Guidance@SAC

5th Year Leaving Certificate - Subject Options

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Principal - Ms Louise Marshall

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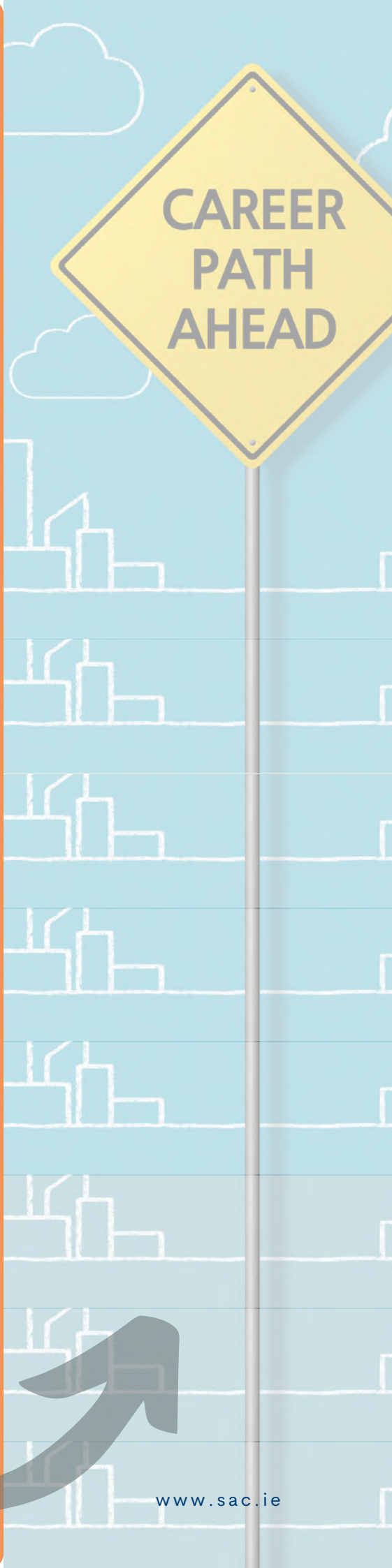

Graphic Designer – Sinéad Kavanagh

From the Principal

"The Guidance Counsellors at St. Andrew's College have a caring and supportive role within the school where students can get advice and support about a range of issues. From relationships to study skills, family difficulties to advice and information for third level education, our Guidance Counsellors liaise with the Form Teachers, Year Heads, Support for Learning Teachers and Special Needs Assistants, subject Teams, Deputy Principals and the Headmistress. They also have regular contact with parents, psychologists, Irish and International Universities, employers, the Department of Education and other outside agencies."

Louise Marshall

COLLEGE PRINCIPAL

THE GUIDANCE TEAM

ANNE GAVIN
B.A., H. DIP., MSC IN GUIDANCE COUNSELLING

Specialises in International university applications to the USA, Canada, Europe including the Netherlands and Switzerland, CAO, UCAS, Australia and Asia.

MÉABHDH GILLESPIE
B.A., M.A., H.HIP, PGD IN-SCHOOL GUIDANCE COUNSELLING

Specialises in
UCAS, Europe, Canada, US
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5TH YEAR SUBJECT CHOICE

At this stage in your school career you, with your parents/guardians, have come to a time when you must choose the subjects you are going to take in the Leaving Certificate. It is important to consider the implications these choices may have on your future third level and career choices. There are 23 subjects to choose from within the Leaving Certificate programme in the school. You will be required to choose seven of these.

You should aim to choose subjects which will give you a good balance in order to keep as many options open as possible for your future career choice. It is not recommended that students over-specialise, e.g. take all three laboratory sciences, or all three business subjects, unless you are sure that these really are the areas you want to get into when you leave school and that they are course entry requirements. It should be noted that the Netherlands do require three sciences to study any science in university. Very few young people of 15 or 16 years of age are sure of what they want to do after school, and may change their minds about possible future careers a number of times over the next couple of years.

You can help yourself to make the wisest choice if you keep in mind that entry to many courses and careers from the Leaving Certificate depends, very often, on the standard of the results you achieve, rather than the subjects you achieve them in. It would also help to ask yourself the following questions –

- What subject am I most interested in?
- Which subjects am I likely to be best at?
- What subjects will I need?

The answers to questions 1 and 2 will probably be quite closely linked. Generally, if you are interested in, and like something, it is easier to do well at it. Use your EirQuest Student Workbook and complete the Career Analysis Forms on your results pdf. There is also an 'explore results' option online, with further information –

