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LCVP	Leaving Certificate	(Pol. an Office	
	Vocational Programme		
NUI	National University of Ireland		
OC2	Ordinary Level C2 Grade		
S OL	Ordinary Level		
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RESOURCE MATERIAL:

- Student Yearbook and Career
- Directory
- The Less Stress More Success Series
- Websites:

www.skool.ie www.careersportal.ie www.curriculumonline.ie www.scoilnet.ie

TCD

UCD

VSGs

CAD

CAO

DCG

DCU

DIT

HB1 HL

ΙΤ

LCA

TY

Trinity College Dublin

Transition Year Programme

Central Applications Office

Design & Communications

University College Dublin Vocational Subject Groupings

Computor Aided Design

Dublin City University

Higher Level B1 Grade

Institute of Technology

Leaving Certificate Applied

Dublin Institute of

Graphics

Technology

Higher Level

NEW COMMON POINTS SCALE FOR ENTRY INTO HIGHER EDUCATION

GRADE	POINTS	GRADE (%)	POINTS
H1 (90 ~ 100)	100		
H2 (80 90)	88		
H3 (70 80)	77		
H4 (60 70)	66		
H5 (50 60)	56	01 (90~100)	56
H6 (40 50)	46	02 (80 90)	46
H7 (30 40)	37	03 (70 80)	37
H8 (0 30)	0	04 (60 70)	28
		05 (50 60)	20
		06 (40 50)	12
		07 (30 40)	0
		08 (0 30)	0

Revised Points Leaving Certificate Vocational Programme			
LCVP GRADE	POINTS		
DISTINCTION	66		
MERIT	46		
PASS	28		

What points will be given for the Leaving Certificate Vocational Programme?

What does the new scale aim to achieve?

- To fairly reward scholastic achievement
- To minimise the use of random selection to allocate higher education places
- To preserve the relative value of ordinary level and higher level in the current points scale
- To encourage the take-up of higher level subjects, by awarding points for the new H7 grade.

Will there still be bonus points for Maths?

 25 bonus points will continue to be awarded for Higher Level Mathematics for H6 and above.

Matriculation requirements

As a result of the new Leaving Certificate grades, basic matriculation requirements were revised in 2017, as follows:

- Two H5 and 4 O6/H7 grades.
- Five O6/H7 grades.
- Three H5 and three O6/H7 grades.



LEAVING CERTIFICATE ESTABLISHED

The Leaving Certificate (Established) allows students to sit SeVen subjects for examination.

Three Core Subjects: Gaeilge, Maths & English

One Modern Language: French, German, Spanish & Japanese

Option Subjects: Students choose Three of the following:

History Biology Religion
Music Geography Chemistry
Art Politics & Society Physics

Home EconomicsClassicsApplied MathsPhysical EducationBusinessAgricultural Science

Accounting Construction Studies Design & Communication

Economics Engineering Graphics

All subjects are taken at either Higher or Ordinary Level.

In Third Year the following process allows students and parents to make informed choices about Senior Cycle:

Information Evening September-October on Study skills and Course Choices available at Senior Cycle. An overview of the Senior Cycle programmes and interviews (January – February).

DATS (Aptitude Testing) December – January.

Information Evening Senior Cycle Options and subjects.

Interview process Transition Year Programme.

Career Inventory Testing

Options/Programme Students are informed of their Options/Programme in May. Subject to sufficient demand and resources, Management reserves the right to determine on an annual basis the range and level of subjects.

Third Level, courses are offered at Level 6 (Higher Certificate), Level 7 (Ordinary Degree) and Level 8 (Honours Degree)





Leaving Certificate Vocational Programme LCVP

About the LCVP:

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (Established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (Established) with a new and dynamic focus on self-directed learning, innovation and enterprise. This two-year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle.

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences



These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business. The strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the Link Modules.

The Link Modules:

Link Module I – Preparation for the World of Work

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them.

Link Module II – Enterprise Education

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on site and in the classroom; plan and undertake interesting activities that will build self-confidence, creativity, initiative and develop teamwork, communication and computer skills.

Typical LCVP Students

Typically, LCVP students take seven Leaving Certificate Subjects plus the Link Modules

Information & Communications Technology

Students taking LCVP will have an opportunity to develop and apply their IT skills. Students should also have an opportunity to use audio-visual equipment and computer presentation packages for recording and presentation purposes. During the course of the programme students will develop skills to:

- Enter, edit, store, retrieve and print information
- Word process CVs, letters, reports and create illustrated documents
- Send and receive e-mail messages
- Access and use relevant information from CD Roms and the Internet

Teaching and Learning

The use of active teaching and learning methodologies is encouraged across the LCVP curriculum. Experiences such as work placement, career investigation, mini-enterprise, business and community visits are an integral part of the programme. The Link Modules encourage students to apply the knowledge and skills they have acquired through their Vocational Subjects and in other areas of their Leaving Certificate. Vocational relevance is enhanced by putting in place opportunities for students to plan, organise and engage in active learning experiences inside and outside the classroom.

Typical LCVP activities include:

- Conducting Investigations businesses, community enterprises, agencies
- Arranging Visits out of school to sites of interest in the context of conducting investigations
- Inviting Visitors to the classroom adults other than teachers as resource visitors
- Working in Teams on projects and investigations
- Organising Enterprise Activities setting up projects as vehicles of learning
- Actively preparing for work career investigation, job search, practice at interviews



Assessment of the Link Modules

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

The structure of the Written Examination is as follows:

Section A: Audio Visual Presentation

Section B: Case Study (received in advance by students)

Section C: General Questions (4 out of 6)

The Portfolio of Coursework accounts for 60% of total marks. Students assemble the portfolio over the two years of the programme and it is assessed at the end of the final year of the Leaving Certificate.

Link Modules – Portfolio of Coursework

CORE ITEMS OPTIONAL ITEMS (any two)

Curriculum Vitae Diary of Work Experience
Career Investigation Enterprise Report
Enterprise/Action Plan Recorded Interview/Presentation
Summary Report Report on My Own Place



LEAVING CERTIFICATE APPLIED

The Leaving Certificate Applied is a distinct, self-contained two-year Leaving Certificate Programme aimed at preparing students for adult and working life. The Leaving Certificate Applied is best suited for the students who are not adequately catered for by other Leaving Certificate programmes and who have not found traditional forms of assessment to be suited to their styles of learning. The programme emphasises forms of achievement and excellence, which the established Leaving Certificate has not recognised in the past.

The programme is structured around three elements:

Vocational Preparation Vocational Education General Education

The programme here in Castleknock Community College offers our students specific opportunities to prepare for the world of work and to progress to further education and training.

The rationale behind Leaving Certificate Applied is that the talents of all students are recognised – the programme is responsive to the aptitudes, abilities, needs and interests of the students. The programme also promotes communication and decision making skills and affords the students the opportunity to apply knowledge and skills to the solution of real problems.

Consequently, the students as a result of their involvement in the Leaving Certificate Applied are given the opportunity to develop in terms of responsibility and self-esteem.

Key underlying Principles

- Subject integration across the curriculum
- Teamwork
- Basic Skills
- Active teaching & Learning Methodologies
- Reflection
- Links with the Community

Course Content

The Leaving Certificate Applied is a two-year Certificate Programme consisting of a range of courses, structured on a modular basis for which credits are awarded. A module is of thirty hours duration. To facilitate the structure of the modules the programme is broken down into four sessions. One module is usually completed within a session in each course area.

