1	56
H2	88	80 – 89	O2	46
H3	77	70 – 79	O3	37
H4	66	60 – 69	O4	28
H5	56	50 – 59	O5	20
H6	46	40 – 49	O6	12
H7	37	30 – 39	O7	0
H8	0	0 – 29	O8	0

LCVP Points		
Grade	Percentage obtained	Points achieved
Pass	50 – 64	28
Merit	65 – 79	46
Distinction	80 – 100	66

## Appendix Two – National Framework of Qualifications Ireland