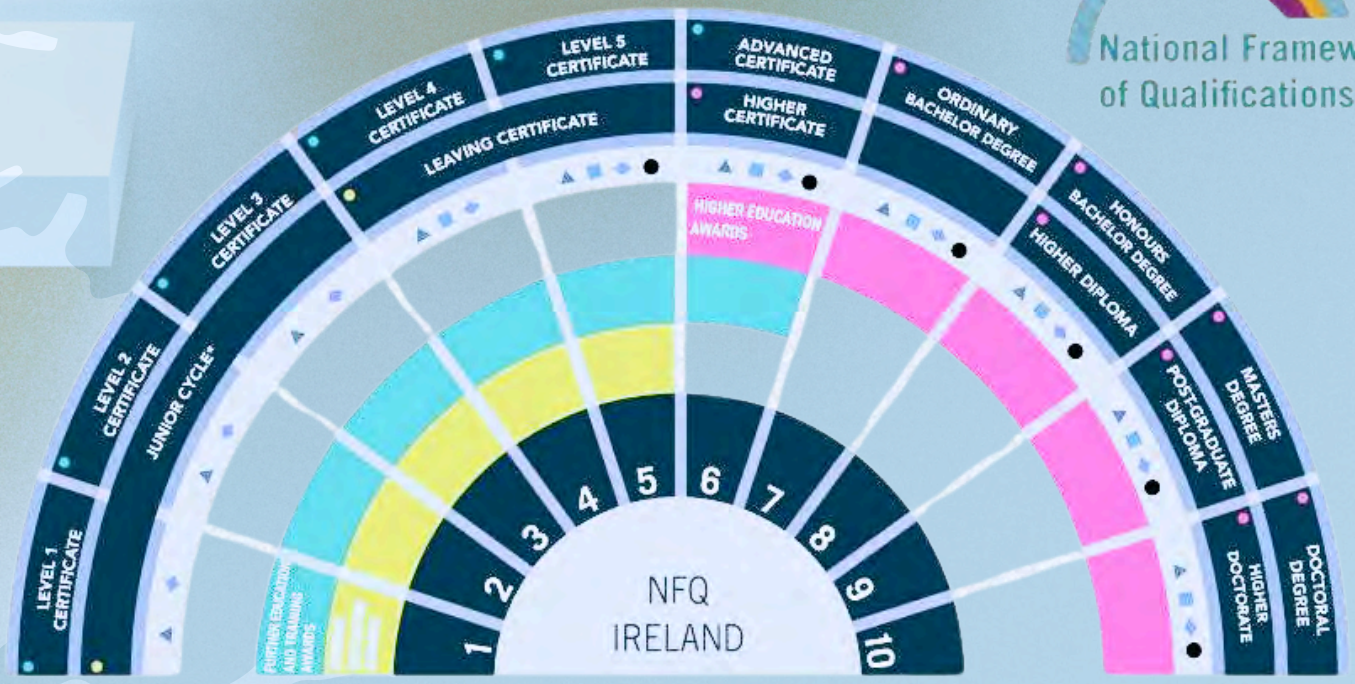
www.myfuturechoice.com

When you have done this, you should have clarified your ideas and be able to decide on which areas of study and work may best suit you. Then list the subject combinations which are most suitable for these.
A list of websites is provided later in the booklet.

Remember it is important to make a balanced choice of subjects.
This would probably include –

- Irish
- English
- Mathematics
- A language
- And three/four other subjects

Applying to College in the Republic of Ireland



A 10-level system used to describe qualifications in the Irish education and training system. The NFQ lists the main qualifications awarded at each level and pathways from one NFQ level to the next. The NFQ shows how general education, further education and training, and higher education awards are mapped against the 10 levels of the framework.

LEVEL 6

HIGHER | ADVANCED CERTIFICATE

HIGHER/ADVANCED CERTIFICATE

Generally a 2 year course in a Higher education Institution (HEI) or a Further Educational Colleges (FET).
HEI advanced certificates can be applied for via the CAO and FET college courses are applied for individually through the college of further education.
Further information can be found on www.qqi.ie

LEVEL 7

ORDINARY BACHELOR DEGREE

ORDINARY BACHELOR DEGREE

The Ordinary Bachelor Degree is normally awarded after completion of an accredited programme of three years' duration (180 ECTS credits) in a recognised higher education institution/provider. Entry to a programme leading to an ab-initio Ordinary Bachelor Degree is typically for school leavers and those with equivalent qualifications. In addition, there are one-year add-on Ordinary Bachelor degree programmes (60 ECTS credits) for holders of the Higher Certificate.

LEVEL 8

HONOURS BACHELOR DEGREE

HONOURS BACHELOR DEGREE

The Honours Bachelor Degree is normally awarded following completion of a programme of three or four years' duration (180-240 ECTS credits) in a recognised higher education institution/provider, although there are examples of longer programmes in areas such as architecture, dentistry and medicine. Entry to a programme leading to an ab-initio Honours Bachelor degree is typically for school leavers and those with equivalent qualifications.

In addition, there are typically programmes of one years duration (60 ECTS credits) leading to Honours Bachelor Degrees available to holders of the Ordinary Bachelor Degree.

HIGHER DIPLOMA

The Higher Diploma is normally awarded following completion of an accredited programme of one year's duration (60 ECTS credits) in a recognised higher education institution/provider. Entry to a programme leading to a Higher Diploma is typically for holders of Honours Bachelor Degrees but can also be for holders of Ordinary Bachelor Degrees. It is of note that the Higher Diploma is typically in a different field of learning than the initial award.

COLLEGE ENTRY REQUIREMENTS

1. MATRICULATION REQUIREMENTS
2. COURSE REQUIREMENTS SUBJECT REQUIREMENTS
3. LANGUAGE / SCIENCE ENGINEERING
4. POINTS
5. RESTRICTED ENTRY
6. CAO
7. PLC COURSES

MATRICULATION REQUIREMENTS

The matriculation requirement is the minimum academic requirements for entry that a college demands from an applicant. To study an Honours Bachelor Degree (Level 8) universities require a minimum of six subjects to include at least two Grade H5 and at least four Grade 06/H7. Trinity College (TCD) requires three H5 and three 06/H7 grades.

The former institute of technology/new Technological Universities require a minimum of five subjects at 06/H7, to include Irish or English, and Mathematics grade 06 for an Ordinary Bachelor Degree (Level 7) and Advanced Certificate (Level 6) course. Some courses have exceptions to the above matriculation requirements.

Please consult the HEI websites and Qualifax (www.qualifax.ie) for more detailed and ongoing course requirements.

COURSE & SUBJECT REQUIREMENTS

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MEDICINE | DENTISTRY | VETERINARY | PHYSIO

Medicine / Dentistry
Trinity College Dublin

H3 and H4 in two laboratory sciences (physics, chemistry, biology, physics / chemistry, agricultural science).
If you do not have a qualification in physics you must present mathematics at O3/H6 or better. Combinations of subjects not permitted to meet Subject Requirements: physics/chemistry with physics or chemistry; agricultural science with biology.

Medicine / Dentistry Courses - University College Cork

H4 in chemistry and H4 in either physics or biology.

Medicine - Royal College of Surgeons in Ireland

Five-year programme: H4 minimum in chemistry and H4 in either physics or biology. Six-year programme: A science subject from the group physics, chemistry, biology, or agricultural science.

Medicine
University College Dublin

One laboratory science subject at O6/H7.

Medicine - NUI Galway

Six-year programme: 1 laboratory science subject chemistry, biology or physics, grade O6/H7.