Examination & Assessment

A range of Key Assignments and Student Tasks are completed within the two years of Senior Cycle. The Terminal Examination requires students to take seven Leaving Certificate Examinations in the following areas:

- English & Communications
- Mathematical Applications
- Social Education
- Languages (2)
- Vocational Specialisms (2)

SCHOOL GUIDANCE & COUNSELLING DEPARTMENT

The Guidance & Counselling Department, while working to the College's Mission Statement, has a remit to help students make informed personal, educational and career decisions, set realistic personal and career goals and develop the skills necessary to accomplish these goals. The service also offers students support in coping with personal problems or academic concerns.

The Guidance & Counselling Department provides an "Open Door" policy to students, parents and teachers. All students are informed of the service provided at the beginning of each year and are encouraged to avail of it. They can request an appointment by filling out an appointment card that can be found outside the Guidance Counsellor's Office or at the back of their journal. Referrals, on behalf of students, can also be made by management, year heads, teachers and parents.

The Department has a fully resourced Careers & Information Library with internet access. This is open to all students two days per week at lunchtime.

Objectives

At the end of the Senior Cycle students will have experienced:

- Vocational exploration and information through classes or individual appointments.
- Individual Counselling will have been available for all students on request and/or on referral.
- Students will have access to information which is appropriate for their personal, educational and vocational development.
- Parents will have met with the Guidance Counsellors at Information Evenings, Parent Teacher Meetings or organised meetings on request.
- Students' needs will be evaluated in partnership with the Principal/School Management, Parents and staff.

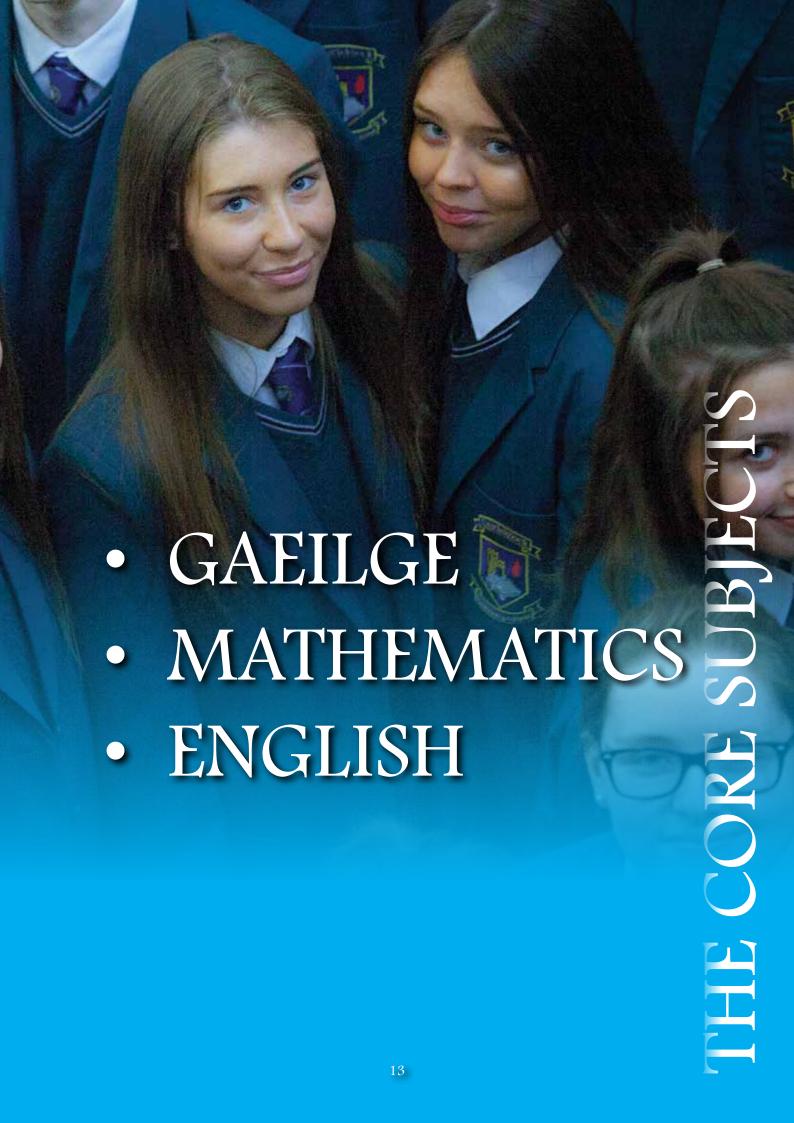
Information for Students

As a student you will make significant decisions while still at school. These choices are related to personal and social issues, educational issues and career decisions. Guidance Counsellors are trained professionals with the expertise and knowledge to help you make choices in the three important areas outlined above. We do this through individual appointments, guidance classes and other activities.









GAEILGE

Irish is offered at Higher, Ordinary and Foundation Levels.

Third Level Entry Requirements

Irish is a requirement for entry into a number of third level courses. One should check this requirement against the course you are interested in pursuing.

Higher Level

The course is taught through the four main skills in language acquisition: written, spoken, listening and reading. There are two written papers, a listening exam as well as the oral exam.

Paper 1: consists of a choice to write a composition of 500~ 600 words from the following choices: an essay/debate/oration/short story.

Paper 2: consists of the literature course. Students study four prose stories, a film or drama, five poems, and a prescribed drama, or a section of a prescribed novel. Reading comprenshions also form part of this paper. **Aural/Listening**: consists of 6 pieces of various conversation/announcements.

Oral/Spoken: consists of a mixture of reading, describing a sequence of pictures and a conversation. This exam lasts for 15 minutes and the conversation is based on the topics on the curriculum and every day themes.

Paper 1	Written essay/Debate/Short story	100 Marks	16.66%
Paper 2	Reading comprehension; Prose; drama (An Triail); section of a novel (Gafa)	200 Marks	33.33%
Listening	Listening to six pieces of conversation/announcements. You hear each one two times	60 Marks	10%
Oral	Welcome; Reading a poem; Describe a series of pictures; Conversation about general topics of personal interest	240 Marks	40%

Total 600 Marks

Ordinary Level

The course is taught through the four main skills in language acquisition: written, spoken, listening, reading. There are two written papers, a listening exam as well as the oral exam.

Paper 1: consists of a choice to write two compositions from a wide range of essays/blogs/stories/emails/letters conversations.

Paper 2: consists of the literature course. Students read and answer two reading comprenshions. Students study four prescribed prose stories, a film or drama, and five poems. Reading comprenshions form part of the paper.



Aural/Listening: consists of 6 pieces of various conversation/ announcements.

Oral/Spoken: consists of a mixture of reading, describing a sequence of pictures, and a conversation. This exam lasts for 15 minutes, and the conversation is based on the topics from the curriculum and everyday themes.

Paper 1	Composition: write on any two from a choice of essay/blog/story/letter/email/conversation	100 Marks	16.66%
Paper 2	Reading Comprehensions; Literature: Prose stories; a film or drama; poetry	200 Marks	33.33%
Listening	Listening to six pieces of conversation/announcements. You hear each one twice.	60 Marks	10%
Oral	Welcome; reading a poem; describing a sequence of pictures; conversation about general topics of personal interest	240 Marks	40%
Total		600 Marks	

Foundation Level

This level is also offered in the College. Students access the subject through the skills of speaking, reading, listening and writing. The final exam consists of one written paper containing reading comprenshions and written sections; a listening examination; and an oral examination.

Careers

Broadcasting/Media, RTE, TG4, Raidió na Gaeltachta, Raidió na Life, Print Media, Journalism, Web Design, Publishing, Printing, Proof Reading, Editing, Acting, The Public Service, Irish Language Organisations: Conradh na Gaeilge, Gael Linn, Fóras na Gaeilge, Údáras na Gaeltachta, Airline Industry, Archivist, Army, Local Government, Politics, Teaching, Teacher Training.

