



# **ST ANDREW'S COLLEGE** **TRANSITION YEAR**

**2023 - 2024**

# INTRODUCTION

The St Andrew's College Transition Year Programme facilitates students in exploring their own talents and abilities beyond the confines of the timetable. In addition, it lays the foundation for fifth and sixth year.

The aim of the year is to provide the skills and encourage the maturity necessary for the successful completion of the Leaving Certificate or International Baccalaureate programme. A significant factor in this is subject selection for fifth year. Transition Year supports this through career guidance, extended core provision, short academic courses, work experience, career lectures, provision of subject information and project work. Another central theme of the year is autonomous learning. Students will take responsibility for themselves and their future. They will be given the opportunity to explore many subjects in areas including the arts, sciences, technology and the humanities.

## STRUCTURE OF THE YEAR

The year consists of 35 weeks of school. Four of these are set aside for work experience (February/March and May). We encourage students to use one of these weeks for a Social Volunteer placement.

There are a large number of trips organised as part of the Transition Year Programme. The first of these involves the whole year group and takes place over three days in the first full week of term. Students will be facilitated in two venues and each will offer a blend of Irish culture and adventure sports.

# ST ANDREW'S TRANSITION YEAR CURRICULUM

## ACADEMIC AREAS - Core academic subjects continue as normal.

Core academic subjects – Irish/ Irish Culture, English, mathematics and modern foreign languages continue with the same rigor as in previous years. Indeed, much of the content and skill sets in these subjects will prepare students directly for the Senior Cycle and the Leaving Certificate. Core academic subjects are formally assessed at Christmas and again at the end of the school year. **Performance and results may directly affect class settings in Fifth Year.**

### Irish/Irish Culture:

During the year, students studying Irish will complete work in the following areas: a novel, short stories, comprehension, grammar, written and oral skills. Irish culture will be the focus of the Irish course.

Students who hold an Irish Language Exemption will take classes in Irish Culture, where they will study Irish history, mythology and language. Students will be required to complete a project as part of this course.

### American Studies:

American Studies is offered to all American students who have an Irish Language Exemption and an American passport. This subject covers modern American history and literature. The history element will cover the period from 1945 until today mainly focusing on the Cold War and the Civil Rights Movement but also touching on 9/11 and the War on Terror. Additionally, students are required to read two American novels and prepare book reports. Students will also have to complete two 1,000 word essays on a specific topic of their choice from the eras covered in American history. These can later be used, if desired, as a basis for their International Baccalaureate Extended Essay/History Internal Assessment or their History Research Project for Leaving Certificate.

### English:

Students will complete two fifteen-week modules in the areas of film studies, poetry, the novel / short stories, and drama. Throughout the year, students will also practise language exercises and creative writing skills.

### Mathematics:

Students will study a variety of topics which are mostly linked to the Leaving Certificate course. They will also study other mathematical areas which lie outside the curriculum.

### Modern Foreign Language:

Foundations for the Leaving Certificate Course and IB will be laid with particular emphasis on increased conversation, aspects of modern life, music, journalism, film and culture.

## OUTWARD BOUND / PE

Friday afternoons are reserved for this subject and all students are expected to consult the Transition Year Notice board, the TY Teams page and website on a regular basis to ensure that they know where their group is placed each Friday.

**NB: Medical exemptions must be presented in writing to the  
Year Head before 8:55am or at break time on Fridays  
Students not taking part are not permitted to leave the College before 3.55pm**

## CORE TRANSITION YEAR SKILLS

Students will complete eight practical modules on a rotation basis throughout the year.

### Digital Skills

The TY Digital Skills module aims to provide students with the necessary skill to be able to competently use programs from the Microsoft 365 set of applications such as Word, Excel, PowerPoint and OneDrive. There is also opportunity to introduce students to some creative applications using digital technology.

**(8 weeks)**

### Critical Thinking

The Critical Thinking module in TY is designed to teach students how to take deliberate steps to think at the highest level of quality. The module encourages the development and application of core critical thinking standards such as clarity, accuracy, precision, relevance, depth, breadth, logic and fairness in everyday thinking and problem solving. Students will be able to understand the arguments and beliefs of others, critically evaluating those arguments and beliefs as well as develop and defend their own well-supported arguments and beliefs. The module aids in the development of students as autonomous thinkers capable of examining their assumptions and prejudices.