Veterinary Medicine
University College Dublin

Requires a Grade H5 in chemistry and 60 hours animal handling experience.

Human Nutrition and Dietetics
Technological University Dublin

Requires a H4 in chemistry.

Physiotherapy
Trinity College Dublin

Two H4 from biology / chemistry / physics / maths / agricultural science
NB: Combinations not allowed biology and agricultural science

The above information is NOT exhaustive and we stress again the necessity of checking entry requirements for third level courses. Up to date information is available to students from the Guidance Office and HEI web sites. Students also have access to this information via their personal REACH and Qualifax accounts. The Qualifax Minimum Subject Requirement Tool is particularly useful.

LANGUAGE | SCIENCE | ENGINEERING

LANGUAGE COURSES

Trinity College Dublin

English and one other language.
TCD Law & French requires a H3 in French. Law & German requires a H3 in German. Business Studies & Spanish requires a H3 in Spanish.

UCD, NUIG, UCC, Maynooth University

English, Irish and one other language.

Dublin City University

Languages are required at H4 for certain courses such as: Global Business/French/German/Spanish.

TU Dublin

Some courses require a language at H4. For example: Languages and International Tourism

National College of Art and Design (NCAD)

English, Irish and a third language or art are required for matriculation.

Other Institutes of Technology

Some courses require a language

SCIENCE COURSES

Trinity College Dublin

Usually requires a H4 in two of: physics, chemistry, biology, mathematics, physics/chemistry, geology, geography, applied mathematics or agricultural science.

University College Dublin

Requires O2/H6 in one of physics, chemistry, biology, physics/chemistry, geography, applied mathematics or agricultural science.

ENGINEERING COURSES

Trinity College Dublin

Require a H4 in mathematics.

University College Dublin

Require a H4 in mathematics and a H6 in one science.

The above information is NOT exhaustive and we stress again the necessity of checking out entry requirements for third level courses. Up to date information is available to students from the Guidance Office and HEI web sites. Students also have access to this information via their personal REACH and Qualifax accounts. The Qualifax Minimum Subject Requirement Tool is particularly useful.

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POINTS

Points are allocated for the applicant's six best grades

These grades must be achieved in one sitting of the Leaving Certificate Examination.

Entry to a course that is competitive will be granted to those holding the highest number of points.

The number of points required for any course in any year is not pre-set by any college.

The points levels reflect the results of the applicants for that year and the number of available places for that year on that course.

Maths Bonus Points

25 Bonus points are awarded for higher level mathematics at grades H6 and above. The bonus points are included in the overall points calculation only when mathematics is one of the applicant's best six subjects following the addition of the bonus.

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

+25 Bonus points for H1-H6 maths

RESTRICTED ENTRY

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MEDICINE

HPAT aptitude test.

MUSIC

This is a restricted entry course. There is a music assessment entrance test held prior to entry. It is imperative to check the entry requirements.

ART

A portfolio of artwork is an essential requirement for Art Courses.

Restricted entry courses are those which require additional tests, portfolios or interviews in addition to Leaving Certificate Points. These must be applied for by February 1st of 6th year.

This information is NOT exhaustive and we stress again the necessity of checking out entry requirements for third level courses. Up to date information is available to students from the Guidance Office and HEI web sites. Students also have access to this information via their personal REACH and Qualifax accounts.
The Qualifax Minimum Subject Requirement Tool is particularly useful.

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CAO
www.cao.ie

CENTRAL APPLICATIONS OFFICE

The Central Applications Office (CAO) processes applications for undergraduate courses in Irish Higher Education Institutions (HEIs). Decisions on admissions to undergraduate courses are made by the HEIs who instruct CAO to make offers to successful candidates.

The CAO facility for Irish third level applications opens in early November and there will be a CAO Presentation from the Guidance Department to all 6th Year students and parents/guardians in November. All students will meet individually with their Guidance Counsellor early in the academic year to discuss course choices.

For further information view the CAO website here.

Parent Guide to the CAO click here

IMPORTANT DATES

NOV-FEB

November - CAO Online application facility opens

January - Closing date for discounted application fee of €30

February - Normal closing date for CAO applications

February - Change of Course Choices facility opens at noon - used for introducing restricted courses or by restricted-category applicants

MARCH-JUNE

March - Change of Course Choices facility

March- Closing date for completion of HEAR / DARE online by the student

March - HEAR/ DARE supporting documents to be received by CAO

May - Change of Mind facility opens - restrictions apply

JULY-OCT

July - Change of Mind facility closes

Early July - Round A offers issued

Early August - Round 0 offers issued

Late August - Round One offers available online at www.cao.ie

PLC Courses

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- Post Leaving Cert (PLC) courses are typically one or two year, module-based programmes of study, covering a wide range of subject areas.
- Most PLCs offer a QQI qualification, mainly at Levels 5 and 6. These are internationally recognised and often a job requirement in vocational specific areas such as Childcare.
- PLC courses can also serve as an alternative way of accessing a third level degree course with almost 20% of all CAO applicants presenting a Level 5 or Level 6 PLC award to access these opportunities. There is also a range of new Tertiery Degree Programmes. These are designed to be a seamless transition from Further Education to Higher Education, after successful completion of the first part of the programme in further education, students will complete the remainder of their degree course in the partnered higher education university.
- Tertiary degrees were created with the learner in mind, providing students the opportunity to get the education and career they want, through an alternative route.
- PLCs are flexible and are developed in response to the needs of industry and the job market. Many provide training that will lead directly to specific jobs. Some include work placements as part of the programme.
- Class sizes in PLCs tend to be smaller than in universities and institutes of technology (IoTs) and lecturers are generally available and quite accessible to students.
- PLC courses are available in around 200 schools and further education colleges around the country, mainly offered by Education and Training Boards (ETBs). This may eliminate the need for a student to relocate.