MATHEMATICS

Mathematics is offered at Higher, Ordinary and Foundation levels.

Higher Level Mathematics is essential for most Level 8 Engineering degrees, some level 8 Computer degrees and some level 8 Science degrees.

If Higher Level Mathematics is counted as one of the six subjects a student uses for Leaving Certificate points, she/he will be awarded a bonus 25 points on receiving at least a H6 grade.

Some colleges, including DIT and NUIM offer a special Mathematics Examination for those who do not achieve the course requirements in Maths and have applied for engineering courses. This exam is based on Leaving Certificate Higher Level Maths material. Students should check with the College or Guidance Counsellor for further information.

Careers

Any course or career with a mathematical basis include:

Accountancy, Actuary, Air Traffic Controller, Architecture, Banking, Biologist, Chemist, Computer Operator, Economist, Engineer, Geologist, Insurance, Laboratory Technician, Marketing, Medical Laboratory Technician, Meteorologist, Physicist, Psychologist, Quantity Surveyor, Scientist, Statistician, Systems Analyst.





ENGLISH

The English syllabus builds on the skills developed at Junior Cycle English. In the Leaving Certificate Course, students will be encouraged to develop a more sophisticated range of skills and concepts. These will enable them to interpret, compose, discriminate and evaluate a range of materials so that they become independent learners who can operate in the world beyond the school in a range of contexts.

In this age of technology, students are strongly advised to read widely outside the prescribed Course.

Higher Level English is required for many Third Level courses.

Careers:

Advertising, Actor, Barrister, Book Publisher, Broadcasting, Copywriter, Journalist, Law Clerk, Librarian, Marketing, Human Relations, Politics, Public Relations, Printer, Solicitor, Speech Therapist, Teacher, Translator, Writer, Researcher.











FRENCH, GERMAN & SPANISH

MODERN LANGUAGES

The vast majority of students take at least one lModern Foreign Language in Leaving Certificate.

Why?

A third language is required for entry to NUI colleges with some course exceptions e.g. Engineering, Nursing and General Science. Students should check requirements carefully or speak with a Guidance Counsellor. Courses that contain a significant language component may require HC3 grade or higher in the language e.g. Business and Language Course.

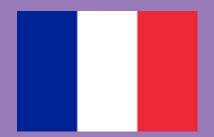
Knowledge of a Modern Language is highly desirable and many third level institutions offer opportunities to students to study in Europe during their course. They may spend their third year in a European college and proficiency in the language in which the course is taught is necessary, e.g. Commerce & Modern Language.

Students who exhibit language competency can

- Express themselves well.
- Further develop oral/aural/comprehension skills.
- Develop confidence in conversational skills.
- Develop writing skills.
- Develop good time-management skills.
- Recognise their own strengths and areas for improvement through self-reflection, peer-assessment and self-assessment.

Careers

Administrator, Archivist, All International Careers e.g. Business, Marketing, Computers, Linguist, Civil Service, Travel & Tourism, Catering, Translator, Journalism, Librarian, Trade, European Union Posts, Teacher, Interpreter and Translator.







JAPANESE



Japanese is offered as a modern Asian language and fulfills the modern language requirements for entry into NUI colleges. It is offered as a two year course for the Leaving Certificate and is an opportunity for students to begin a new language and also gain access to an Asian language and culture. To date Japanese has been offered as an extra-curricular subject. However if there is sufficient interest in the subject the College will offer it as a timetabled subject. Our students have enjoyed the experience of studying Japanese and have received a high level of success in the Leaving Certificate.

Students who wish to continue their Japanese study may do so at DCU & UL. There is also the opportunity to live and work in Japan as an English teacher on the Japanese Exchange Program.

The Japanese course is provided by the Post Primary languages Initiative, please follow this link to their website to view: "reasons to study Japanese" http://languagesinitiative.ie/languages-japanese

Careers:

Administrator, Archivist, All International Careers e.g. Business, Marketing, Computers, Linguist, Civil Service, Travel & Tourism, Catering, Translator, Journalism, Librarian, Trade, European Union Posts, Teacher, Interpreter and Translator.









- PHYSICS
- CHEMISTRY
- BIOLOGY
- AGRICULTURAL SCIENCE

For certain careers and courses a science subject is required. Most courses in the Engineering, Medical, Paramedical, or Science areas at level 8 also require a laboratory science subject. Beware: Some courses require a particular science subject or two subjects.

Science Students have

- A curiosity about the world around them.
- An appreciation of the scientific method (hypothesis, experiment, analysis and conclusions).
- An understanding of Maths as a way of describing the world scientifically.
- An ability to write clearly and concisely.
- An eye for detail.
- A desire to explore the world and explain it in a rational way.

PHYSICS

This is an experimental subject and practical laboratory work is an integral part of the course.

Topics

Mechanics, Forces, Energy, Heat, Wave-Motion, Sound, Light, Optical Instruments, Wave Nature of Light, Electricity, Electric Field, Capacitance, Electric Current, Electromagnetism, Atomic Physics and the Nucleus.

Additional Information

Physics is a very useful subject for technical/engineering/scientific course/careers.

Physics is a very useful subject for Technical, Engineering, Scientific Courses/Careers.

"I found studying Physics and Applied Maths to be helpful both in the Leaving Certificate and beyond. The skills I acquired through studying these science subjects have helped me greatly in my third level studies. In any kind of problem solving, the ability to think logically and analytically is invaluable and will be hugely beneficial in third level and beyond."

Aoife Ni Mhaoileoin, Student of Medicine at Trinity College Dublin.

Careers

Architecture, Biophysicist, Computer Careers, Dentist,
Doctor, Engineer (Electrical & Electronic), Geophysicist,
Medical Laboratory Technician, Metallurgist,
Meteorologist, Optician, Pharmacist, Physicist, Pilot,
Radiographer.



CHEMISTRY

Topics

An introduction to Atomic Structure and the Particle Nature of Matter, the Periodic Table and the history behind it. The course also covers concepts such as Thermochemistry, Rates of Reaction, Redox Reactions and an in-depth look at Carbon and Organic Chemistry. All students cover these topics while engaging with a number of experimental techniques including titrations., distillation and chromatography.

Additional Information

The world of Chemistry involves everything we use, wear, consume; it includes medicines, plastics and food preservation. Chemistry is all around us, from items we use every day to the invention and manufacture of drugs to combat disease. Studying Chemistry could provide the first steps into a career in forensic medicine, brewing technology, food technology, chemical engineering and the research and development of eco-friendly products such as bio-fuels.

As a subject it offers a wide range of options in the scientific field ranging from brewing technology to patent work and from science technician to food processing.

Chemistry is essential for Human Nutrition and Dietetics (DIT), Public Health Nutrition (DIT), Dentistry (UCC) Medicine (UCC), Pharmacy (UCC & TCD) and Veterinary Medicine (UCD).

A 'Higher Merit' in Junior Cycle Science as well as a competency in Maths is recommended for any student considering Chemistry at Leaving Certificate Level.

Careers

Agriculture, Architect, Brewing Technologist, Chemist, Dental Surgery, Dietician, Doctor, Chemical Engineering, Food Science Technologist, Fuel Technologist, Health Inspector, Industrial Chemist, Nurse, Optician, Pharmacist, Physiotherapist, Polymer Scientist, Radiographer, Forensic Scientist, Cosmetic Science.





BIOLOGY

Introduction

Biology, along with the physical sciences (Physics & Chemistry), is a vital and integral element in the education process. In recent years huge opportunities have become available in science related fields, particularly in biological sciences.