**(8 weeks)**

### Basic Cookery

Basic Cookery is a module which gives class groups an opportunity to learn new and develop existing culinary skills in a practical and supportive learning environment. During this module, students prepare, cook and present a wide range of both sweet and savoury dishes which develop a solid understanding of basic cookery techniques in a *learn by doing* teaching environment.

**(8 weeks)**

## **Career Guidance**

Career Guidance classes are designed to help students build their self-awareness and increase their knowledge of various vocational opportunities. In these classes, each student completes a number of interest inventories and aptitude tests and the results of these are given to students to discuss with their parents. The students complete a computer aided career project using the Careers Portal Reach Programme.

The following topics are discussed in these classes:

- Introduction to College life and entry systems.
- Preparation of CV and letter of application and the world of work.
- Subject Choices – The Guidance Counsellor presents the subjects on offer at St Andrew's College and helps the students consider their subject options in line with college courses entry requirements.

***(8 weeks)***

## **Education for Sustainability**

Education for Sustainability aims to inform and stimulate participants with the contemporary and relevant information and science that underpin current climate and sustainability issues.

***(8 weeks)***

## **Life Skills**

Life Skills is a diverse module covering such areas as drivers ed, home and car maintenance, personal finance and study skills.

***(8 weeks)***

## **Public Speaking**

The Public Speaking module aims to develop students' confidence and skills in oral communication. The course will build on students' experience of oral communication from Junior Cycle by introducing them to the theory and practice of public speaking. Students will analyse the features of rhetoric and look at what makes a speech successful in a range of areas from politics to film. At the end of the module, each student will make a keynote speech as part of an in-house competition."

***(8 weeks)***

## **Mindfulness**

At the simplest level the Mindfulness Module is an awareness-raising exercise to give all students a taste of Mindfulness so that they know about it and can return to it later in life if they choose to do so. However, for many pupils the course can lead to immediate and striking results: they feel happier, calmer and more fulfilled; they can concentrate better; they have a toolkit to deal with stress and anxiety.

*(8 weeks)*

## **Lectures / Tutorials**

**A weekly session is set aside for invited guest speakers. A variety of areas and subject matters are covered, these include:**

- Careers
- Areas of Social Concern
- The Arts and Leisure
- Motivational speakers

In addition to this, 'lectures' serves as a communication session to the Transition Year students regarding activities, events and deadlines that are upcoming. It is also hoped that students will acquire more formal note-taking skills through these sessions.

Also, regularly during 'lectures', form groups will meet as with their individual Transition Year Tutors. During this time, students will discuss their core subject area progress, prepare for upcoming events, receive support for projects, and review the variety of activities that they do throughout the year.

## **Core Extension Subjects**

**Students will choose their top seven choices (in order of preference) and will be allocated four subjects, each one a 15-week rotation. Students take two extended core subjects from the start of the year until Christmas and the remaining two from January to May.**

As well as stimulating interest in the individual subjects, these courses also aim to give the students a realistic insight into what the subject would be like to study for senior cycle - Leaving Certificate or International Baccalaureate.

### **Sciences Modules: Biology, Chemistry and Physics**

These three separate modules are designed to give a taster of some of the topics covered at Leaving Certificate and also to give students the time to explore other areas that they may be interested in. Students will have the opportunity to extend their knowledge of the three major fields of study, in their selected subject, in preparation for the Leaving Certificate and International Baccalaureate Programmes. Students can select one or more of these modules.

## **History**

History in Transition Year is an introduction to the work of an historian, students investigate past events using a range of research skills. On completion, students should be able to recognise different types of historical sources and be able to evaluate their usefulness. Topics covered will vary but may include a study of American History from World War II to the Cold War, Genocide and 20<sup>th</sup> century dictators.

## **Business: Business / Economics / Accounting**

These three separate modules are designed to give a taster of some of the topics covered at Leaving Certificate and also to give students the time to explore other areas that they may be interested in. Students will have the opportunity to extend their knowledge of the three major fields of study, in their selected subject, in preparation for the Leaving Certificate and International Baccalaureate Programmes. Students can select one or more of these modules.

## **Classical Studies**

Students will be introduced to key areas in the Ancient Greek and Roman worlds. They will be encouraged to think, analyse, and offer their opinions on how these fascinating and sometimes bloodthirsty peoples lived. We will be looking at how they have influenced our world today, eg. What were the ancient Olympics and how did they inspire the modern version. Audio visual material will be a key component in bringing these people to life. No previous experience of Classical Studies is required.

