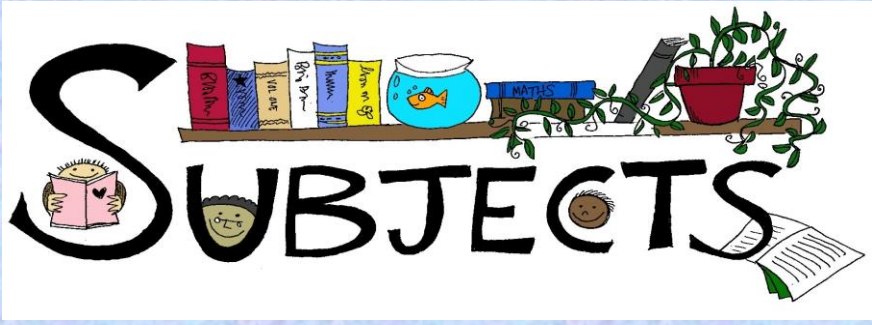
Scoil Uí Mhuirí

Dunleer

Guide to 1st Year Subject Choices



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The New Junior Cycle

Underlying Principles of Education

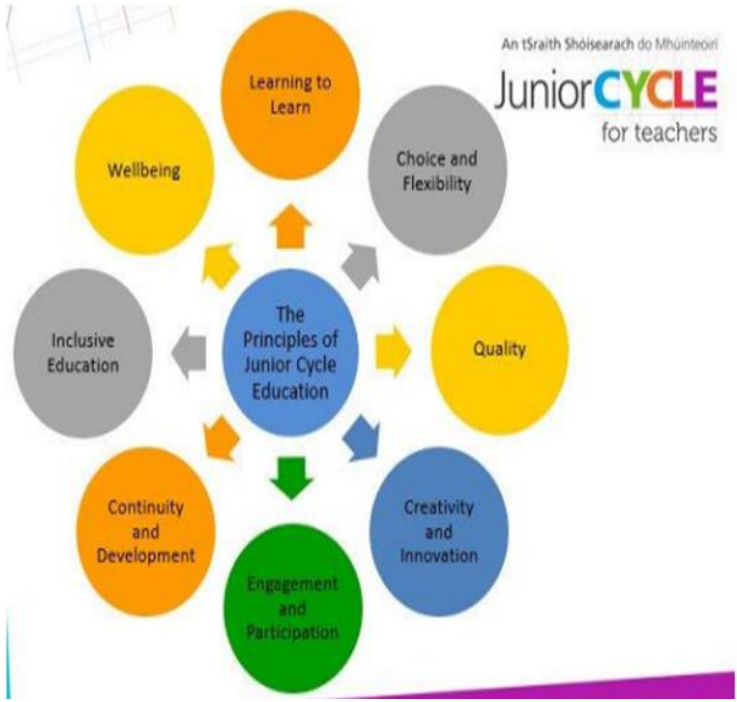
The new Junior Cycle will allow for new ways of learning and a broader range of skills to be properly assessed. The Framework for Junior Cycle is underpinned by eight principles. These principles will inform planning for the development and implementation of the Junior Cycle Programme in our schools.

The Principles will:

- Help students become better learners and develop a love of learning
- Help provide a solid foundation for further study
- To develop skills for learning and life
- Help to support learning through improved reporting to both students and parents.

The new Junior Cycle which all students are now taking part in has introduced a range of ***8 skills*** and ***24 statements of learning SOL,*** that must be on offer to students over the course of their junior cycle. Scoil Uí Mhuirí ensures that all of these are met over the duration of the Junior Cycle.

8 Principles of Junior Cycle Education:



Understanding the Principles for Junior Cycle Education:

1. Quality	All students experience a high-quality education, characterised by high expectations of learners and the pursuit of excellence
2. Wellbeing	The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place

	in a climate focused on collective wellbeing of school, community and society
3. Creativity and Innovation	Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative
4.Choice and Flexibility	The school's Junior Cycle programme is broad enough to offer a wide range of learning experiences to all and flexible enough to offer choice to meet the needs of students
5. Engagement and Participation	The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm and connects with life outside the school
6. Inclusive Education	The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all
7. Continuity and Development	Curriculum, assessment, teaching and learning enable students to build on their learning to date, recognise their progress in learning and support their future learning

8. Learning to Learn	High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education and of working life

Key Skills of Junior Cycle:

There are ***8 Key skills*** which permeate across the entire curriculum enabling the students to:

- Become more actively engaged with learning
- Take greater ownership of their learning
- Have a critical engagement with digital technology
- Be encouraged to problem solve and think creatively.

Statements of Learning:

The learning at the core of the Junior Cycle is described in the ***24 Statements of Learning*** which describe what students should know, understand, value and be able to do at the end of junior cycle

Statements of Learning

	The student
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

What is new in the Junior Cycle?

Junior Cycle students now receive a new Junior Cycle Profile of Achievement (JCPA), and this will reflect a wider range of your child's achievements over the 3 years of the Junior Cycle. It will report on:

1. Subjects

2. Classroom Based Assessments

3. Other Learning Experiences

1. Subjects:

Students will choose from a selection of subjects and short courses; all subjects are being revised and each one will have its own specification. These subjects are examined at the end of the Junior Cycle and will be graded differently.

New Grading of the Final Examination in Junior Certificate

New Junior Cycle Subject Grade Descriptors	
Distinction	≥ 90 to 100
Higher Merit	≥ 75 and < 90
Merit	≥ 55 and < 75
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded (NG)	≥ 0 and < 20

Classroom-Based Assessments (CBA):

- The 2nd way in which the new Junior Cycle assesses students is by providing them with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination. They will be undertaken in Subjects & Short courses and will be facilitated by the classroom teacher, in a set time period during school time. One CBA is completed in 2nd Year and one in 3rd year (with the exception of Irish where 2 CBA's will take place in 3rd Year).

- Once the 2nd CBA is completed in 3rd year, the students complete a written Assessment Task, set out by the NCCA, completed during normal school time and sent to the State Examinations Commission (SEC) for marking. It is worth 10% of the final grade in most subjects. CBAs are reported on in the JCPA using the following descriptors:

Classroom-Based Assessment Descriptors
Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations

3. Other Learning Experiences:

Student's will have the opportunity to engage with a range of other learning experiences as part of their Junior Cycle programme and these can be recorded on the JCPA. E.g. a musical performance, debating competition or engagement at a science fair, membership of the student council, Sporting activities, Friends for Life Programme amongst many more.

Subjects at Junior Cycle

There are three different categories of subject in Junior Cycle,

1. Core Subjects (required by everyone)

1. Irish*
2. English
3. Maths
4. MFL (French, German & Spanish)
5. History
6. Wellbeing (P.E.,SPHE, Guidance related learning & CSPE)

*Those with formal exemptions attend Learning Support

3. Optional Subject

Art	Home Economics
Business Studies	Engineering
Geography	Music
Science	Graphics
	Wood Technology

Choosing Subjects—Factors to be considered

Interests
What do I like? If you like something, you are more likely to work at it and enjoy it. Therefore, choose the subjects you like or think you will like. There is no point choosing a subject because you believe it will get you a job or because you believe it is easy.
Similarly, there is no point avoiding a subject just because you heard somewhere that it will be difficult. Remember, what one person considers easy, another considers difficult and vice versa!

Be open to new subjects
Don't be afraid to try a new subject if you feel you would like it. Just because you have never done it doesn't mean you won't like it. In fact, you may love it and be very good at it.