PLC COURSES IRELAND

SUBJECT CHOICE
CORE SUBJECTS

A

ENGLISH

B

IRISH

C

MATHS

D

MODERN LANGUAGE

FRENCH / GERMAN / SPANISH

A ENGLISH

There are two papers, in the Leaving Certificate English examination, which test

- Competence in language
- Appreciation of literature

The aim is to increase students' awareness of both their own use of language and that of others. Emphasis is placed on developing students' skills in thinking, evaluation and composing. The wide- ranging syllabus includes a choice of texts from Greek tragedy, Shakespeare, traditional texts in poetry and novels, and modern works from throughout the English-speaking world. Also, film studies are included in the English course.

Our aim is that our sixth-year students emerge as thoughtful and discriminating adults, who respond with sensitivity and understanding to the words of others, and express themselves accurately and effectively.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/English/

B

IRISH

THE LEAVING CERTIFICATE IRISH PROGRAMME IS OFFERED AT HIGHER, ORDINARY AND FOUNDATION LEVEL. STUDENTS ARE EXPECTED TO STUDY IRISH UNLESS THEY HAVE A DEPARTMENT OF EDUCATION & SKILLS EXEMPTION.

The following skills are tested in the L.C. exam and the percentage of marks awarded for each skill is also outlined:

- Oral - 40%
- Paper 1 Aural - 10% and Written Composition (17%)
- Paper 2 Reading Comprehension and Knowledge of Knowledge of Literature (33%)

Students with a good understanding of the language after Junior Certificate are encouraged to attempt Higher Level for Leaving Certificate as it is possible to do very well at this level.

The aim of this course is -

- to develop within the student the necessary skills required in learning a language (oral, listening, written, reading).
- to give students some knowledge and insight into Irish literature (including mythology, novels, drama, short stories, poetry).
- to promote, encourage and cultivate a positive attitude to the Irish language - in doing so, increasing the students' awareness of their own identity and cultural heritage.

A H4 in Higher Level Irish is required for primary school teaching.

Exemptions -

Exemptions from the study of Irish granted by the Department of Education and Skills are the only exemptions that can be considered by the College in the teaching of Irish.

Please refer to the St. Andrew's College Irish Language Policy for further details.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Gaeilge/

MATHS

Mathematics is a wide-ranging subject with many aspects. On the one hand, in its manifestations in terms of counting, measurement, pattern and geometry it permeates the natural and constructed world around us, and provides the basic language and techniques for handling many aspects of everyday and scientific life. On the other hand, it deals with abstractions, logical arguments and fundamental ideas of truth and beauty, and so is an intellectual discipline and a source of aesthetic satisfaction. These features have caused it to be given names such as 'the queen and the servant of the sciences'. Its role in the classroom reflects this dual nature: it is both practical and theoretical - geared to applications and of intensive interest - with the two elements firmly linked.

The Higher Course

The Higher Course is aimed at the more able students. Students may choose it because it caters for their needs and aspirations as regards careers or further study, or because they have a special interest in mathematics. The course therefore will equip mathematical specialists, that is, students who will pursue advanced mathematics courses, and will also cater suitably for students who will not proceed to further study of mathematics or related subjects. Students who follow the Higher Course will already have shown their ability to study mathematics in an academic environment. A thorough knowledge and understanding of the content of the Junior Cycle Higher Course is absolutely essential. Topics studied will include statistics and probability, geometry and trigonometry, functions, number and algebra.

The Ordinary Course

This course has been designed for the many students who will need mathematics as a service subject, that is, providing knowledge and techniques that will be needed in future for their study of scientific, economic, business and technical subjects. However, it will also cater suitably for students who will not proceed to further study of mathematics or related subjects. The course moves gradually from the relatively concrete and practical to more general and abstract concepts. As well as equipping students with important tools, it offers opportunities for them to deepen their understanding and appreciation of mathematics and to experience some of its classical 'powerful ideas'. Topics studied will include statistics and probability, geometry and trigonometry, functions, number and algebra.

CURRICULUM

https://www.curriculumonline.ie/Primary/Curriculum-Areas/Mathematics/

D MODERN LANGUAGE

A knowledge of a foreign language is of the utmost importance for a whole range of academic courses and careers.

Entry into any of the National Universities of Ireland (NUI) is dependent on one language other than Irish or English, for many courses.

For entry into Trinity College Dublin one requires a language other than English.

The cultural benefits are many. Languages offer an insight into the literature, history and culture of people of countries close to us.

Trade with other European Union (EU) countries often necessitates a knowledge of other languages.

It will become increasingly necessary to speak foreign languages given that Irish students will be competing with others for whom two or three languages are considered a base line starting point.

Languages are increasingly viewed as an additional but necessary qualification.

Obviously, some careers, such as interpreter, translator or teacher require linguistic ability

Assessment Structure -

- French Assessment Structure: Written Paper 55% / Aural 20% / Oral 25% (higher level)
- German: Written Paper 55%/Aural 25%/Oral 20% (higher level)
- Spanish Assessment Structure: Written Paper 55% / Aural 20% / Oral 25% (higher level)

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/French/
https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/German/
https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Spanish/

SUBJECT CHOICE
OPTION SUBJECTS

1. ACCOUNTING
2. AG SCIENCE
3. APPLIED MATHS
4. ART
5. BIOLOGY
6. BUSINESS
7. CHEMISTRY
8. CLASSICAL STUDIES
9. COMPUTER SCIENCE

SUBJECT CHOICE
OPTION SUBJECTS

10 DESIGN & COMMUNICATION GRAPHICS

11 ECONOMICS

12 GEOGRAPHY

13 HISTORY

14 HOME ECONOMICS

15 MUSIC

16 PHYSICAL EDUCATION

17 POLITICS & SOCIETY

18 RELIGION

19 PHYSICS

1 ACCOUNTING

Students of Leaving Certificate Accounting will develop an appreciation of the importance of financial literacy in their lives, careers and in the world around them. Through studying accounting, students develop a broad range of competencies and will be able to apply their learning to a range of real-life personal and professional experiences.