## **Geography/ Geology**

This course has at its core practical geography. There is a heavy emphasis on fieldwork, which will be conducted off campus and written up in the classroom. Practical skills such as cartography and statistics are also dealt with alongside the traditional physical, social and economic components of the subject. The *Geology* component of this module is new and exists because of the Trinity College Dublin matriculation examination. Students will be made aware of the TCD matric Geology exam, and the range and style of the material that it contains.

## **Religious Education / Biblical Studies**

As a Leaving Certificate subject, Religious Education offers opportunities to develop an informed and critical understanding of religious traditions, their historical origins, and their social and cultural expressions. It is a broad course that approaches the phenomenon of religion from a variety of perspectives, including theology, philosophy, anthropology, sociology and psychology.

The purpose of the Transition Year module is to further explore topics that form the basis of the Leaving Certificate course. The main areas of study in Fourth Year are:

- Non-Religious Responses to Life
- Perspectives on Morality
- Gender, Society and Religion
- Issues of Justice and Peace
- Current Issues for Religion and Science
- Spiritual themes in Popular Culture

The *Biblical Studies* component of this module is new and exists because of the Trinity College Dublin matriculation examination. Students will be made aware of the TCD matric Biblical Studies exam, and the range and style of the material that it contains.

# SUBJECT CHOICES

There are 4 'options' subjects; groups A, B, C, D.

In each option group, students are asked to rank their top six subjects in order of preference.

Students will take four option subjects before Christmas and four after Christmas.

\*Subjects marked with an asterix will run for the full year.

## GROUP A (Treble Period)

### Culinary Arts

This is an extensive course which covers planning, preparation, cooking and presentation of various menus for everyday and special occasions.

### Modern Dance

This is an introduction to modern dance. The course will be given by a qualified instructor and is aimed at both beginners and experienced dancers.

### Visual Arts

This is an exciting course for anyone wishing to explore both creativity and imagination. There will be opportunities to help with the set design for events in the school such as Remembrance Day, International Night, Carol Service and U-Live Concert.

From time to time, students will have the opportunity to go on outings and gallery visits.

### Textiles

A needlework/craftwork course where students will follow a course leading to the production of items of clothing. By the end of the module, students will be able to use a sewing machine, and assemble commercial clothes patterns.

### Drama

This activity-oriented course is designed to introduce students to the art of the actor. Students will learn theatre terminology for the stage, acting, directing, and technical aspects of production. Much of the course content will be studied through active, hands-on projects. Students will learn to do acting warm-ups, improvisations, monologues, and two, three, and four-person scenes. Performances and some selected in-class work may be video-recorded for analysis and evaluation. Students will read and analyse scenes and plays. They will write brief scenes based on short stories, parts of novels, and/or their own inspiration. It is expected that students will attend and review at least one live performance and one movie. Students will also participate in a Drama class production, linking in with TY Stage production.

### Coaching

This is a course for sports enthusiasts who have an interest in working with younger children.

Students taking this course will be introduced to coaching techniques and theory.

Areas explored will include: basic skills, set pieces, team structure, refereeing, fitness and coaching techniques.



## **Strength and Conditioning**

This course gives students an opportunity to learn the basic principles of training with weight machines and free weights as part of a general fitness programme.

## **Martial Arts**

This course will include Judo or Jiu-Jitsu. Students will be introduced to Judo - Japanese sport martial art or Jiu-Jitsu which is a self-defense system. There will be opportunities to compete in schools' competitions and to grade for a minimum of one belt and possibly two, depending on ability. Judo and Jiu-Jitsu are by their very nature contact sports. All safety equipment apart from gum shields is provided by the instructor.

## **Crafting**

This is a practical and creative class that will be varied but will include creative knitting and other crafting techniques.

## **GROUP B (Double Period)**

### **Yoga**

Yoga seeks to promote health and well-being through physical exercise. This will include the regular practice of postures and breathing exercises.

### **Sociology and Anthropology**

*Evolution* - following the development of Homo sapiens until present day and the developments that are likely for this century.

*Anthropology* - will study of various aspects of humans within past and present societies. It will include social and cultural anthropology with study the norms and values of societies. A mini project will be included here.

*Sociology* - will examine the patterns of social relationships, social interaction, and culture of everyday life. There will be an element of empirical investigation. The concepts of Power, Society, Family, Education, Crime and Deviance will be examined with attention to the norms, values and laws associated or linked to them.

### **CAD (Solidworks)**

This is a course in Computer Aided Design. Students will learn to produce photorealistic designs using the same Solidworks software that is used for Leaving Certificate Technology subjects, such as Design & Communication Graphics. CAD. Students will also have the opportunity to enter the F1 in Schools Competition. This course welcomes both newcomers to Design and those students who have previously studied Technical Graphics but would like to enhance their CAD skills.