Ability/Aptitude
What am I good at? Look at what you are good at. Are you interested in reading? Do you enjoy writing? Do you like working with wood? Are you familiar with metalwork already? Are you musical? Do you enjoy sewing, cooking etc. Do you like learning languages? Do languages come easy to you? Are you good at Art? Are you artistically minded? Ask yourself *'What am I good at?*

Future Career
It is very difficult to decide what career a person would like at 12 years of age. However, 12year olds know what they don't like. No one wants to end up working in a job doing something they don't like. Once you know what you don't like, the key is to keep your options open.

Languages
If you intend to go to University, many of the traditional Colleges e.g. UCC, UCG, UCD also known as the National Universities of Ireland etc. require a European language **for entry to most courses.** This is changing slowly but it is something to keep in mind.

These five factors need to be considered when choosing subjects. Remember that at the end of 3rd Year you choose Leaving Certificate subjects which gives you a chance to start again.

Exemption from Irish

Only students who have an Official Exemption from Irish, granted by the Department of Education, are considered to be 'exempt' from the subject. Irish is mandatory for all other students. If you have been granted an exemption in National School, please submit a copy of the exemption to the school on or before Admissions Day.

Study Success

In second-level, the development of good study skills and the establishment of a consistent pattern of study, which includes homework, revision, exam preparation and self-directed learning are very important for success.

Homework

Students should get into the habit of noting all of their homework in the School Journal. It is recommended that parents check the journal each night to ensure that this is being done and that each student is completing all of his/her homework assignments. A strong partnership between school and home contributes greatly to good standards in second level and will encourage students to work consistently. It is recommended that **first year students' study for 1.5 to 2 hours** each night.

Study should be done in a quiet environment without the distraction of T.V., conversation or music. An average week's study should be a combination of homework, revision, exam preparation and self-directed learning. It will not be possible on every evening to include all aspects, yet it is important that students learn the centrality of revision from the start of first year.

Class sizes:

Certain subjects have a max. capacity in the room due to Health & Safety restrictions.

For example;

- Home Economics has a max of 20 students
- Wood Technology, Engineering, Graphics, Art & Science 24 students

Commonly asked Questions

If I don't like a subject in September, Can I change?

This will very much depend on if there is room in the class you wish to change to. Often, we find that there is no room and therefore change is not possible. This can be a great disappointment, but we must remember that practical subjects can only cater for 20/24 students, while other subjects can only take a max of 30. Due to the demand in practical subjects and the number of classes made available for these, you may find there is no room in the subject area you wish to change to.

If I didn't do a subject at Junior Cycle, can I take it up at Senior Cycle?

There is no simple answer to this.

A. In the case of a lot of subjects, the answer is Yes. You may be a little behind compared to some of the other students but with a little extra effort by an interested student, the subject is very achievable.

B. In the case of other subjects, the answer is less clear-cut. It very much depends on a student's personal skills. E.g. a someone with a flair for/prior knowledge of Art, Music, Metal work or Woodwork and who didn't choose the subject in Junior Cert may be comfortably able to take it on at Leaving Certificate.

C. In the case of some other subjects, the answer is probably no. E.g. it would be very difficult to pick up German or French in Leaving Certificate never having studied it before.

What do Junior Cycle Subjects Lead To

At Leaving Certificate

Junior Certificate	Leaving Certificate
Irish	Irish
English	English
Maths	Maths
The subjects below translate directly into Leaving Certificate subjects.	
History	History
Geography	Geography
French	French
German	German
Music	Music
Art	Art
The following subjects change name but essentially remain the same, building on what has been learned in Junior Cycle	
Home Economics	Social and Scientific
Technical Graphics	Design and Communications Graphics (DCG)
Wood Technology	Construction Studies
Materials Technology(metal)	Engineering
	Technology

The following subject divide into various different subjects allowing students to specialise	
Business	Business Studies
	Accounting
Science	Biology
	Chemistry
	Physics
	Agricultural Science

WOOD TECHNOLOGY

Under the current Framework for Junior Cycle, students have access to a suite of technology subjects: Engineering, Wood Technology, Graphics and Applied Technology

Wood Technology is a subject that will allow students to explore and learn about a key natural resource that nature has provided. Trees and wooden material have a unique relationship with nature and humankind. The sustainable use and management of this natural resource is important as the world faces the challenges of the 21st century.

In Wood Technology, students will explore the natural and made world through the medium of design, seeking out opportunities to creatively and innovatively apply the material/resource in making and shaping their environment. However, the uniqueness of this material and craft is that many of the traditional applications and processes are still of value, transcending the test of time.

Learning in this subject will be active and student centred, with learners collaborating in the pursuit of knowledge and in the safe management of the technology classroom environment. Through the challenges posed by the design-based philosophy of the subject, students will develop the relevant knowledge, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.

What will I learn in Wood Technology?

The study of Wood Technology at junior cycle aims to:

• enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to design and create artefacts of value

• empower students through designing and making, whilst developing an awareness of sustainability and the use of natural resources

• develop a range of core design skills and relevant manipulation skills through modelling and processing wood and other materials

• develop the confidence and resilience of students through engagement with the uncertainty of design challenges

• encourage students' innovation and creativity through recognition and appreciation of their capacity to design and create.

How can I learn more about Wood Technology outside of school?

• rather than just looking at trees, try to recognise the different species and their features

• examine how pieces of furniture are put together and why they are so strong

• use the internet to find information on design, wood, plastics and woodworking skills

• talk to people involved in the woodworking industry, for example carpenters or cabinet makers.

Examination:

Assessment for the JCPA

The assessment of Wood Technology for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- two Classroom-Based Assessments: Wood science in our environment, and Self-analysis and evaluation
- a project
- a written examination.

Assessment	
CBA 1: Wood science in our environment	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of second year.
CBA 2: Self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year and will inform the student's work on the project.

Final assessment	Weighting for examinations externally assessed	Assessment method
Project	70%	Will be specified and marked by the State Examinations Commission annually.
Written examination	30%	Set and marked by the State Examinations Commission.

Who would this subject suit?

Wood technology would suit students who might like a subject with a large practical element. It is not necessary for students to study Technical Graphics for the Junior Cert, but obviously this subject would benefit the student. Students who like working with wood and using their hands would enjoy this subject

How will Wood Technology be useful to me?

• You will know the correct procedures to follow when developing an idea into a finished artefact e.g. a piece of furniture or a child's toy etc.

• You will be able to identify different trees, recognise their importance to us and our environment

• You will also have the skills to make objects from wood and know how to apply appropriate finishes to them, e.g. paint, varnish, stain or polish.

Progression after the Junior Cycle

The study of Wood Technology at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. More specifically, the subjects Construction Studies and Graphics and Construction Studies are available in the Leaving Certificate and Leaving Certificate Applied programmes respectively.

The learning outcomes in junior cycle Wood Technology establish strong foundations for both these subjects. The activities students engage in during junior cycle Wood Technology aim to develop a technologically-competent student who should be able to adapt to any discipline related to the technology subjects at senior cycle.

Career Note

Wood Technology would be of benefit to those hoping to study courses in Architecture, Civil Engineering, Quantity Surveying, Site Management. It would be particularly useful for work in the Building Trades, or for training as a Carpenter or a Woodwork Teacher.