"Biology is the study of life, and through its study Biology students employ the processes of science in their investigations and explore the diversity of life and the inter-relationship between organisms and their environment."

Deptartment of Education & Skills

The syllabus comprises three broad units:

Unit One: Biology~ The Study of Life.

Unit Two: The Cell.
Unit Three: The Organism.

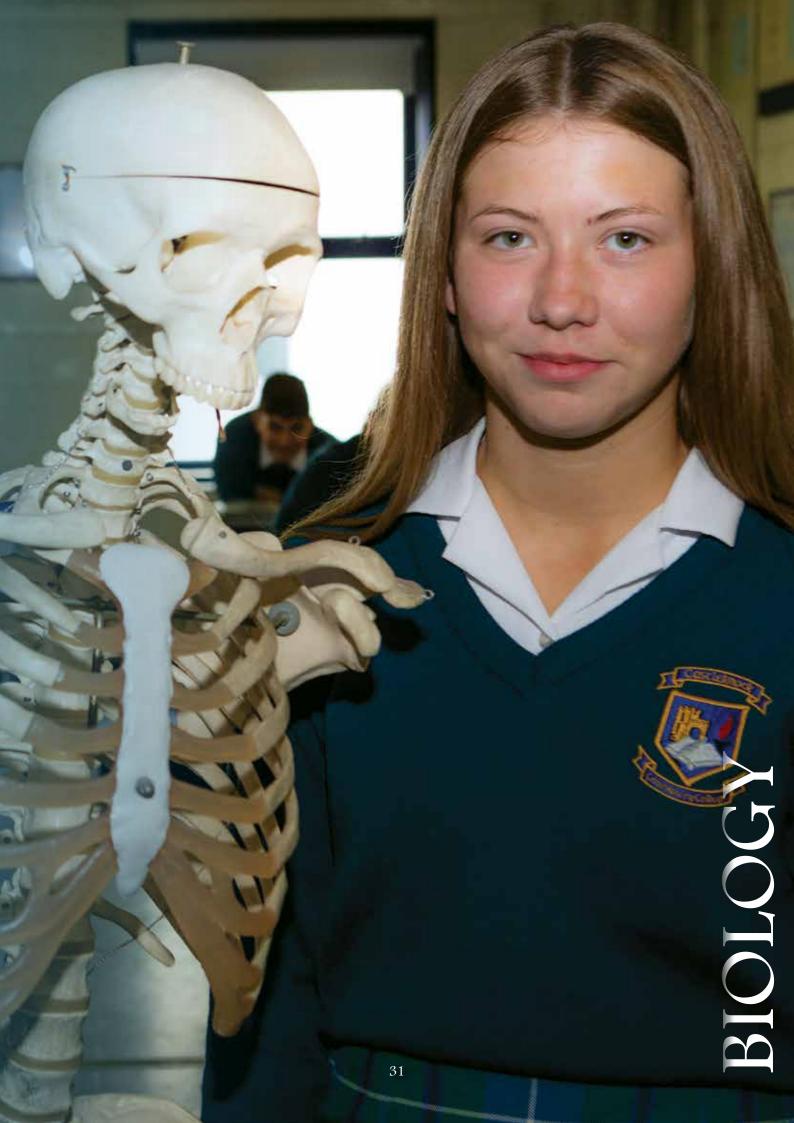
In total 70% of the above syllabus is composed of Science for the enquiring mind and the remaining 30% relates to technological, political, social and economic aspects. In addition to a terminal written exam, assessment based on performance and practical activities will play a major part in the syllabus. In addition to Biology's relevance to Medical Sciences such as Dentistry, Medicine and Physiotherapy many other areas are becoming increasingly important. In particular, Marine Aqua Science, Food Processing/Technology and Biotechnology are now forerunners in the bio-technology fields providing huge job opportunities.

Careers

Agriculture, Paramedic, Audiologist, Biochemist, Biologist, Chiropodist, Dentist, Food Science Technician, Geneticist, Horticulturist, Medical/Laboratory Technician, Medicine, Microbiologist, Nurse, Occupational Therapist, Optician, Pharmacist, Pharmacy Technician, Physiotherapist, Psychologist, Radiographer, Speech Therapist, Veterinary Medicine, Zoologist.

Biology is a required subject for Genetics (UCC) and Human Health and Diseases (TCD).





AGRICULTURAL SCIENCE

Agricultural science was introduced to the College in 2010 in response to the increasing importance of agriculture as a career and an increasing demand for third level places with inherent links to it.

The Agricultural Science course is comprised of two elements:

- Agricultural theory (300marks)
- Practical assessment (100marks)

The Theory Section of the course deals with a wide range of topics including: Plant Science, Animal Science, Microbiology, Social Science, Genetics, Grassland Tillage Crops and Livestock Management.

The practical assessment element involves written practical experiments, external examination and a detailed farm project.

The course is extensive yet enjoyable and rewarding. It is an excellent preparation for third level Science courses.

Careers

Farmer, Horticulture, Veterinary Medicine, Food Scientist, Researcher, Teacher, Business.

Agricultural Science is not an essential subject for any course at Third level. It is accepted as a Laboratory Science subject for most third level courses.





THE BUSINESS GROUP



Banc Ceannais na hÉireann Central Bank of Ireland

Eurosystem



- ACCOUNTING
- BUSINESS
- ECONOMICS

Business Students are:

- Interested in the world of Business.
- followers of Business news in the newspaper, television and internet.
- Able to give an opinion and assessment and back it up with references.
- Interested in consumer trends, market fluctuations and business practices.
- Accurate in dealing with balance sheets and accounts.

"I studied Business Studies for Junior Certificate. This set me up to take on the courses of Business and Accounting for Leaving Certificate. The topics I learned in both Junior and Senior Cycle have stood to me in my college studies. I am currently studying Business in DCU and am hoping to secure a paid internship for my third year of college. I believe that studying Business in secondary school gives you a broad base for many degrees in all walks of life."

Stephen Treadwell, past pupil, 2nd Year Business Student, DCU 2014.

ACCOUNTING

Topics

- The conceptual framework of accounting
- The regulatory framework of accounting
- Accounting records, i.e. Double Entry Book-Keeping, Bank Reconciliation Statement, Control Accounts, Suspense Accounts
- Sole Traders
- Company accounting
- Share Capital, Reserves & Loan Capital, Financial Statement of Limited Companies, Appreciation of Annual Reports of Public Limited Companies
- Special Accounts, Manufacturing Accounts, Stock, Club Accounts & Accounts of Service Firms, Departmental Accounts, Farm Accounts
- Incomplete records
- Cash Flow Statements
- Analysis & Interpretation of Financial Statements
- Management Accounting costing & budgeting
- Information Technology & Computer Applications in Accounting

Additional Information

- Financial Accounting
- Presentation and analysis of financial information
- Management Accounting
- Analyzing business costs and how to prepare budgets

The Leaving Certificate syllabus builds on Junior Cycle skills, however it it is not essential to have studied Business Studies before. The course suits students who are comfortable with numbers. The current Accounting Leaving Certificate syllabus overlaps in content with Stage I of the professional Accountancy examination. As a subject it provides students with specific business knowledge.

Careers

Accountancy, Auctioneering, Auditing, Banking, Clerical Work, Hospital Administration, Hotel Management, Receptionist, Insurance, Market Research, Quantity Surveyor, Taxation Consultant, Management, Marketing, Computers, Advertising, Business Law.



BUSINESS

Topics

Section A: People in Business

(Unit 1) Introduction to people in business; people and their relationships in business; conflicting interests and how they are resolved.