## **Legal Studies**

The Legal studies programme will aim to equip students with foundation knowledge of concepts and principles pertaining to the core areas of Irish Law and the Irish Legal System. Subjects to include Criminal Law, Contract Law, Constitutional Law, Human Rights Law and so on. There will also be an opportunity to visit the Courts of Justice and see law in practice. Students will also become involved in their own moot courts.

## **Architecture**

This course will cover such areas as building design, interior design and conceptual design. It will be visual and creative but also include a technical graphics component.

## **Journalism**

This course aims to give students an understanding of the roles and skills within journalism through engagement with digital media. Whether you are a writer or reporter, an editor or photographer, this is your opportunity to contribute to the journalistic process and to explore the multifaceted digital media outlets that exist today. There will be a practical emphasis in the course as students will create content (articles, reviews, creative writing, interviews, etc.) for a regular newsletter that will be distributed to the College community highlighting events in the TY calendar.

## **Film Studies**

This is a practical course involving video camera use, digital film editing software and basic film-making techniques. This course aims to give students an understanding of film-making and enable them to produce their own short films.

## **\*Choir**

Choir is a year long module

The Choir is intended for those students in Fourth Year who enjoy singing. The repertoire ranges from Classical to Modern and Pop. As well as choral singing, there are opportunities for solo ensemble work. A number of performances will be given during the year.

## **The Science and Psychology of Sport**

The aim of this module is to give students a clearer idea of the science of sport, through discussion and practical performances in class in addition we will pay close attention to the whole area of psychology and performance in modern sport. Content will cover a wide variety of topics such as nutrition, the musculoskeletal system, cardiovascular health, sport psychology, and designing and applying a personal exercise programme. Students may have the opportunity to take part in the 'PE Expo'.

## **Bridge**

Students will have the opportunity to learn about the intricacies and strategies of simple card games. Following on from this, students will engage in the game of bridge.

## **GROUP C (Double Period)**

### **Politics and Debating**

The objective of the debating module in TY is to develop skills in research and public speaking. Students will be guided in their research of topical political issues as well as long established ethical questions regarding the rights of citizens, crime and punishment and environmental matters. A student who takes part in this module will also learn the techniques needed for effective public speaking. An examination of the origins and impact of some of the world's major political systems. Students will be encouraged to think independently about a variety of political matters and to articulate their views. Participants in this module will be challenged to think about how politics can often have a profound impact on their own lives. They will also be asked to propose solutions for the problems within politics today.

### **Music Jam**

Students must be able and willing to play an instrument or sing as they will be performing in every class. Different genres of pop/rock music will be explored. Opportunities to learn other instruments will arise too.

### **Music Tech**

No prior knowledge is required. Students will use the GarageBand programme throughout this module and will incorporate MIDI and live instrumental input. An interest in creating music and/or song writing is essential.

### **Visual Arts**

This is an exciting course for anyone wishing to explore both creativity and imagination. The first term is focused on developing drawing and painting skills and the following terms are spent exploring crafts and alternative media. Students keep a document of their work which is ideal for portfolio assessment or for the development of artwork for third level. From time to time, students will have the opportunity to go on outings and gallery visits to form the basis of work.

### **Home Economics**

This is a course divided into three areas: basic nutrition and special diets, international cuisine and sociology. This is both a practical and theoretical course.

### **Yoga**

Yoga seeks to promote health and well-being through physical exercise. This will include the regular practice of postures and breathing exercises.

### **Psychology**

Students will explore the following topics – perception, socialisation, play and theories of child development, intellectual development and intelligence.

### **Philosophy**

The Philosophy course will investigate the main themes and figures in the history of philosophical thinking and its current trends.

### **Applied Mathematics**

Applied Mathematics is, as its name suggests, the study of practical applications of mathematics to the real world and physical problems. It is typically associated with engineering and physics, but also finds use in economics, finance, business, environmental studies, and even chemistry and medicine.

Applied Mathematics looks at the mathematics behind the behaviour of objects when placed in various situations, such as being thrown as projectiles, bounced off walls or other objects, immersed in fluids, or swung around on a rope.

### **Creative Writing**

The aim of this course is to offer students who have a genuine interest in creative writing a chance to develop their skills across a number of different writing genres. It is intended that the students will produce a body of work through the year, the best of which will be published in the Wine-Dark Sea.