Careers/Courses*:*

Sustainable Energy Consultant, Civil Engineering, Mechanical Engineering, Construction Management, Architecture, Quantity Surveyor, Site Foremen, Plumber, Carpenter, Joiner.

Further Information:

https://www.curriculumonline.ie/getmedia/805eea5b-22b8-47d3-9849-6530e500fe1d/Wood-Technology.pdf

Geography

Geography is the study of the Earth's landscapes, peoples, places, and environments. It adheres to the scientific method and pursues scientific principles and logic. The study of geography empowers the person to explore and understand the world around them. Engagement with the subject promotes a deep understanding of people and place. Students develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events with an informed eye and discuss world events in a knowledgeable manner. Learning in geography supports students in making informed decisions, giving the ability to make valuable contributions to the economic, social, and cultural life of their communities, localities and countries.

Through the study of geography, people are encouraged to appreciate the processes that shape their world and view global issues as ethical citizens. Geography provides a platform to analyse world events, empowering young people as informed, active citizens. Studying geography enhances students' ability to engage with issues such as sustainable development, economic systems, hazard management and climate change. The topics experienced help develop students' awareness and understanding of cultural variations fostering a respect of difference.

Students are growing up in a globalised, dynamic world. Geography provides a medium to explore current events in our world. Students viewing events through a geographical lens are well placed to be part of a generation which can deal effectively with, and mitigate global

challenges and rise to related opportunities.

The skills developed through the subject are transferrable and will benefit students in study and life. Geography encourages structured inquiry: this critical thinking involves students asking questions, gathering data, evaluating and interpreting, and presenting information. It encourages collaboration and communication with their peers and experts in other fields.

What will I learn in Geography?

- Students explore and engage with areas of learning such as population, settlement, development and globalisation.
- Students learn about the importance of living sustainably.
- Students engage with topics relating to physical and human geography to describe, illustrate, interpret, predict and explain patterns and relationships
- Students identify how geographical processes shape the landscape.
- Students compare life opportunities for young people in different countries
- Students evaluate the role of development assistance.
- Students consider factors that influence human settlement in relation to origin, location, and sustainable change.

How can I learn more about Geography outside of school?

• Watch news reports and documentaries on TV and DVD

• Research subjects from books, newspapers and magazines at home and in the public library

• Use the Internet to research places and people

• Observe differences in the landscapes when on holidays

• Do your homework!

Examination:

Classroom-Based Assessment 1: Geography in the news

CBA Geography in the news	Format	Student preparation	Completion of assessment
Structured inquiry through a response to a recent geographical event(s)	Reports which may be presented in a wide range of formats	At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event	Second term of second year

Classroom-Based Assessment 2: My geography

CBA My geography	Format	Student preparation	Completion of assessment
Structured inquiry into a geographical aspect(s) in a local area	Reports which may be presented in a wide range of formats	Students will, over a three-week period, investigate geographical aspects in a local area	First term of third year

Final examination:

There will be one examination paper at a common level, set and marked by the State Examinations Commission (SEC). The examination will be no longer than two hours in duration and will take place in June of third year. In any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

Will Geography have anything to do with other subjects I will be studying?

In your studies of Geography, you will develop your communication skills as you would in English. You will study tables and draw graphs as in Mathematics. Geography, like Science, is concerned with the environment. Geography and CSPE both include themes such as care for the environment

and issues concerned with the unequal division of the world's wealth and resources.

How will Geography be useful to me?

Everybody uses geography in their daily lives. When you think of where to go on holiday or wonder what tomorrow's weather will be like, you are thinking geography. When you look at an atlas map, or a town plan, or a weather map, you use what we learn in Geography. Geography prepares you for careers in town planning, outdoor pursuits education, weather forecasting, tourism and transport. Geography keeps you informed of topics which arise in conversation, current affairs, newspaper reports, and on TV, such as climate change, renewable energy and aid to poorer nations.

Progression after the Junior Cycle

In Leaving Certificate Geography, some of the topics will be familiar and will be covered in much greater detail. New topics will also be introduced such as regions of the world. There is also a geographical investigation, involving field-work, which is a compulsory part of the examination.

Careers/Courses:

Agriculture, Air Traffic Controller, Anthropologist, Architecture, Archaeology, Cartographer, Civil Engineering, Construction, Conservation Work, Courier, Development Work Abroad, Estate Agent, Forestry, Geologist, Geography Teacher, Guide, Horticulture, International Driver, Market Research, Marine Officer, Meteorology, Mineralogy, Pilot, Statistics, Surveying, Town and County Planning, etc.

***Further information**:*

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Geography/

Home Economics

In Home Economics, students learn how to address practical, real-world, perennial problems of individuals, families, households and society in socially responsible ways.

Home Economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. Home economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

Strand 1: Food, health and culinary skills

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills

is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

Strand 2: Responsible family living

This strand enables students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

Strand 3: Textiles and craft

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textiles. Students will apply the design brief process in designing and making a textile item for an individual or the home.

What will I learn in Home Economics?

- Students apply the design brief process in the making of a textile item for the individual or the home
- Students demonstrate the importance of effective communication by making a complaint about a consumer issue by letter/email.

- Students apply their numerical skills in the preparation of a budget; adapting recipe ingredients; weighing and measuring out ingredients; room planning; and measuring fabrics.
- Students will discuss family relationships and the role of communication in strengthening relationships. Students conduct a lunch time survey on the consumption of sugar-sweetened beverages among a sample of the student body. Students devise a poster campaign displaying the results and promoting a healthy eating message.
- Students, using technology, will work collaboratively to plan a healthy, balanced menu for one day.
- Students will work through a case study on purchasing a new piece of technology for personal use utilising their financial literacy skills in identifying their available resources and needs and wants.
- Students will work collaboratively to investigate the nutritional requirements of a particular stage of the lifecycle. Students will participate in peer evaluation of student dishes in a positive and constructive manner. Students constructively evaluate each other's textile items
- Students will advise on a sustainable everyday practice that can be applied in the home, e.g. preventing food waste

How can I learn more about Home Economics outside of school?

• Cook dishes at home

• If you are eating out, take note of menus, prices, etc.

• Use a library, magazines and the internet for information and ideas on food, household items and design

• Watch cookery and interior decoration programmes on television

• Look at fashion magazines for design ideas

• When shopping for clothes, look at the care labels and the type of fabrics used.

What is the Home Economics Junior Cycle exam like?

The assessment of home economics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise; two Classroom-Based Assessments: Creative Textiles and a Food Literacy Skills brief; a practical food skills examination; and a written examination.

All assessments will be at a common level. The second Classroom-Based Assessment will include preparation for the practical food skills examination. The practical food skills examination and the written examination will be marked by the State Examinations Commission.

Assessment	Percentage weighting for examinations externally assessed	Assessment method
Classroom-Based Assessments		
CBA 1: Creative Textiles	N/A	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.
CBA 2: Food Literacy Skills brief	N/A	The formative assessment related to the preparation for the practical food skills examination will be reported upon to the student and parent/guardian by the school.
Final examination		
Practical food skills examination	50%	Briefs will be issued annually by the State Examinations Commission. Marked by the State Examinations Commission, together with the necessary written support.
Written examination	50%	Set and marked by the State Examinations Commission.

How will Home Economics be useful to me?

You will be able to use information you have studied in your everyday life; from looking after yourself, to shopping and caring for others. You will be more experienced at managing your resources and your time. There are many jobs and careers that you can work in, e.g. chefs/cooks, catering, fashion and textiles, child care, teaching, food industry, tourism, and health and nutrition.