The aims of Leaving Certificate Accounting are to empower students to:

- explore aspects of accounting and finance with a view to both personal and working life, and as a basis for further study.
- develop awareness and appreciation for how accounting plays a key role in the measurement, management and co-ordination of an organisation's resources.
- develop an understanding of accounting principles, standards and concepts to support their financial literacy and wellbeing.
- develop the key competencies required to capture and manage financial information in order to analyse, interpret, evaluate and communicate findings.
- apply digital skills and appreciate the opportunities and challenges of digital technology.
- develop an appreciation of ethical and sustainable practices in accounting.
- become confident problem solvers, and informed decision-makers.

ASSESSMENT COMPONENT
APPLIED ACCOUNTING 40% COMMON BRIEF
WRITTEN EXAMINATION 60% HIGHER AND ORDINARY LEVEL

CURRICULUM

https://www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/accounting/

2 AGRICULTURAL SCIENCE

Agricultural science in the Leaving Certificate offers a wide-ranging syllabus that includes a blend of practical experience, experimental work and a broad academic component. This is a new Leaving certificate specification introduced in 2019. The new course is structured into the following topics:

There is some overlap with the biology, business syllabus and, to a lesser extent, geography. The agricultural science course deals with the practical application of the above topics in a farming environment. The second part of the course involves investigative practice where students design and carry out their own experiment based on a given theme; allowing application of the learning of theory into experimental settings in the school laboratory and science garden, and visits to farms/ploughing championship. Farm experience or exposure is not essential but an interest would be desirable.

Assessment

The final assessment is worth 400 marks and is broken up into two sections as follows -

- Written Exam (300 marks or 75%) based on the theory covered in the course.
- Individual investigative report (100 marks or 25%) based on practical work carried out / written during course and submitted before Easter in the 6th year programme.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Agricultural-Science/

3 APPLIED MATHS

Applied mathematics is the use of the language of mathematics to study and solve real-world problems. It is multi-disciplinary in nature; applied mathematicians collaborate with colleagues in many disciplines using quantitative techniques and high-performance computing to shed light on complex problems in their field.
Leaving Certificate Applied Mathematics introduces modelling through exploration of real problems in the physical, natural, and economic worlds. Modelling requires students to turn authentic situations into mathematical structures. They then operate on those mathematical structures and generate a solution or a strategy to address the situation.

Objectives

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

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

Topics

- Vectors
- Uniform and variable acceleration
- Projectiles
- Newtons laws and connected particles
- Work, power, energy and momentum
- Impacts and collisions
- Motion in a circle
- Difference equations
- Differential equations
- Networks and graphs
- Optimal paths

Assessment

Applied Mathematics is assessed at two levels, Ordinary level and Higher level, by means of two assessment components: a modelling project (20%), and an examination paper (80%). Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

CURRICULUM

https://www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/applied-mathematics/

4 ART

The Leaving Cert art programme consists of two assessed areas, practical and visual studies.

- Visual studies (previously known as art history) is assessed as a written exam, 30% of final grade and feeds into students' practical research and application.
- The practical assessment, 70% of final grade, is looked at through three strands, create, research and respond. These strands are interlinked and result in the student carrying out a deep study of investigation before creating realised artworks.

Ideally, students should have studied art for Junior Cycle or have evidence of a strong interest in art.

Assessment

- Practical 70% - Two realised artworks created during class hours over a 10 week period in year two.
- Written exam 30% - Visual studies (3 essays)

Aims and Goals

The study of art should enable students to -

- Become informed, reflective and critical practitioners in the arts.
- Express ideas with confidence and competence.
- Develop perceptual and analytical skills.
- Become informed and critical observers and makers of visual culture and media.
- Develop skills, techniques and processes in order to communicate concepts and ideas.
- Manage time effectively and realistically.
- Carry out relevant and effective research that will make an impact on the development of their work.

This subject is essential for students considering further study in any art/design/architecture course. An art portfolio can be completed over the course with extra time provided for students wishing to develop a body of work

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Art/

5 BIOLOGY

The aim of Leaving Certificate Biology is to provide students with an experience that develops their interest in and enthusiasm for the scientific study of life. In doing so, it aims to build the knowledge, skills, values and dispositions necessary for students to become scientifically literate citizens who are well-prepared for the challenges and opportunities of their future, embracing life-long learning and sustainable living, as citizens in a technologically developing society.

More specifically, Leaving Certificate Biology aims to empower students to:
- build knowledge and understanding of a number of specified core concepts and fundamental principles of biology
- develop the skills, values and dispositions needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of systems and interactions in the biological world
- demonstrate inquiry and practical skills consistent with the principles and practices of biology
- understand how society and science are interwoven, the everyday relevance of biology and the ethical implications of biology

Assessment component
Biology in Practice Investigation 40% Common brief
Written examination 60% Higher and Ordinary level

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Biology/

6 BUSINESS

Students of Leaving Certificate Business develop an appreciation of the importance of business in their daily lives and the world around them and gain a deep understanding of the opportunities and challenges within a constantly evolving business environment. Through studying Business, students develop a broad range of competencies and can apply their learning to a range of real-life experiences.

The aims of Leaving Certificate Business are:
• to appreciate the role that business plays in daily life, locally, nationally, and internationally and to recognise opportunities that business can provide.
• to understand enterprise development and the interactions and connections between multiple stakeholders in the world of business, and to be able to apply this knowledge and understanding.
• to appreciate the opportunities and challenges of digital technology and develop an informed and critical understanding of ethical and sustainable business practice.
• to become business and financially literate, conscious, and aware of the importance of their financial wellbeing.
• to develop an entrepreneurial mindset and become confident, informed decision-makers.
• to develop competencies relevant to the dynamic world of business, to their lives, their careers, to further study, to roles as both employers and employees, as entrepreneurs and as business leaders of the future.

Assessment component
Business Alive Investigative Study 40% Common brief
Written examination 60% Higher and ordinary level examination papers

CURRICULUM

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

7 CHEMISTRY

The aim of Leaving Certificate Chemistry is to develop the student's curiosity, enthusiasm, and enjoyment for studying chemistry. It seeks to build the knowledge, skills, values and dispositions necessary to nurture scientifically literate citizens and life-long learners. It aims to equip students for the challenges and opportunities of their futures, encouraging sustainable living in a technologically developing society.