### **TY Podcasting**

This module aims to generate audio content in the form of podcasts or radio content. It concentrates on the content generation and creativity but does involve some of the technical aspects of sound recording, editing and production.

## **GROUP D (Double module)**

### **\*Web Design and Coding**

This course enables students to create simple websites and to learn about style sheets and Java script. Simple games will be designed, and database websites created and manipulated. This course will cover some of the basics concepts of coding and how to *think* like a coder. These skills could then be applied across multiple languages. It will focus on coding in one of the most widely used programming languages of C. The module will teach things like debugging programs, memory management, and how computers work. Much of the module will be taught through practical work in writing and running programs to do multiple tasks.

### **Enterprise**

The Enterprise course will explore the creative and innovative skills required to set up, run and maintain a mini-company. Students will conceive and bring to fruition their own product ideas.

### **Interactive Spanish or French**

*(This is a module for students who have a high proficiency in spoken Spanish or French and who have Higher Level Junior Certificate Spanish or French)*

In this module, students will improve their listening skills as classes will be conducted through Spanish or French. The focus will also be on improving oral proficiency. Activities may include debating, role play, drama, Latin American/French culture, podcasting and blogging.

### **Beginners Spanish or French**

This is an ab initio level. This is an opportunity for students to sample and learn a new language.

### **Salsa Dance**

Salsa is a dance that can be found in cities all over the world today. It is a social dance that developed in New York in the 1970s. There are many varying styles of Salsa such as Cuban and LA style. Students learn how to dance basic salsa steps while improving their coordination, balance, and overall fitness through dance.

### **Psychology**

Students will explore the following topics – perception, socialisation, play and theories of child development, intellectual development and intelligence.

### **Philosophy**

The Philosophy course will investigate the main themes and figures in the history of philosophical thinking and its current trends.

### **Research Skills**

Students will be guided in their research of topical political issues as well as long established ethical questions regarding the rights of citizens, crime and punishment and environmental matters. A student who takes part in this module will also learn the techniques needed for effective public speaking.

The purpose of the module is to prepare students for senior secondary school and university especially in the areas of research for extended essays which may have to be completed as part of the pre submitted practical work. This is a practical module with required course work delivered by the School Librarian.

### **Agricultural Science**

Agricultural Science is a broad and interesting course that involves a practical approach to a scientific subject. The Agri-food sector is growing in the Irish economy and there is a wide range of college and career opportunities emerging from this subject. This course will give students a hands-on taste of Agricultural Science by dealing with issues involved in animal and crop production through theoretical, experimental, practical experience.

The overall aim of the course is to help students develop a knowledge and understanding of their physical and human surroundings, studying the changing inter-relationships between the physical and human worlds. Students will develop skills that will help them make informed judgements about issues at local, national and international levels.

The course aims to integrate active learning methods and the development of a range of skills with students completing a formal Research Investigation during the module. This will include formulating aims, planning, gathering information in the field, preparing results, drawing conclusions and finally evaluating the process. A written report will be submitted as part of the end of term assessment.

### **Film Studies**

This is a practical course involving video camera use, digital film editing software and basic film-making techniques. This course aims to give students an understanding of film-making and enable them to produce their own short films.

# CAREER GUIDANCE

The career guidance department will administer and interpret the MyAptitude and EirQuest interest tests.

All Transition Year students take the MyAptitude and EirQuest tests. Following this, each student has a meeting with the Guidance Counsellor to discuss their results and the importance of subject choices. These results are also given to students to discuss with their parents. Guidance counsellors are available to meet with parents to discuss these results and to assist with the subject choices and decision-making process.

The guidance counsellors hold an information evening for parents and students presenting the senior cycle options both in the International Baccalaureate and Leaving Certificate. They are available to students for support/guidance/counselling whether self-referred or referred by others and are available to meet parents on request.

# WORK EXPERIENCE

As previously outlined, the work experience component of Transition Year exists to support students in their exploration of fifth and sixth year subjects, third level courses and ultimately careers that they may pursue in the future. All students are required to participate in four weeks of unpaid work experience, which take place in February/March and May, one of which should be a week of Social Voluntary Work. Students are encouraged to research and investigate different jobs when applying for a work experience placement that interests them. Whilst on the placement, they must keep a detailed diary for presentation upon their return to school. They are encouraged to take full advantage of this experience by planning and applying early in the year

# TRANSITION YEAR PROJECTS

Students complete three Transition Year projects during the course of the year, one in the first term, one in the second and one in the third term. The first project is entitled '*The Story of Me*'. In this assignment, students are encouraged to write about themselves.