Who would this subject suit?

This is a subject that can be very interesting and relevant for all students. Practical work is an essential element of this subject, however the course is mainly assessed on the basis of a written examination.

Career Note

It is desirable though not a required subject, for further study in teacher training for Home Economics. It will also be useful in the following career areas: childcare, nursing, fashion, social care and tourism courses.

Progression after the Junior Cycle

- Junior Cycle Home Economics will provide strong links to Leaving Certificate Home Economics.
- Students will build on their knowledge and practical skills in food studies, resource management, consumer studies and social studies from junior cycle.
- If students choose the Leaving Certificate optional pathway of textiles, fashion and design they will develop the practical textile skills established at junior cycle.
- Elements of home economics feature in many schools as part of a Transition Year (TY) programme. These elements and associated activities include practical food skills and nutrition modules; food business; mini-company; social enterprises; childcare; design and

craft; fashion design; interior design; and cookery and textile competitions.

- Home economics at junior cycle prepares students who opt for the Leaving Certificate Applied (LCA) vocational specialisms of Hotel, Catering and Tourism, and Childcare/ Community Care.

Will Home Economics have anything to do with other subjects I will be studying?

You will find links with Science, SPHE, Physical Education, Art,Craft,Design and Business Studies.

Further Information

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Home-Economics/

Music

Through engaging with music, students are offered opportunities to develop new skills, while drawing on their previous experiences. With music, students can immerse themselves intellectually, emotionally, physically and kinaesthetically in the learning experience. Music performance and composition are collaborative and interpersonal activities, where social skills are developed through the sharing of ideas, skills, or instruments.

Music can provide an environment for the student where they are safe to explore, experiment and be allowed to take creative risks. The subject can engage students in learning that engages, inspires, challenges, provokes, exhilarates, and liberates. Students are encouraged to collaborate in the formation of ideas and the presentation of these ideas and to critically reflect on their work and the work of others. Through listening to the music of others, and assimilating this into their own ideas, students learn how musical works are created. Through understanding how to evaluate and critique the works of others, students learn to be self-reflective and improve on their own musical creations.

This music specification aims to contribute to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person. Students will develop the knowledge, skills and understanding necessary to produce and engage with authentic and original music, that is both theirs and the music of others. In doing so, they will develop the music literacy, critical skills and language necessary to engage with today's musical world.

What will I learn in Music?

- Students will explore the creation, appreciation and interpretation of musical texts in various notated formats, including staff notation, graphic notation, using technological means and other appropriate formats.
- Students will create a range of compositions; capturing and presenting the processes and decisions made through portfolios, manuscripts or other appropriate media.
- Students use their musical ideas and outputs to reflect life and living in their own community and the broader context; they consider the role and impact of the past in their musical choices.
- Students understand patterns and relationships in music through exploring tonalities, chords, keys and time signatures in a variety of musical experiences. .
- Students work out a creative concept and decide how to bring it to fruition. This process involves moving through brainstorming, researching, practising, presenting, capturing, evaluating and reflecting.
- Students can use technological and digital media to create collaborative compositions; record and critique group performances and explore the works of composers, while being aware of issues related to copyright and plagiarism

How can I learn more about Music outside of school?

• Listen to music

• Sing along with new technology software and computer games

• Learn to play an instrument

• Go to concerts and musicals

• Join a choir or local music group such as a brass band or a branch of Comhaltas Ceoltóirí Éireann

• Form a band with your friends.

What is the Junior Cycle Music exam like?

CBA	Completion of the assessment	SLAR[2] meeting
Composition portfolio	Towards the end of second year	One review meeting
Programme note	Term two of third year	One review meeting

Final examination

The final examination will consist of a practical examination and a written examination.

The practical examination will be allocated 30% of the marks available.

The written examination will be allocated 70% of the marks available.

Practical examination

The practical examination will take place in third year. Students will perform three musical songs/ pieces. Solo and group performing may be freely mixed. The songs/pieces may also be presented on a variety of instruments or through a combination of voice and instruments. Technical control, fluency and musicality will be assessed. The standard required will reflect what can be attained in three years of class-based tuition.

Students will also take an unprepared test. They will choose from aural memory (rhythmic or melodic), sight-reading (instrumental/vocal/rhythmic)

or improvisation. Aural memory and sight-reading tests will be four bars long.

In the case of improvisation, students will be required to improvise for at least four bars. The practical examination will be allocated 30% of the marks available and will be marked by the State Examinations Commission (SEC).

Written examination

There will be one examination paper at a common level. This paper will be set and marked by the SEC and will be **allocated 70% of the marks** for the final assessment. The examination will be of one and a half hour's duration and will take place at the end of third year. During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material. In any one year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

Who would this subject suit?

It is not necessary for a student to be able to play an instrument to successfully complete the course, but it does require the student to have an aptitude for and interest in music.

Progression after the Junior Cycle

All the knowledge and skills that students develop during their time in junior cycle link strongly with the syllabus for music at senior cycle. Gaining a critical understanding of how music is created, how it is experienced and how it impacts on cultures and contexts are all important skills for students as they move into senior cycle. Through engaging with performing activities and creative endeavours, students are learning to express themselves using musical language and nonverbal means of communication; elements that are central components of the Leaving Certificate syllabus.

Career Note

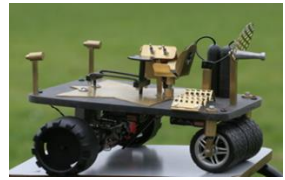
Music at Leaving Certificate Higher Level is essential for some, but not all music degrees. Music would be a useful (but not essential) subject for students thinking of careers in media, multimedia, film, radio and television, dance, and generally in the entertainment, sports and leisure industries

Careers/Courses: Composer, Conductor, Sound Engineer, Primary School Teaching, Drama & Theatre & Communications. Some people may even decide to take up a career in music in areas such as education (teacher, lecturer), business (sound engineer, lyricist, reviewer, therapist) and performance (composer, performer, conductor).

Further information*:*

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Music/

Engineering



Engineering addresses the process of cyclical design to produce products and systems that adhere to defined conventions and standards. The focus of junior cycle Engineering is goal-oriented problem solving for the manufacture of products, with emphasis on efficiency, accuracy, precision and a high- quality finish. This project-based approach to junior cycle Engineering requires students to develop a knowledge of materials and processes, and to demonstrate a capacity to select appropriate materials and processes for given applications

What will I learn in Engineering?

The study of junior cycle Engineering aims to:

- Enable students to develop the disciplinary skills and knowledge to engineer an end product
- Enable students to engage in goal-oriented problem solving, creating an awareness of engineering processes
- Develop the necessary skills and apply engineering processes to manipulate material to manufacture a product with efficiency, accuracy, precision and a high-quality finish • develop an engineering mindset through the exploration of contemporary engineering developments.
- Students will be able to apply numerical reasoning through marking out exercises from given dimensions.
- Students model and engineer products. This process encourages the development of their practical skills while working with a range of materials and technologies.

- Students will develop a product to its finished stage from a working drawing, either their own or that of others.
- Students will use digital media tools to research, create and present engineering solutions that can impact positively on the environment and sustainability and contribute to a better future.

How can I learn more about Engineering outside of school?

- Take note of the importance of engineering materials in everyday life in the world around you
- Look out for different mechanisms and try to understand how they work
- Look at designs of everyday items around you try to work out how they are put together and why they are put together in this way.