Section B: Enterprise

- (Unit 2) Introduction and definition of enterprise, entrepreneurs, and enterprise skill.
- (Unit 3) Managing 1: Introduction and definition of management, managers and management skills and management activities.
- (Unit 4) Managing 2: Household and business manager, human resource management, changing role of management and monitoring the business.
- (Unit 5) Business in action: Identifying opportunities, marketing, getting started and expansion.

Section C: Environment

- (Unit 6) Domestic environment: categories of industry, types of business organisation, community development, Business and the economy, government and business and social responsibilities of business.
- (Unit 7) International environment: introduction to the international trading environment, European Union and international business.

Additional Information

This subject has a very practical and modern approach to Business including entrepreneurial activity and is particularly useful though not essential for courses in Commerce, Business, Marketing, Accounting and Finance.

Careers

Industry, Business, Accounting, Banking, Hospital Administrator, Hotel Management, Insurance, Store Management, Stockbroking, Sales, Marketing, Merchandising, Customs & Excise, Taxation, Law.

Business is not a required subject for any course at Third level.





ECONOMICS

"In modern terms, economics is defined as the science which studies human behaviour as a relationship between aims and scarce resources which have alternative uses."

Lionel Robbins

Economics is broken into two categories: Microeconomics and Macroeconomics.

Sitemap of Sub-topics

1. Macroeconomics

- Demand: the Consumer
- Supply: the Producer
- Market Equilibrium
- Demand and Utility
- Elasticity
- Theory of the Firm
- Market Structures
- Factor Incomes

2. Microeconomics

- Economic Systems
- Government and the Economy
- Banking and Monetary Policy
- National Income
- International Trade
- Inflation
- History of Economic Thought
- Population and Employment

The media is filled with stories of economic growth, inflation and the Euro. Economic subjects are never far from public scrutiny and students undertaking this course should have an interest in economic matters. Many Third Level courses in Business include Economics as a significant part of their coursework.

Careers:

Banking, Economist, Insurance, Journalist, Management, Self-Employment.

Economics is not a required subject for any course at Third Level.



















ENGINEERING

It is an advantage for students to have already studied Metalwork at Junior Cycle Level but not a requirement for the Leaving Certificate.

The study of Engineering contributes to the development of the student's entrepreneurial expertise, autonomous learning and a variety of transferable cognitive and practical skills. A strong emphasis is placed on problem solving, on research and on the design and manufacture of useful artefacts. Within this framework, skill in decision-making is also developed.

In this subject 50% of the assessment is completed before June of LC2. Engineering has many cross-cirrular links (Design & Communication Graphics, Technology, construction, physics, chemistry & Mathematics).

At the end of two years of Engineering, a students will be able to:

- Demonstrate a knowledge and understanding of the underlying theoretical principles of engineering processes and procedures.
- Understand how engineering technology contributes to the social, technological, historical, environmental and economic life of society.
- Describe how the design process can be used in problem solving.
- Research, generate and present ideas/solutions in a logical form using appropriate materials/techniques.
- Design and manufacture artefacts to specified criteria.
- Produce from supplied drawings, artefacts/mechanisms to required accuracy and quality of finish in a specified time.
- Operate workshop machinery and equipment competently and safely.

The syllabus consists of a core comprising practical and theoretical areas of study. All students are required to study the core. In addition, five optional areas of study are included from which students are required to select two.

Areas of study

Core areas of study:

- Health and Safety
- Manufacturing Techniques and Technology
- Material Science
- Drawing and Design

- Computer Aided Processes (CAD/CAM)
- Power and Energy
- Electronics
- Mechanisms
- Pneumatics

Optional areas of study:

- Computer Aided Processes (CAD/CAM)
- Decorative Metal Craft
- Power, Energy and Control
- Manufacturing Techniques and Technology
- Material Science

ENGINEERING

Assessment

There are two assessment components:

•	Practical	
	Main project	25%
	Practical Day Test	25%

• A Terminal Examination paper......50%

Practical

Project

The following guidelines apply to the Leaving Certificate project:

- Project design and manufacture requires a total of forty hours class time.
- Higher Level students are required to undertake a design and manufacture project from a given brief. They must also submit an accompanying folder.
- Ordinary Level candidates are required to undertake a dimensioned project from a drawing with an element of design. They must also submit an accompanying folder.
- All projects must be manufactured in the school workshop.

Practical Day Test

The practical day test is a test of the pupil's technical ability and skills. The students will be given working drawings of a handheld mechanism that they will then have 6 hours to produce from scratch. This assessment will be carried out in the school workshop.

Terminal Examination Paper

The examination assesses the candidate's theoretical knowledge of syllabus content.

- The paper at Ordinary Level is of two hours duration while that at higher level is of two and half hours duration.
- Both ordinary and higher level papers include Section A devoted to examing the core area's of study and a Section B examining the optional areas of study.
- Section A ~ 50 %
- Section B 50%

Careers

Mechanical, Biomedical, Aircraft Technician, Electronics, Fitter, Mechatronics, Structural and Electronic Engineer, Service and Maintenance Personnel, Technical Sales, Toolmaker, Industrial design.

Engineering is not a required subject for any course at third level.

CONSTRUCTION STUDIES

It is an advantage for students to already have studied Materials Technology: Wood, Technical Graphics, Materials Technology: Metal or Technology, at Junior Cycle Level.

Students will cover all the topics listed below over this two year course. Both Theory and Practical will be completed with the focus on completing the Practical project by April.

Students should have an interest in

- The Design Process
- Sketching and Rendering
- Detailed Drawing
- Good Practical Skills

Students who do not already have the basic skills in this subject are not at a disadvantage if they have initiative and work hard.

Topics

- External Envelope and Superstructure
- Architectural and Craft Heritage
- Processing of Materials
- Services and Environmental Techniques
- Architectural Awareness

- Structure and Fabric of Buildings
- Design Process
- Architectural Heritage and Design
- Services and Control technology
- Sustainable Architecture and the Built Environment
- Materials Technology and Design

Assessment

Assessment is carried out in three components:

The Leaving Certificate Project and Portfolio	(25%)
The Day Practical Exam	(25%)
The Terminal Theory Exam	(50%)