More specifically, Leaving Certificate Chemistry aims to empower students to:

- build knowledge and understanding of specified core concepts and fundamental principles of chemistry
- develop the skills, values and dispositions needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of chemical systems and interactions
- demonstrate inquiry and practical skills consistent with the principles and practices of chemistry
- understand how society and science are interwoven, the everyday relevance and the ethical implications of chemistry.

Assessment component
Chemistry in Practice Investigation 40% Common brief
Written examination 60% Higher and Ordinary level

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Chemistry/

8 CLASSICAL STUDIES

Classical Studies focuses on the fascinating and diverse civilisations of ancient Greece and Rome. It is a really interesting subject where students will examine a wide variety of topics. Although Classical Studies focuses on the ancient past, it has huge relevance to our lives today. We simply cannot understand ourselves without understanding where we come from. There is no language content in this subject. Students will pick up some key Latin and Greek words however everything will be studied in translation. It is not necessary to have studied the ancient world at Junior Cycle level. Many students have achieved very high grades, having first studied the subject in fifth year.

The topics on the course are -

The world of heroes - We will examine the different characteristics of heroes/heroines and leaders by focusing on the famous writings of Homer and Virgil. Students will analyse the impact of war in the ancient world and the role of propaganda.

Drama and spectacle - An examination of a famous Greek tragic play will allow us to appreciate many of the values and viewpoints of the ancient Greeks. We will also examine the legacy of these people in the modern world. There will also be a study of some of Rome's great structures such as the Colosseum and the Circus Maximus. Students will explore the architecture of these buildings and what the Romans experienced in them.

Power and identity - Our key focus will be the lives and military exploits of Alexander the Great and Julius Caesar. There will be a critical examination of the tactics and composition of some of the great battles that these men fought. Students will also be challenged to examine the concepts of what these men saw as 'civilised' or 'barbarian' people.

Gods and humans - Students will learn about the gods of ancient Greece and Rome. They will examine some of the great temples that were built to honour these deities and there will be a focus on the religious practices and ceremonies that took place within. Students will also get to study the philosophical ideas of Socrates and the works of Horace to gain insight into the ethics and values of the Greeks and Romans.

Assessment Format

A written examination based on the topics above will account for 80% of the marks.

A research study report will be submitted ahead of the written examination. This report is worth 20%.

Classical studies provides a valuable training in the skills of analysis, research and presentation of information. It is an excellent preparation for third-level education as a high degree of personal input of ideas is sought, a personal response to the subject is well rewarded and it fosters a real understanding of universal issues which are timeless and fundamental to human society.

If you enjoy the humanities and have a facility for the appreciation of literature, history and the arts, this subject is very rewarding and this is reflected in an excellent number of high grades and a high level of interest.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Classical-Studies/

9 COMPUTER SCIENCE

Computer science is the study of computers and algorithmic processes. Leaving Certificate Computer Science includes how programming and computational thinking can be applied to the solution of problems, and how computing technology impacts the world around us.

The specification is constructed into 3 strands, whose learning outcomes are interwoven.
The 3 strands are -

- Practices and principles
- Core concepts
- Computer science in practice

Students will learn -

- The practices and principles of computer science, such as computational thinking, computers and society, and creative design
- How to analyse problems in computational terms and understand concepts such as abstraction, logic, algorithms, computer systems, data representation and evaluation
- Programming languages and how to read, write, test and modify computer programs
- The process of designing computational artefacts such as web pages, digital animations, simulations, games, apps and robotic systems
- The ethical, historical, environmental and technological aspects of computer science, and how it impacts the social and economic development of society.
- The role of programming in computer science is like that of practical work in the other subjects– it provides motivation and a context within which ideas are brought to life.

Students learn programming by solving problems through computational thinking processes and through practical applications such as applied learning tasks. The Leaving Certificate Computer Science specification is designed for all students. It applies to many aspects of students' lives and is therefore relevant to a wide range of student interests. Python is the main coding language used.

It is assessed by both coursework and a written examination Percentage
End-of-course examination
Written and computer-based assessment of learning outcomes 70%
Coursework assessment
One computational artefact with report 30%

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Computer-Science/

10 DESIGN & COMMUNICATION GRAPHICS

(Leaving Certificate Graphics)

This course will prove extremely beneficial to students contemplating a career in Design, Engineering, Information Technology (IT), Animation or Architecture. This subject follows on from Graphics at Junior Cycle.

As the name implies, design and the processes involved form a core part of this subject. Students also learn how to use graphics or drawing as a means of communicating ideas. In addition to completing work using traditional pencil and paper techniques, a large emphasis is placed on utilising *Solidworks*, a Computer Aided Design (CAD) software.

Our two dedicated design rooms are fully equipped for this subject and feature 24 computers each, audio visual systems and an A3 colour printer.

This course is assessed on a three-hour exam at the end of sixth year and also on a design project, which is done in-class from September to December in sixth year. The exam counts for 60% of the final mark with the design project accounting for the remaining 40%.

Further information on the DCG syllabus can be obtained here -

https://www.t4.ie/DCG_09/syllabus/Design%20&%20Communications%20Syllabus.pdf

CURRICULUM

https://www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/design-and-communication-graphics/

11 ECONOMICS

Leaving Certificate Economics aims to stimulate students' curiosity and interest in the economic environment and how they interact with it. It develops a set of skills, knowledge and values that enables students to understand the economic forces which affect their everyday lives, their society and their economy at local, national and global levels, making them more informed as decisionmakers.

Objectives

The objectives of Leaving Certificate Economics are to enable students to: understand the economy within which people act locally, nationally and globally

appreciate the ethical, historical, social and environmental dimensions of economics, and reflect on how economics contributes to the social and political development of society

build their knowledge and understanding of economic terminology, concepts and principles, and develop the skills needed to apply this knowledge and understanding to familiar and unfamiliar situations

develop skills in critical and creative thinking around contemporary economic, political and social issues, while appreciating different perspectives, and providing informed solutions to a problem

research and analyse qualitative and quantitative economic information and data from various sources, present and justify conclusions and make informed decisions discuss, explain and communicate the outcomes of their analysis and activities in verbal, graphical and other forms, using technology where appropriate.