Who would this subject suit?

Engineering would suit students with an engineering mindset and those who enjoy problem solving but the course also works towards fostering these skills in all students with an interest in developing these qualities. Students who enjoy collaborating with others would also be a good match to this subject. While the course has a practical focus there is also a strong theoretical requirement dealing with a broad range of engineering principles

Will Engineering have anything to do with other subjects I will be studying?

Yes. Engineering covers some of the same topics studied in Wood Technology and also in Applied Technology. Many of the practical skills learned in Engineering are similar to those learned in the other two subjects. If you are taking Graphics it will help you to understand drawings and diagrams that you

will be using in Engineering. You will also find some of the same topics coming up in Science and Geography

What is the Engineering Junior Cycle exam like?

Assessment for the JCPA

The assessment of Engineering for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- two Classroom-Based Assessments: Engineering in action, and Research and development
- a project
- a written examination.

TABLE 3: ASSESSMENT OF ENGINEERING

Classroom-Based Assessments

Assessment	Assessment methods	
CBA 1: Engineering in action	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.	
CBA 2: Research and development	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. This CBA will inform the student's work under the Project assessment. The CBA will be completed within a three-week period during term one of third year.	
	Weighting	
Project	70%	Will be specified and marked by the State Examinations Commission annually.
Written examination	30%	Set and marked by State Examinations Commission.

Will Engineering have anything to do with other subjects I will be studying?

Yes. Engineering covers some of the same topics studied in Wood Technology and also in Applied Technology. Many of the practical skills learned in Engineering are similar to those learned in the other two subjects. If you are taking Graphics it will help you to understand drawings and diagrams that you will be using in Engineering. You will also find some of the same topics coming up in Science and Geography

Progression after the Junior Cycle

The study of Engineering at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. The subject Engineering is available in both the Leaving Certificate and Leaving Certificate Applied programmes. The learning outcomes in Engineering at junior cycle have strong links to the aims of both subjects. Engineering introduces some of the components of Leaving Certificate Computer Science, particularly strand 3, Mechatronics. The activities students engage in during junior cycle aim to develop a technological student who should be able to adapt themselves to any discipline related to the technology subjects at senior cycle.

How will Engineering be useful to me?

Students will be active participants in their learning. The focus of junior cycle Engineering is goal-oriented problem solving for the manufacture of products, with emphasis on efficiency, accuracy, precision and a high-quality finish. This project-based approach to junior cycle Engineering requires students to develop a knowledge of materials and processes.

You will be able to work with metals and other materials such as wood and plastic. You will be able to assemble these materials into useful and interesting

items. You will know the most suitable finish to apply to your project and how to apply it.

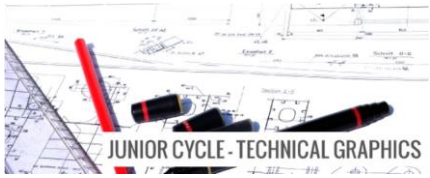
Career Note

Engineering would be a useful subject if a student is considering studying technology, engineering, plastics, industrial design, engineering technology, or engineering teaching (University of Limerick). It is also useful for many apprenticeship

Careers/Courses: Aircraft Technician, Fitter/Turner, Industrial Design / Operatives, Mechanics, Mechanical Production, Structural and Civil Engineer, Toolmaker and Welder

Further information*:*

https://www.curriculumonline.ie/getmedia/80a6f0c8-e5a1-439e-a6af-cde49336f735/Engineering-Specification.pdf



Graphics

Graphics is recognised as the underpinning language of the technology disciplines and is transferable across a wide range of subjects such as mathematics, science and art. Students will use a variety of media to communicate their ideas and designs through this unique language.

Throughout the course, students will explore the geometric world to gain an appreciation of the importance of graphics in the world around them. They will develop cognitive and practical skills such as graphical communication, spatial visualisation, creative problem-solving, design capabilities and modelling, both physically and through the use of computer-aided design.

Students will develop their creativity as they investigate and solve design challenges. During the problem-solving process, they will work with their peers to refine their ideas from an abstract concept to a final, detailed, drafted design. Abstraction, and spatial reasoning are fundamental to this process; graphics provides multiple and varied opportunities for students to develop these high level cognitive and creative skills in engaging contexts.

What will I learn in Graphics?

The study of Graphics at junior cycle aims to:

• Develop the student's creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities

• Encourage the development of the cognitive and practical dexterity skills associated with graphical communication

• Instil an appreciation of the role of graphics in the world around them
• equip all students to make judgements on the best mode through which to represent their ideas and solutions

• Encourage the production of drawings that promotes the skills of communicating through graphics

• Develop students cognitive and practical skills associated with modelling

• How to produce drawings using drawing equipment, freehand sketches and computers

• How to read and interpret drawings and diagrams

• How graphics relate to the design and manufacture of products.

How can I learn more about Graphics outside of school?

• Become aware of how graphic communication is all around us, in the print media, and on television

• Examine how goods are packaged to see how the skills learned in Technical Graphics can be put to best use

• Use the internet to find examples of graphic illustration and computer aided design

• Be alert to examples of shape in nature and in the design of everyday objects, buildings, bridges etc

Examination:

Assessment for the JCPA

The assessment of Graphics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of:

- two Classroom-Based Assessments; Communicating through sketching and Graphical presentation skills
- a project
- a final examination.

Classroom-Based Assessments:

CBA 1: Communicating through sketching	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.
CBA 2: Graphical presentation skills	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.

Final Assessment:

Project 30%	Will be specified and marked by the State Examinations Commission. This project will be completed within a four-week window in term two of third year.
Final examination 70%	Two-hour examination set and marked by the State Examinations Commission.

Will Graphics have anything to do with other subjects I will be studying?

Yes, Graphics will be very helpful in the study of Materials Technology Wood, Technology, and Engineering as each of these subjects require you to make drawings of the pieces you will be making. The problem solving and geometry you will learn in Graphics will prove very useful in Mathematics.

Who would this subject suit?

This subject would suit students who have a love of drawing and problem solving. Being able to draw neatly and clearly is essential. It would suit students who are practically and academically-minded.

Progression after the Junior Cycle

The study of Graphics at junior cycle develops the underlying language of the technology subjects and enhances the learning for a student who wishes to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. More specifically, the subject Graphics has a strong relationship with the Leaving Certificate subject, Design and Communication Graphics.

The learning outcomes to be achieved in the Graphics specification provide a strong foundation of the knowledge required for the study of Design and Communication Graphics. Under the Leaving Certificate Applied programme, a discipline similar to that of Junior Cycle Graphics is not found as a standalone subject. However, as part of the study of Graphics and Construction Studies, students have the option to study graphic communication and computer aided design which would offer good progression from the learning outcomes of Junior Cycle Graphics.

Career Note.

Graphics is not essential for architecture, engineering, or quantity surveying but any student thinking of a career in these areas would benefit much from the skills learned. It is also desirable for courses in technology and town planning, and it would be very useful for any students interested in trades such as mechanic, electrician or plumber.

Careers/Courses: Civil Engineering, Mechanical Engineering, Construction Management, Architecture, Product Design, Quantity Surveyor, Draughtsman, Graphic Design and Teaching.

How will Graphics be useful to me?

Graphics helps you to think in a more logical and creative way. You will be able to communicate information using diagrams and sketches. You will have learned how to present information in a neat and organised fashion. This subject will be of use to you if you want to progress into career areas such as architecture or engineering.