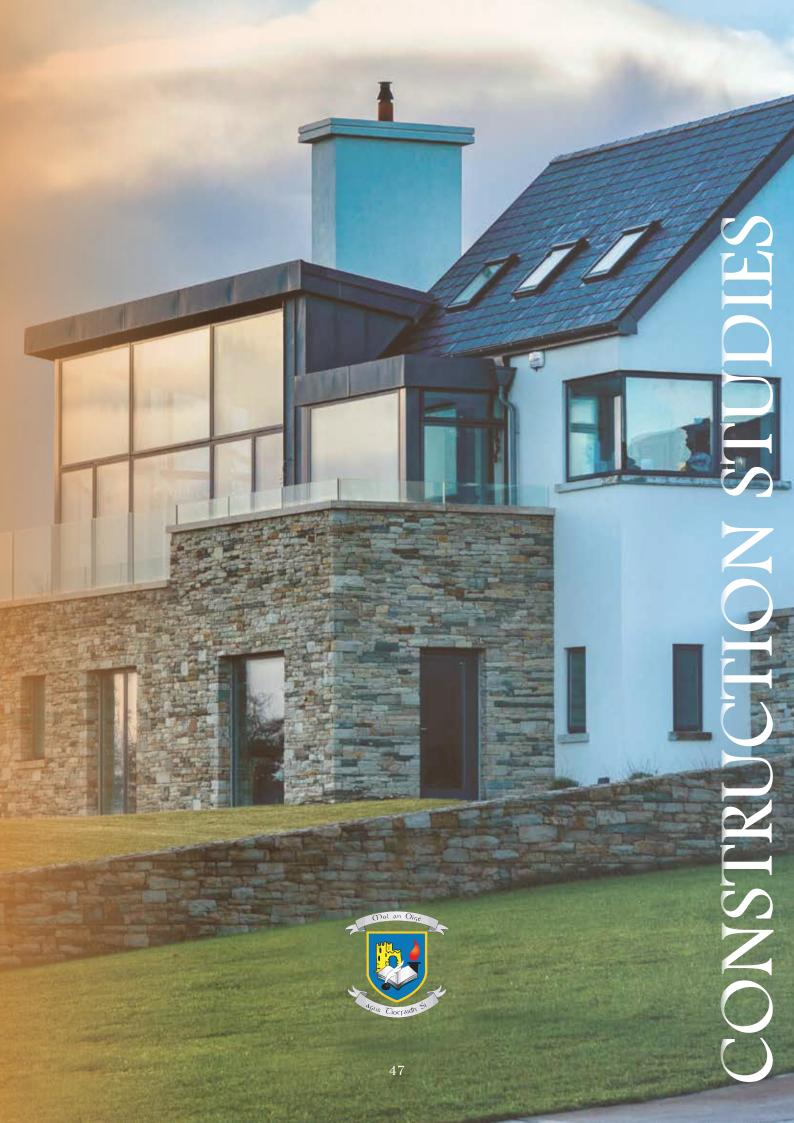
Additional Information

The nature of the project work and deadlines throughout the two years gives pupils a good experience for 3rd level and later careers.

Careers

Architecture, Architectural Technician, Building Construction, Building Management, Carpenter, Civil & Structural Engineer, Electrician, Estimator, Auctioneer, Heating and Ventilation Technician, Quantity Surveyor, Cabinet Making, Furniture Design and Teaching.

Construction Studies is not a required subject for any course at Third level.



TECHNOLOGY

Technology encapsulates a wide variety of interesting areas from design and technology to electronics, 3D computer modelling and practical manufacturing skills. Technology encourages students to be innovative in their approach to design.

Design Projects

A typical technology project will provide students with a design brief or problem to solve. Students are required to research the target market, produce sketch design solutions, follow through to protype and 3D computer modelling. The final design is then manufactured in the technology workshop.

Theory

Solid Works Computer 3D Modelling, Technology and Society, Project Management, Materials and Production, Communications and Graphic Design, Mechanisms, Electronics, Structures, ICT.

Assessment

Examination Paper.....(50%)

Students are assessed on:

Core Design Technology Theory Specialised Sections of Study

Project...(50%)

A design brief is issued in October of LC2 and comprises of

Design Folder 25% Practical Element 25%

Previous Leaving Certificate Briefs

- Design and make a device which will aid a person with a disability to live independently. The device or system must include electromechanical movement.
- Design a water conservation device for use in the home or work environment. The device must include electronic and mechanical movement and must educate the user as to the sustainable use of water.
- Design and make a donation system for a charity of your choice. The design must visually represent the ethos of the charity and must provide electomechanical feedback when a coin is inserted.



"The nature of the connection between technology and people is determined by the designer."

Jonathan Ive, Apple Computers

Careers:

Technology is an excellent foundation subject for students interested in Engineering Design or Business Orientated courses. Product Design, Engineering, Marketing, Architecture, Industrial Design, Furniture Design, Graphic Design, Apprenticeships, 3D Computer Modelling, Mechatronics.

Technology is not a required subject for any course at Third level.

DESIGN & COMMUNICATION GRAPHICS

This subject involves developing creativity and the appreciation of the work of others. Design and Communication Graphics is the natural progression from Technical Graphics at Junior Cycle. It provides students with the opportunity for visualizing and comprehending information presented verbally or graphically.

Design and Communication Graphics involves:

- Problem solving
- Creative Thinking Skills
- Analysis
- 2 & 3 Dimensional Graphics
- Freehand sketching skills
- Use of Traditional Draughting Equipment
- Computer Aided Design (CAD) (SolidWorks)

There is a great emphasis in the Leaving Certificate course on comprehension, analysis and problem solving. In simple terms you must be able to understand what has to be done, analyse how you are going to approach it and then proceed to solve the problem. Although it is not an essential subject for either architure or engineering it is refarded as a useful asset if you are thinking of a technical course.

Exam Structure:

Students Assignment:

- Elements of design
- Communication graphics
- Use of ICT in design

Core Areas of Study

- Plane and Descriptive Geometry
- Communication of Design and Computer Graphics



Optional Areas of Study (Two to be completed)

- Applied Graphics
- Dynamic Mechanisms
- Structural Forms
- Geologic Geometry
- Surface Geometry
- Assemblies

Additional Information

- It is an advantage to have studied Technical graphics at Junior Cycle level but not essential.
- Free hand sketching is a main component of the core. Junior Cycle Art,
 Materials Technology Wood and/or Technology would serve as an advantage in this
- A basic knowledge of ICT skills is also beneficial.

Careers

Graphic Design, Animation, Industrial Design, Building Services, Architecture, Geomatics, Product Design, Civil and Structural Engineering, Planning and Environmental, Landscape, Education, Design Displays, Web Design, Chemical Engineering, Mechanics, Aircraft Technician, Army/Air Corps, Electronics, Fitter, Mechanical Production, Metallurgy, Service & Maintenance Personnel, Technical Sales, Toolmaker, Apprenticeship.

Design & Communicatio Graphics is not a required subject for any course at Third level.

HOME ECONOMICS (SOCIAL & SCIENTIFIC)

Home Economics comprises of both theory and practical assignments where students are required to investigate and carry out research. The current Leaving Certificate syllabus allows students to spread their workload over two years. and compliments other Leaving Certificate subject areas including Biology, Agricultural Science & Business.

Avter two years of study students will have acquired an expansive knowledge of:

- Nutrition, Diets & Food Science
- Microbiology & Food Preservation/Processing
- Consumer Studies and Finance
- Social Studies

It is not a requirement to have studied Junior Cycle Home Economics. Classes are mixed ability and higher or ordinary levels are usually chosen by December LC2 year.

Assessment

Core Areas of study....(80%)

Food Studies (45%)

- Food Science & Nutrition
 - Diet & Health
 - Preparation & Processing of Food including Food Hygiene & Safety
 - Food Industry

Resource Management & Consumer Studies (25%)

- Family Resource & Household Management
- Financial Management & Budgeting
- Technology
- Consumer Studies, Consumer Legislation & Responsibilities

Social Studies

(10%)

- Family in Society
- Family Structures & Functions
- Family Law



The Home Economics Department will select one of three elective areas that will be examined during the terminal exam.

Electives.....(20%)

Home Design & Management

- Housing styles & Construction
- Systems & Services
- Interior Design

Textiles, Fashion & Design

- Fashion Styles & History
- Garment Design & Construction
- Social Studies

Social Issues & Awareness

- Employment & Education
- Poverty
- Social Support Structures

Practical Coursework Journal

The journal is a means of assessing practical culinary work and research. It is based on the write up of key assignments which are carried out primarily in LC 1. The journal is submitted for assessment to the State Examinations Commission and marked in October of LC2 Year.

Careers:

Dietician, Nutritionist, Food Technology & Development, Food Science, Food Adviser (Commercial), Marketing (Food Related), Chef, Food Stylist, Sports Nutritionist, Nursing, Occupational Therapist, Social Worker, Child Care, Nursery & Pre-School Management, Consumer Adviser, Finance, Environmental Designer, Fashion Designer, Textile Designer, Hotel/Catering Management, Tourism, Institutional Management, Interior Design, Teaching, Special Education, Physical/Sports Therapist.