Assessment component

There are two assessment components at each level: written examination (80%) research study (20%). Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification

CURRICULUM

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

12

GEOGRAPHY

The aim of Leaving Certificate Geography is to develop students' understanding of the Earth and its people, and their interest in and appreciation of the real world significance of geography. Students are supported to think like geographers and to apply geographical skills, to better understand the world and to contribute to shaping a more sustainable future from a critically informed perspective.

More specifically, Leaving Certificate Geography enables students to:

• identify, analyse and critically evaluate the interactions between physical and human processes • develop, use and apply geographical thinking and inquiry skills
• develop understanding of concepts that are key to the discipline of geography
• understand the complexity of forces that impact at local, regional, national, international, and global scales
• engage with data and information from a range of reliable sources
• use evidence-based decision-making and judgements to explore creative and sustainable responses to economic, environmental and social challenges.

Assessment component
Applied Geography Project 40% Common brief
Written examination 60% Higher and Ordinary Level

CURRICULUM

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

13

HISTORY

There are two inter-linking parts to the history syllabus -

- Working with evidence
- Topics for study

Working with evidence

Introduction: history and the historian -
Students will be given an introduction to the nature of history and the work of the historian. This will form the basis for future work on the topics, the document based study and the research study.

A document based study -
Students will undertake a document based study of one of the syllabus topics as the primary means of developing their skills in working with evidence. For 2024 and 2025, the three Case Studies studied through documents are drawn from Dictatorship and Democracy, 1920-1945: Stalin's Show trials, The Nuremberg Rallies, The Jarrow March.

The Final examination is made up of four sections, one on each module worth 20%. There is one document based question and three essay style questions.

A research study -
Students will undertake a research study of a significant historical subject chosen by the student as a means of developing their research skills. This is worth 20% of a student's final grade and is submitted in the spring before the leaving certificate exams.

Topics for study
In St Andrew's College, we study the Later Modern period, 1815 – 1993.
There are six modules on the history of Ireland and six modules on the history of Europe and the wider world. Four modules have to be completed, two from the history of Ireland and two from the history of Europe and the wider world.

The two modules on Irish history we study in St. Andrew's College are -

- The pursuit of sovereignty and the impact of partition 1912-1949
- Politics and Society in Northern Ireland, 1949-1993

The two modules on the history of Europe and the wider world we study in St. Andrew's College are -

- Dictatorship and democracy, 1920-1945
- The United States and the world, 1945-1989

For the Leaving Certificate examination 2025, the prescribed module for the document based study is Europe and the Wider World: Topic 6: The United States and the world, 1945-1989. The final examination is made up of four sections, one on each module worth 20%. There is one document based question and three essay style questions. A research study report is submitted in the April before the Leaving Certificate examinations, this report is worth 20%.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/History/

14 HOME ECONOMICS

Home Economics -

Scientific and Social is an applied subject combining theory with practice in order to develop understanding and solve problems. It is concerned with the way individuals and families manage their resources to meet physical, emotional, intellectual, social and economic needs.

Home Economics focuses on the acquisition of knowledge and the development of skills and attitudes that will enable students to take control of their lives at present and in the future, whether that be in the home, in further education, in the world of work, or other life situations.

The wide-range of learning experiences to which the students are exposed will allow them to be flexible and adaptable in the changing situations of modern life.

It prepares students of both sexes for life in a consumer-oriented society and provides a learning foundation for those seeking employment in a wide range of careers, such as the food industry, tourism, clothing and design, and the health and social services.

Syllabus Structure

The syllabus consists of a core and three electives. The core consists of three areas:

- Food Studies 45%
- Resource Management and Consumer Studies 25%
- Social Studies 10%

There are three electives from which the teacher and the class group must choose one. The electives are extensions of the content contained in the core. They provide students with the opportunity to study certain topics in more depth.

The Electives are -

Home Design and Management
Textiles, Fashion and Design 20% Social Studies

Assessment Format

- Written examination which accounts for 80% of the overall grade and
- Food Studies Assignment Journal (assessment of practical coursework. This Journal is completed in Fifth Year and examined in November of Sixth Year. (20% of overall grade)

CURRICULUM

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

15

MUSIC

The 3 core areas are -

- Listening 25%
- Composing 25%
- Performing 25%

Students elect extra listening/composing/performing for the other 25%.

Listening (listening and responding to music)

Includes -

- 4 Prescribed Works
- Irish Music
- Aural Skills

Composing (reading and writing music)

Includes -

- Melody writing
- Harmony
- Counterpoint

Performing (singing or playing)

Three pieces or songs on one instrument or Four pieces on two instruments (2&2)

Students can present Solo performance
OR
Group performance
OR
Rehearsing and conducting a group
OR
Music technology (inputting and editing scores) and an unprepared test - sight reading
OR
aural memory test - improvisation Electives

25% Elective

- The listening elective consists of an extra listening paper
- The composing elective consists of a portfolio of two short compositions composed over the two years of the course
- The performing elective doubles the core performing requirements (i.e. 6 pieces on 1 instrument or 8 pieces on 2 instruments (4&4) or extra inputting and editing

CURRICULUM

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

16 PHYSICAL EDUCATION

Leaving Certificate Physical Education develops the student's capacity to become an informed, skilled, self-directed and reflective physical activity participant through practical application of knowledge and skills.

This course is designed for students who have an interest in and a commitment to participation and performance in physical activity.

Leaving Certificate Physical Education develops the students':

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

Assessment Component
Physical Education Project 50% Common Brief
Written examination 50% Higher and Ordinary level

The list of physical activities eligible for selection to demonstrate student learning for the Additional Assessment Component (AAC) is outlined below. The skills developed through engagement and performance in physical activity are fundamental and integral to the discipline of physical education. Activities within the approved list may be adapted to support the meaningful participation of each student. Appropriate adaptations ensure that all students can demonstrate their learning and achievement equitably within the parameters of the specification.