Further information*:*

https://www.curriculumonline.ie/getmedia/ca152005-ae74-4360-914e-67da18f67474/Graphics.pdf

Modern Foreign Languages

A foreign language is an entry requirement for many of the main universities such as UCC, UCD etc. There are some exceptions such as Science, Nursing and Engineering courses. **Anyone considering a University course should study a European language.** In learning a modern language, you will begin to understand what you read and hear, and to talk and write in the language.

What will I learn in a modern language

• Information about the countries where people speak the language, and their way of life.

More specifically it encourages all students to

• Actively engage in language activities and tasks, developing the capacity to understand written and spoken language

• Communicate effectively and confidently in the target language in familiar contexts through a range of media

• Develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral

• Enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future

• Be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress

• Appreciate their own and other cultures

• Develop skills that they can apply to other areas of study and to their lives.

How can I learn more about a modern language outside of school?

• Find out information about the language you are learning and the countries where they speak it

• Carry out research on the Internet. Ask your teacher for a list of websites

• Find speakers of the language as email pen-pals to communicate with over the internet

• Use a library for books, DVDs, magazines, dictionaries, etc.

• Download free language learning podcasts.

What are the modern languages Junior Certificate exams like?

In each of the four modern languages:

• You will listen to and answer questions on conversations, news items etc. in the language

• You will read and answer questions on texts like advertisements, articles, recipes and celebrity profiles in the language

• You will write texts like notes, cards and postcards in the language. You can take each exam at Higher or at Ordinary level. When the time comes to decide, your teacher will help you choose the level that suits you best.

Will the modern languages be very different after the Junior Cycle?

By studying a modern language in Leaving Certificate, you will continue to build up your knowledge of your chosen language, the way of life of the people who speak it, and you will continue to use the language for a whole variety of purposes. It is important to study a modern language for Junior Cycle if you wish to continue studying it for the Leaving Certificate**. Having a Leaving Certificate modern language is an entry requirement for many Irish universities.**

Will a modern language have anything to do with other subjects I will be studying?

Yes, it will. You will find links with History, Geography, other modern languages, English, and Irish.

How will a modern language be useful to me?

You will find modern languages useful in your personal life for travelling and in many careers including tourism, catering, education, business and translation services.

Further information:

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Modern-Foreign-Languages/

French

French students will learn and become competent in the French language as well as becoming familiar with the culture. The emphasis is on the 4 key skills: reading, writing, listening and speaking. French speaking communities are present in 56 countries and it is the official language of over 30 countries. With English, it is the second official language of the EU. French is one of the six official languages of the United Nations.

German

German students will learn and become competent in the German language as well as becoming familiar with the culture. The emphasis is on the 4 key skills: reading, writing, listening and speaking. German is the official language of EU, spoken by the three (Germany, Austria and Switzerland) most important economies. It shares more words with English than most other languages. Germany has a great need for skilled workers to speak both English and German. In the light of Brexit it will be more important for Irish people to speak the language.

Spanish 

Spanish students will learn and become competent in the Spanish language as well as becoming familiar with the culture. The emphasis is on the 4 key skills: reading, writing, listening and speaking.

Spanish is already one of the most widely spoken languages in the world. It is the official language of more than 20 countries. It is now the second language of the USA! There are currently 400 million people speaking Spanish as a native language and a total of 500 million speakers worldwide. Spanish is the second most natively spoken language in the world, after Mandarin Chinese. Mexico contains the largest population of Spanish speakers. Spanish is one of the six official languages of the United Nations.

Further information:

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Modern-Foreign-Languages/

Art

Visual Art is a subject that promotes teaching and learning through art, craft and design. For adolescents and young adults, this involves becoming familiar with and applying the elements of art and principles of design, and the knowledge and skills associated with these processes, their histories and their contemporary practices.

Visual Art also recognises and rewards a number of different forms of intelligence, including emotional intelligence; it develops personal qualities of expression and empathy.

Visual Art encompasses art, craft and design and involves practical work in a wide range of media leading to a specific outcome, e.g. an artwork, a design, architectural study, an installation or an event.

Making art develops the learner's imagination through developing an idea or concept and allows them to exercise personal responsibility for specific tasks. Visual Art is ambiguous; there is no single 'correct answer' in Visual Art: The subject promotes divergent thinking and develops the learner's ability to interpret, make judgements and express opinions on a work. The qualities that Visual Art develops are crucial components of the rounded general education that all young people should experience. These personal characteristics and attributes include creativity, critical judgement, working with others or working individually, providing and receiving constructive criticism, and respecting differences.

Visual Art provides the learner with a space within which it is safe to experiment, to fail and to learn. It allows learners to collaborate on ideas and work. It facilitates and encourages questions. It gives them the

capacity to understand and to express ideas, feelings and opinions: both their own and those of others.

What will I learn in Art, Craft, Design?

- Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, craft or design.
- Students will create finished pieces of art, craft and design work capturing and presenting the processes and decisions they made through using their Visual Art sketchpad.
- Students, through their own creative ideas and work, will demonstrate that their Visual Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole.

- Students will decide on and be able to justify their use of appropriate traditional or modern technologies or new media in their work, based on their learning experiences
- Students will demonstrate the acquisition and development of their own, personal artistic skills through their drawings, processes and finished pieces of work in art, craft and design
- Students demonstrate that they understand and can apply different processes and methods in creating artworks, craft pieces and finished design solutions.

How can I learn more about Art, Craft, Design outside of school?

• Look at and think about visual images from film, cartoons, books, billboards etc. • keep a visual diary, where you will store knowledge, ideas, photographs, observations, etc.

• Visit local and national art, craft, design centres and libraries.

• Use the Internet, where you can find styles and types of art, craft and design from your own country and from other countries

What is the Art, Craft, Design Junior Cycle exam like?

Year	CBA	Format	Student preparation	Completion of the assessment	SLAR Meeting
Second year	CBA 1 From process to realisation	Visual Art sketchpad + 1 realised work	Students, either individually or in a group, choose one scenario from a list prepared by the NCCA. They then generate ideas, experiment and develop these ideas in their Visual Art sketchpad, and realise an artwork through one of the three strands.	End of April	One review meeting
Third year	CBA 2 Communicate and reflect	Presentation	Individually, students choose one scenario from a list prepared by the SEC and NCCA to generate ideas, experiments and other preparatory work in their Visual Art sketchpad. Students present this initial research and work through the two remaining strands not undertaken as part of the first Classroom-Based Assessment. This presentation of ideas and preparatory work is assessed and students reflect on the feedback they receive.	Between mid-December and mid-January for the presentation	One review meeting
State-certified examination			After Classroom-Based Assessment 2 is completed, students will both significantly develop their ideas further and realise two pieces of work for the state-certified examination. These pieces of work are based on the two strands not undertaken for the Classroom-Based Assessment in second year. Realised works and associated development work will be submitted for SEC assessment by early May.		

Further Information:
https://www.curriculumonline.ie/getmedia/a5e1d208-4550-4745-a9b4-177efffcd1ee/Specification-for-Junior-Cycle-Art.pdf

Who would this subject suit?
This subject suits those with a creative outlook and imagination.

Will Art, Craft, Design have anything to do with other subjects I will be studying?
Art, Craft, Design is all around you so it links with all subjects especially: Technical Graphics, Home Economics, Technology, Materials Technology (Wood), Metalwork, Religious Education, SPHE and CSPE.