Home Economics is not a required subject for any course at Third level.

APPLIED MATHEMATICS

Topics

Applied Maths is the application of Maths to real life problems. The course addresses the following areas: motion of particle, Newton's Laws, motion in a straight line under uniform acceleration, equilibrium of a particle under concurrent forces, centre of gravity of simple bodies, liquid pressure, projectiles, angular velocity, conservation of momentum, simple harmonic motion of a particle in a straight line, motion of a rigid body and a fixed axis and ordinary differential equations.

Additional Information

Students who are taking Higher Level Mathematics and Higher Level Physics with Applied Maths find all three subjects feed into each other, making a higher grade in each much more attainable.

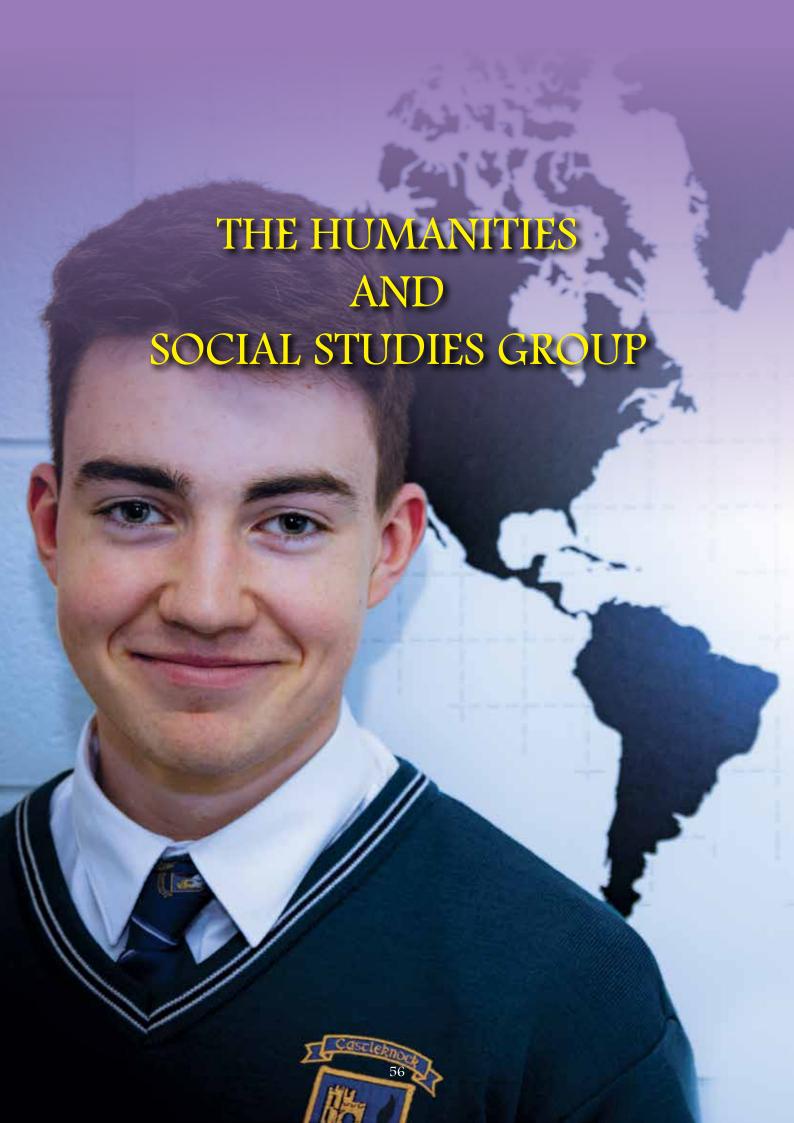
Careers

Accountancy, Actuary, Air Traffic Controller, Architecture, Banking, Biologist, Chemist, Computer Operator, Economist, Engineer, Geologist, Insurance, Laboratory technician, Marketing, Medical Laboratory Technician, Meteorologist, Physicist, Psychologist, Quantity Surveyor, Scientist, Statistician, Systems Analyst.



Applied Mathematics is not a required subject for any course at Third level.







- GEOGRAPHY
- CLASSICAL STUDIES
- RELIGIOUS EDUCATION
- POLITICS & SOCIETY

History, Geography, Religious Education, Classical Studies and Politics & Society go into great detail at Leaving Certificate. These subjects involve a lot more than the learning of places and dates. Instead they concentrate more into analysis and interpretation.

Student have

- An interest in the world and how it came to be.
- A thirst for knowledge to explain and explore the current world situation.
- An ability to express themselves accurately and to support their arguments with relevant information.
- An interest in reading and watching relevant programmes, documentaries and historical footage.

HISTORY

Contemporary Civilisation

History is a fascinating subject that demands creative, logical and imaginative thinking. Studying history gives us an insight into the past that has shaped the present and will influence the future. The Leaving Certificate History Course covers the period from 1815 ~ 1993 in Ireland, Europe and the Wider World. Students study FOUR topics from this period: TWO Irish and TWO European and the Wider World.

Topics

The prescribed topic will be be a documents-based study that must be completed by both Higher and Ordinary level students. Students must do a research topic that will be submitted prior to the terminal exam. This will realise 20% of the total marks, divided up as follows:

•	Outline Plan	.(3%)
•	Evaluation of Sources.	.(5%)
•	Extended Essay	(12%)

Authentication procedures will ensure that the Research Topic is the candidates own work. Some of our previous Leaving Certificate students have written Research projects on such topics as:

- Operation Bagration 1944
- The political influence of John Lennon
- Marilyn Monroe and the Kennedy's
- The life of Edward Joyce, Lord Haw Haw
- Thomas More and Henry the Eight
- John Maynard Keyne
- The Battle of Iwo Jima
- The Munich Olympics, 1972

Terminal Examination.....(80%)

Candidates will be required to answer four questions, one on each of the topics studied. The question on the prescribed topic will be documents based. This format applies to both Higher and Ordinary Levels.

Careers

Politics, Journalism, Local Government, Sociology, Archaeology, Barrister, Civil Service, Teacher, Law Clerk, Researcher, Solicitor, Garda, Tourism, Broadcaster, Librarianship, Genealogy, Travel & Tourism.

History is not a required subject for any course at Third Level.



GEOGRAPHY

Geography is concerned with the study of people and their environment and examines the changing interrelationships between the physical and human worlds. Students studying geography develop an understanding of their physical and human surroundings.

Topics

Students will study the following three core units:

Core Unit 1: Patter

- The Tectonic Cycle
- The Rock Cycle
- Landform Development
- · Human Interaction with physical processes

Core Unit 2: Regional Geography

- The concept of regions
- The dynamics of regions
- The complexity of regions

Core Unit 3: Geographical Investigation & Skills

- Field work report to be presented for assessment worth 20% of the overall grade.
- Skills include: Map and aerial photograph interpretation, satellite imagery, figure interpretation, census of population data, weather maps, textual sourced geographical Information Systems (GIS).