Activities

Athletics - Running events, throwing events, jumping events
Artistic and Aesthetic - Gymnastics, dance
Aquatics - Swimming strokes, water polo, synchronised swimming
Adventure Activities - Orienteering, kayaking, indoor roped climbing, water-based rowing, cycling (Road, Mountain)
Games – Invasion - Gaelic football (men's/ladies), hurling/camogie, soccer, rugby, basketball, hockey, netball, Olympic handball
Games – Net/Wall - Badminton, tennis, volleyball, table tennis, GAA handball, squash,
Games – Striking/Fielding - Cricket, softball, rounders
Games – Target/Striking - Golf

CURRICULUM

https://www.curriculumonline.ie/getmedia/e3c33f7c-a88b-4050-bed3-c892ec995ba2/SC-PE-Spec-ENG-INT.pdf

17 POLITICS & SOCIETY

Politics and Society aims to develop the learner's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences. The changing local, national and global environment presents many challenges and opportunities for young people. It also requires of them a range of skills, knowledge, values and attitudes so that they can achieve their goals in this environment. These include:

- skills in critically assessing information and its sources and in gathering and processing information
- intercultural skills to enable them to communicate and work with people from diverse backgrounds in employment and in other settings
- an understanding of the processes of globalisation and individualisation and their opportunities and challenges
- the imagination to think creatively and to propose new and alternative futures
- a willingness to play an active role in their society
- a disposition towards taking responsibility for the outcomes of their actions.

Drawing in particular on the skills of critical thinking and imagination and on the content knowledge of sociology, anthropology, political studies and philosophy, Politics and Society can, in collaboration with students' learning outside school, in home and community contexts, provide an opportunity for students to develop the above skills, knowledge, values and attitudes.
Politics and Society is organised in four strands, each structured around key concepts. These are:
STRAND 1 Power and decision-making
STRAND 2 Active citizenship
STRAND 3 Human rights and responsibilities STRAND 4 Globalisation and localisation
Assessment for certification in Politics and Society will be carried out through two assessment components:

- Report on a citizenship project (20% of the total marks).
- Written examination (80% of the total marks)

The citizenship project will be based on a brief issued annually by the SEC. The brief will outline a number of topics, from which students will choose one for their citizen project. The brief will also outline the parameters for the project and for the report which will be submitted to the SEC for assessment. The report on a citizenship project will assess the ability to use the knowledge and concepts of Politics and Society to make judgements as to how to be active in communities, and the student's capacity to reflect upon and evaluate what they have learned or achieved from being an active participant in civil, social and political life. The terminal written examination will assess the ability to apply the knowledge and concepts of Politics and Society to make arguments about political and social issues and the skills of analysing and interpreting qualitative and quantitative data on social and political issues.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Politics-and-Society/

18 RELIGION

Religious education is one of the most recently introduced subjects on the Leaving Certificate course and its content is relevant to the modern student. It has been an option for Leaving Certificate students in St. Andrew's College since 2006. Throughout this time, students who have taken religious education have achieved excellent grades and a high percentage have gone on to study in areas such as theology, philosophy, world religions, Jewish and Islamic studies, and psychology at third level.

Many people are misled by the title of the course, believing it to be focused completely on religion, but a more apt title for the subject would be, *Philosophy and Religion* as the course covers a diverse range of topics including...

- Philosophy
- Morality
- Judaism
- Buddhism
- Psychology
- Christianity
- Stem Cell
- Research
- Euthanasia
- Intelligent Design
- Secularism
- Evolution
- Islam
- Religion & Gender
- Issues of Justice & Peace
- Ecological Crisis
- Humanism
- Atheism, Agnosticism and Belief

Students who are interested in these topics, their discussion and the examination of some of life's most difficult and controversial questions will enjoy and be rewarded by this subject. The religious education course also challenges the students to think for themselves, an ability that is much needed in our present economic climate.

In fifth year, the students are set prescribed coursework, chosen by the Department of Education from two of the ten subject areas, and worth 20% of their final mark. There are four coursework titles and the students chose the topic that interests them the most to research and write about. This will be fully completed in fifth year allowing more time to study for the exam in sixth year.

Religious education is an interesting, relevant and fascinating course which, uniquely, covers topics such as spirituality and philosophy that you will not find in any other Leaving Certificate subject. It is therefore worthy of your consideration.

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Physics/

19

PHYSICS

The aim of Leaving Certificate Physics is to provide students with an experience that develops their interest in and enthusiasm for physics. In doing so, it aims to build the knowledge, skills, values and dispositions necessary for students to become scientifically literate citizens who are well-prepared for the challenges and opportunities of their future, embracing life-long learning and sustainable living, as citizens in a technologically developing society.

More specifically Leaving Certificate Physics, aims to empower students to:
• build knowledge and understanding of specified core concepts and fundamental principles of physics

• develop the skills, values and dispositions needed to apply this knowledge to explain, analyse, solve problems and predict events in a variety of systems and interactions in the physical world

• demonstrate inquiry and practical skills consistent with the principles and practices of physics

• understand how society and science are interwoven, the everyday relevance and the ethical implications of physics.

Assessment component
Physics In Practice Investigation 40% Common brief
Written examination 60% Higher and Ordinary level

CURRICULUM

https://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/Physics/

WEBSITES OF INTEREST

St. Andrew's College Guidance Blog - www.standrewsguidance.wordpress.com

Course Search for Ireland - www.qualifax.ie www.cao.ie www.careersportal.ie

Leaving Certificate Examination Past Papers and Marking Scheme - www.examinations.ie (Examination Archive Material)

A Selection of College Websites in Dublin - www.tcd.ie www.ucd.ie www.iadt.ie www.tudublin.ie www.ncad.ie www.dcu.ie

Course Search for the United Kingdom (UK) - www.ucas.com

Course Search for the Netherlands - info.studielink.nl

Course Search for Europe - www.eunicas.com

Course Search for the United States of America (USA) - www.commonapp.org