Other points:
Students must be enthusiastic, interested and be able to apply themselves to projects when necessary. Natural ability alone is not enough. At Junior Cycle level, students develop their skills, explore their creative side and maximise their possibilities.

Progression after the Junior Cycle

After the Junior Cycle, you may be able to choose Art as an option for your Leaving Certificate. You will continue to build on the artistic skills you developed in Junior Certificate, and you will be offered greater challenges. You will continue to study the history and appreciation of art, craft, design, and the built environment in a more formal way. To do this subject at leaving cert it is preferable that you have done it at junior cycle.

Career Note

Not all colleges require art as an essential subject for entry to art courses; however, any student considering a career in art & design, graphics, industrial design, craftwork, etc., would be strongly advised to consider it for Junior Cert and also for Leaving Cert. It is also very useful for primary school teaching and apprenticeships. Please note that it is a strong advantage to have Leaving Cert. Art when trying to get into architecture. (More so than Technical Graphics.)

Possible Careers/Courses: Graphic Design, Film, Animation, Teaching.

Business Studies

Business studies aims to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

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

Personal Finance

Personal finance focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources.

Enterprise

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. It develops students' basic understanding of the financial, marketing and operational functions of an organisation.

Our Economy

Our economy enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy.

What will I learn in Business Studies?

- Students will evaluate how the prices of particular goods and services are determined, understanding the interaction of demand and supply
- Students will interact through social media and other digital technology in order to explore relevant business issues
- Students will prepare financial accounts, assess the financial position and present their analysis in tabular and/or graphic formats.
- Students will discuss current issues in the business environment and their enthusiasm for and curiosity about business will be stimulated.
- Students will collaborate and negotiate with others in the classroom to explore views and complete tasks in a range of contexts and activities.
- Students will generate ideas on products/services in a creative environment and will be empowered to realise these ideas
- Students will access and engage with oral, written and multi-model texts in conducting project research and in presenting their findings.

How can I learn more about Business Studies outside of school?

• Discuss with family members how the household money is spent and help them get better value for their money by doing price surveys for food, mobile phones, insurance etc.

• Listen to the business news reports or read the business section of a newspaper

• Be more aware of how you make use of your pocket money or part-time job wages

• Compete in business quizzes/mini-company competitions

• Make use of a route planner to help your family plan your holidays.

Will Business Studies have anything to do with other subjects I will be studying?

Yes there are links with Mathematics, English, Geography and Home Economics. ICT skills will also be of use to you in Business Studies.

Who would this subject suit?

This subject would suit students who are interested in business and who show an interest in setting up their own business eventually and inventiveness. It is a basic requirement for anyone who wishes to work in a business environment.

Other Points

Students must remember that to achieve high grades in the Junior Certificate, they will have to work hard.

Examination:

The assessment of business studies for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise **two Classroom-based Assessments**

- Business in Action
- Presentation

and a final assessment.

The final examination

There will be one examination paper at a common level, set by the State Examinations Commission (SEC). The examination will be no longer than two hours in duration and will take place at the end of third year. During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to

stimulus material. In any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

Progression after the Junior Cycle

We offer 2 subjects following on from Junior Certificate Business Studies in Leaving Certificate: Accounting & Business, Each one becomes more specific and allows you to concentrate more on the subject area you choose. If you wish to study any of these subjects for the Leaving Certificate, it would be advantageous for you to have studied Junior Certificate Business Studies.

How will Business Studies be useful to me?

Business Studies helps you to make wise decisions about saving and spending your money now and throughout your life. You will learn about the world of work which will introduce you to many possible careers such as: accountancy, finance, sales, marketing, and management. It also gives you a good foundation for the Leaving Certificate business subjects.

Career Note

It is particularly useful though not essential for courses in accounting, advertising, banking, business, commerce, finance, management (incl. hotel management), marketing, and taxation. It would be a very useful subject for students who intend to set up their own business

Careers / Courses :

Accounting, Banking, Bookkeeping, Administration, Insurance, Sales, Marketing, Merchandising, Customs & Excise, Taxation & Law

Further Information

https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Business-Studies/

RELIGION

Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

Areas covered:

- Big questions and the search for meaning
- Five Major World Religions: Hinduism, Judaism, Buddhism, Christianity, Islam
- Non-religious world views – humanism, secularism
- The life of Jesus
- Jewish roots
- Places of worship, Sacred texts
- Working for a just world; Moral wisdom & Moral bravery
- Care of the earth
- Celebrating moments in Life: rites and rituals (religious and non-religious views)

What will I learn in Religious Education?

- Students will engage with a wide range of texts in narrative and aesthetic forms and explore the meaning that people assign to certain religious texts.
- Students will identify the values underpinning moral decisions and gain an understanding of how moral decision-making works in their own lives and the lives of others
- Students will research different communities of faith within Ireland today and also examine how Christianity has contributed to Irish culture and heritage
- Students will learn about issues of concern to them and the wider world and be challenged to consider how their response in local and wider contexts can contribute to creating a more just and sustainable world.
- Students will learn how religious traditions and beliefs have evolved over time and consider the influence of religion on events, people and society and the influence of these on religion.
- Students will consider how their values, decisions and actions impact on their own wellbeing and the wellbeing of others, extending to planet Earth.

How can I learn more about Religious Education outside of school?

• Talk to family and friends about their different beliefs and different ways of celebrating religious festivals

• Listen to accounts of different religious beliefs in news reports from around the world

•Notice how often films, books and art include signs of religious actions, beliefs or events

• Look at religious buildings near your home or when you are on holiday

What is the Religious Education Junior Cycle exam like?

The assessment of Religious Education for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments

A person of commitment and The human search for meaning, and a final examination. In addition, students complete a written Assessment Task related to the second Classroom-Based Assessment, which is submitted to the State Examinations Commission for marking along with the final examination.

CLASSROOM-BASED ASSESSMENT 1

Title	Format	Student preparation	Completion of assessment
A person of commitment	Individual or group report that may be presented in a wide range of formats	Students will, over a specified time, research and report on a person who, because of their religious beliefs or worldview, has had a positive impact on the world, past or present.	Towards the end of second year

CLASSROOM-BASED ASSESSMENT 2

Title	Format	Student preparation	Completion of assessment
The human search for meaning	Individual or group report that may be presented in a wide range of formats	Students will, over a specified time, explore artistic **or** architectural **or** archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and purpose of life.	During the first term of third year

The final examination

There will be one examination paper at a **common level,** set by the State Examinations Commission (SEC). The examination will be **two hours in duration** and will take place at the end of third year.

How will Religious Education be useful to me?

• helping you understand how people make decisions, how people are inspired by their religious beliefs, how conflict happens and how it can be solved

• helping you solve problems and thinking for yourself when working with others

• planning to travel to or live in other countries. You can also continue studying RE as part of some courses and degrees when you leave school

Will Religious Education be very different after Junior Cycle?

There are strong links between the aims of the syllabus for Leaving Certificate Religious Education and those set out in the Junior Cycle Religious Education specification. Significantly, there is a strong emphasis on students assuming the role of 'critical questioner and reflective searcher' in Leaving Certificate Religious Education, building on the approach taken with students participating in Junior Cycle Religious Education. Furthermore, Junior Cycle Religious Education prepares those students who progress to taking Religious Education as part of the Leaving Certificate Applied (LCA). LCA Religious Education engages the students in examining questions of interest and meaning and offers them an opportunity to question, reflect on, analyse, understand and interpret these questions

Applied Technology

Junior Cycle Applied Technology aims to develop the students' curiosity of the technological world while integrating the necessary subject knowledge with the disciplinary skills to investigate and solve real-life problems.