During the second term, students will complete a project on their future career choice. In the third term, students are expected to submit their third project on '*My Transition Year*'. This project should be compiled throughout the year and is in addition to subject projects and gives a chance for students to document the myriad of opportunities they have been able to avail of during the course of the year. In recent years, these projects have become increasingly more 'digital' with an emphasis on digital creation and presentation skill.

# PORTFOLIO ASSESSMENTS

There will be two portfolio assessment days during the year. The first will take place in December and students will be required to submit a collection of their work from the first term. The second portfolio assessment will take place in May. Assessment of the portfolio will be done by interview and will give students an opportunity to show and talk about their best work from the year. Assessment is of the process rather than just the content of the work. The SACA (St Andrew's College Alumni) presents prizes based upon the Portfolio interview process. The awards are given to students adjudged to have excelled in all aspects of the TY Programme.

## CONTINUAL ASSESSMENT IN CORE AND EXTENDED CORE SUBJECT AREAS

The core subject areas (Irish/ Irish culture, English, maths and modern foreign language) and Extended Core (biology, physics, chemistry, geography, business, history, economics, religion, classical studies and accounting) in Transition Year will be continually assessed and reported on four times during the year. There will be two formal exam one at Christmas and another at the end of the year. Our assessment process serves to underline the academic rigor of the TY Programme. The results of these assessments, along with Junior Cycle results, will go towards class allocation in Fifth Year.

## ADDITIONAL OPPORTUNITIES

Students are encouraged to participate in the many extra-curricular opportunities provided by the College and to expand their general education. The following is a list of some of the possibilities:

### **The President's Award (An Gaisce)**

This award offers students challenges in four areas – community involvement, personal skills, physical recreation and the spirit of adventure. These areas are organised by the students on their own initiative and in their own time. Mr McCann, our school Gaisce Leader will explain the scheme in detail in September to those who wish to be involved.

### **One-Act Drama Festival**

Students across all year groups are invited to write, produce and perform their own plays. Students from Transition Year are particularly encouraged to participate in this school. Students who are interested, should contact Mr Fairbairn or Mr Williams.

### **Grapevine**

The College magazine is written and designed by students. Those wishing to be involved should see Mr Quinn. There are opportunities for student to get involved in writing articles, editing, layout and design and photography.

### **MUN**

The Model United Nations conferences take place during the year and Transition Year is the ideal time for students to get involved in one of our most active extra-curricular events. There are trips to Wesley College, Terenure, Blackrock College and Rathdown School, in addition to the Dublin Conference which is organised and hosted by St Andrew's College. Students who are interested should see Mr Hehir.

### **Young Scientist**

A growing number of Transition Year students are encouraged to enter the Young Scientist Competition. Students wishing to participate should contact their science teacher. Interested students should see Ms Boyce or Ms Brogan.

### **Sports**

School sports take place on all afternoons and Transition Year provides the opportunity for students to involve themselves in a range of activities including rugby, hockey, badminton, basketball and athletics.

## **SOCIAL AWARENESS VOLUNTEER OPPORTUNITIES**

Social awareness activities are an important part of the Transition Year programme. Many students volunteer for a variety of organizations and charities during the year. In addition, each form group organises an event in aid of a chosen cause (previous support has been given to Aware, Concern, Barnardos, Irish Cancer Society, Downs Syndrome Centre, to name but a few.) In addition, our TY students have an ongoing programme of support for three institutions in Uganda, and organize events such as the Winter Fair, the U-live concert and the 'Run for Kisiizi' for these causes.



# ASSESSMENT

In May, Transition Year students will be presented with Transition Year Certificates which recognise the successful completion of the year. To qualify for this award, students must satisfy the basic requirements of the College's Transition Year Programme. Three levels of award will be issued:

- Gold
- Silver
- Bronze

Assessment of Transition Year students for the purpose of awarding Certificates will be based on the following:

1. Reports
2. Form Teacher / Tutor Recommendations
3. Subject Teacher Recommendations
4. Involvement in Activities (both curricular and extra-curricular)
5. Attendance
6. General Conduct and Behaviour
7. **Portfolio Assessments**
8. **Special Transition Year Projects**
9. **Work Experience**
10. **TY Project 3**
11. Lecture Notes
12. Grades awarded in their continual assessments throughout the year.

**Students who do not successfully complete items 7, 8, 9, and 10 will not be eligible for the Transition Year Certificate in May**