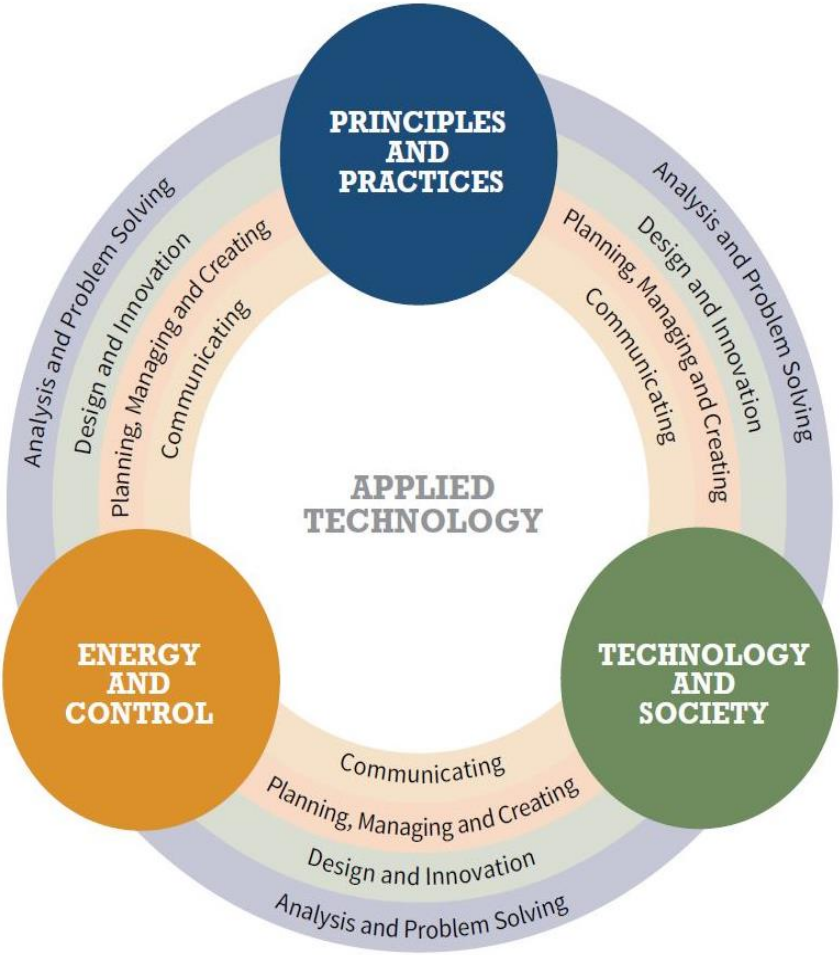
Applied Technology addresses the modifications of the natural world made to fulfil human needs or desires. This subject offers student a lens through which to view the role and impact of technology within their classroom, their community and the world.

Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world, even when the materials are not themselves natural. New technologies can impact on society and the environment. Students will analyse expected benefits and impacts as they make decisions about their design solutions, while considering the end user, the environmental impact and the functionality of their designs.

Through the study of Applied Technology, students will have the opportunity to develop technological capability and literacy by engaging with a broad range of materials and systems. Students will develop an understanding of the principles of energy and control to resolve practical problems. Students will have the freedom to explore design and systems thinking through an iterative process to conceive, refine, realise and evaluate ideas.

Overview: Course

The specification for junior cycle Applied Technology focuses on developing students' understanding of, and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected contextual strands: **Principles and practices**, **Energy and control** and **Technology and society**.



Why Study Technology?

Given the current accelerated advances in technology, this is a very cutting-edge subject.

- The subject technology combines knowledge, understanding, skills and attitudes, and empowers students to become autonomous problem solvers.
- Students apply their knowledge and skills creatively in a design-based approach to solving everyday technological problems, mindful of the impact on natural resources and on the environment
- It uses a design and make approach where students learn to think through a structured approach which encourages creativity in response to needs and opportunities, with sensitivity to its impact on society and on the environment.
- Technology uses an activity-based environment where students work and learn as individuals and in groups, and where they integrate problem solving and practical skills in the production of useful artefacts and systems.
- Technology allows for the foundation skills developed in Junior cycle to be developed further.
- Students develop a good understanding of robotics and control within technological devices and throughout everyday life.
- Students will develop design solutions drawing on experience and using evidence, reasoning, and decision making to create high quality projects.

What will I learn in Applied Technology?

- Students will be able to apply numerical reasoning through marking out exercises from given dimensions.
- Students will evaluate the impact of technologies on their lives, society and the environment.

- Students will determine the most suitable technologies available to them and apply them to fulfil the criteria of a given design challenge
- Students will create solutions through modelling and projects that encourage the development of their practical skills while working with a range of materials and equipment
- Students will individually develop a concept to address a problem and create a solution using appropriate materials and skills they have developed.
- Students will select appropriate digital media tools to research, explore and present design ideas.

What kind of Student would Technology suit?

Students do not need to have taken Technology at Junior Cert to do this course. It would however be an advantage if students had taken one of Tech Drawing, Wood Technology or Technology, as this subject consolidates, extends and refines knowledge, skills and techniques acquired at Junior Cert. level in these subjects

If I want to study Technology for my Leaving Certificate, what aptitudes do I need?

- Problem Solving Skills
- Be able to work in a structured and methodical way
- Be organised
- Be able to work safely in a workshop

Progression after the Junior Cycle

The study of Applied Technology at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. With

the addition of the study of relationships of inputs to outputs, students can also transfer learning from Applied Technology to the study of Computer Science.

More specifically, the subject Technology exists in both the Leaving Certificate and Leaving Certificate Applied programmes and the learning outcomes achieved in junior cycle Applied Technology establishes strong foundations for both these subjects.

The activities students engage in during junior cycle aim to develop a technologically-competent student who should be able to adapt to any discipline related to the technology subjects at senior cycle.

Examination:

The assessment of Applied Technology for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- **Two Classroom-Based Assessments**: Exploring the application of controlled systems in a local context, and Student self-analysis and evaluation
- **a Project**
- **a Written examination.**

Assessment overview

Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by the State Examinations Commission.

How can I learn more about Applied Technology outside of school?

As Technology becomes more and more part of our daily lives there are many areas which we can learn more about it outside of school.

- We can understand how products are designed, created and function.
- We can explore how products are coded.
- There are a range of different skills that can be developed outside of school including coding with coder dojo, design creation and product development.

How will Applied Technology be useful to me?

Applied Technology encourages students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems. New technologies can impact on society and the environment. Students will analyse expected benefits and impacts as they make decisions about their design solutions, while considering the end user, the environmental impact and the functionality of their designs.

Will Applied Technology have anything to do with other subjects I will be studying?

Applied Technology, Science, Engineering and Mathematics (STEM)are all extremely closely linked and contribute to technological and societal changes in today's world. Junior Cycle Applied Technology fosters and nurtures STEM approaches to learning, skills and dispositions

Career Note

Design and technology can set you up for a career in a wide variety of industries such as , engineering, architecture, information technology, careers in hospitality, and even education.

Popular careers for people with design and technology qualifications include: product designer, architect, software engineer, civil engineer, carpenter.

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