In addition to the above students are required to study one of the following two electives:

Elective Unit 4: Patterns and Processes in Economic Activities:

- Economic development
- The global economy
- Ireland and the European Union

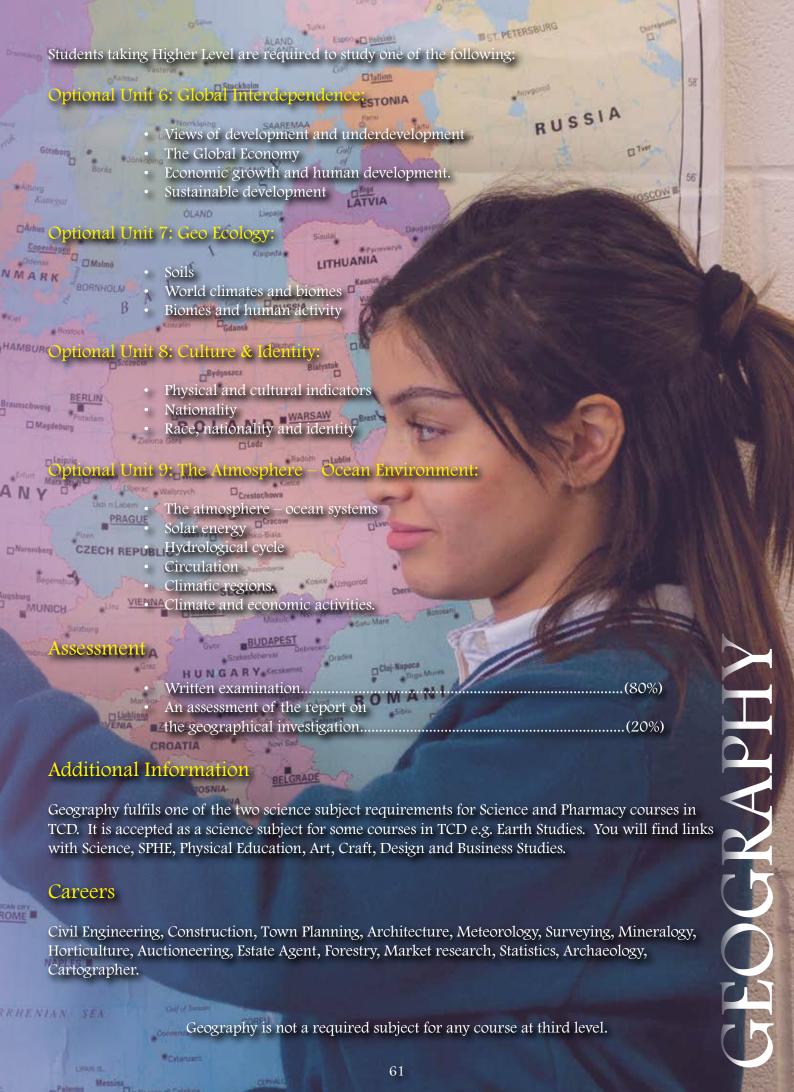
Elective Unit 5: Patterns and Processes in Human Environment:

- The dynamics of population
- Population and human development
- Population movement
- Dynamics of settlement
- Urban land use patterns
- Urban Problems





RRANEAN



CLASSICAL STUDIES

Classical Studies is concerned with the civilizations of ancient Greece and Rome in all their manifestations and with their continuing influence on the modern world. The study includes history, literature, art, architecture, drama and philosophy.

Topics

Ten topics are prescribed on the syllabus and are arranged in three groups:

Group I:

Topic 1. Athens at War

Topic 2. Alexander the Great

Topic 3. Life and Thought in the Late Roman Republic

Topic 4. Roman Historians

Group II:

Topic 5. Greek Drama. Topic 6. Ancient Epic

Topic 7. Writers of the Augustan Age

Group III:

Topic 8. Art and Architecture in Greek Society

Topic 9. The Philosopher in Society: A Study of Socrates and Plato

Topic 10. Roman Art and Architecture

Assessment

Classical Studies is assessed at two levels. Candidates are required to answer questions on four topics in the examination, chosing at least one topic from each group. The examination is three hours in duration. Students will be required to answer essay style questions, answering at least one question from each of the three sections listed above.

The Greek Drama section is similar to how pupils might study Shakespeare in English, while although the Ancient Epics were originally long poems, they are taught in prose form like a modern adventure novel.

The Alexander section is in the main part a History. The Art and Architecture topic is a mixture of the different elements which make Classical Culture so enduring.

A love of history, English and literature may indicate to a student that Classical Studies be an appropriate choice for the Leaving Certificate.

Why Classical Studies? The ancient world is one of the foundations on which much of our European civilization is based. This course enables students to go back to the original manuscripts (in translation), and learn the legends which inspired so many stories in art and literature for the past 2,000 years. Careers Politics, Journalism, Teacher, Researcher, Archaeologist, Historian, Librarian.



Classical Studies is not a required subject for any course at Third Level.

RELIGIOUS EDUCATION

Religious Education offers students the opportunity to reflect on the comtemporary world through the perspectives of history, philosophy and sociology. Students will explore meaning and values through the prisms of art, philosophy, music and literature. There is a strong emphasis on self directed learning through research. Students will be expected to engage in analysis, reflection, problem-solving and independent learning. This course will enable intellectual developement, creativity, moralality and the ability to earn a rightful place in an ever-changing world.

Topics

Section A

The Search for Meaning and Values:

- The quest for meaning
- The response to the quest
- Concepts of God Religion and the emergence of God

Section D

Moral Decision-making:

- Thinking about morality
- Morality and religion
- Moral principles and theories
- Moral Development

Section G

Worship, Prayer and Renewal:

- Symbol, ritual and sacrament
- Prayer
- Meditation and contemplation

Section B

Christianity: Origins and Contemporary Expressions:

- The return to origins
- The vision of Jesus in context
- The message of conflict
- The formation of Christian community
- The Christian message today

Section E

Religion and Gender:

- Gender, Society and Religion
- Gender and Christianity
- Women's stories

Section H

The Bible, Literature and Sacred Text:

- The Bible as living and sacred text
- Text and Community
- The literature of the Bible
- Biblical texts

Section C

World Religions:

- The phenomenon of religion
- A closer look at the major living traditions
- New religious movements
- Other living religions

Section F

Issues of Justice and Peace:

- Reflecting on context
- The concept of justice and peace
- The religious imperative to act for justice and peace

Section I

- Religion, The Irish Experience
- Religion, The Irish Experience
- Patterns of Change
- Pre-Christian Ireland
- Christianity In Ireland Patterns of Change
- Pre-Christian Ireland

Section J

- Religion & Science
- The scientific and theological enterprises
- The relationship between religion and science
- Current issues for religion and science: origins
- Current issues for religion and science: life and death

Assessment:

The assessment will have two elements:

- Coursework.....(20%)
- Terminal Written Paper.....(80%)

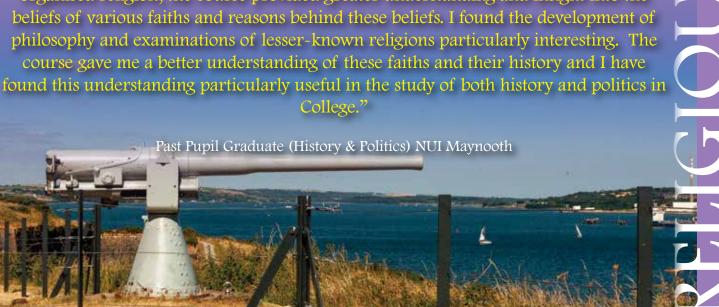
Marks for coursework and written examination combined to constitute the final grade awarded.

Careers

Researcher, Historian, Sociologist, Anthropologist, Social Worker, Youth Worker, Clergy, Teacher, Iournalist.

Religion is not a required subject for any Third Level Course.

"The Leaving Certificate Religion course offers a broad view of numerous religious found across the world and throughout history. From the roots of prehistoric religious to their refinement, the development and revival of philosophy and the growth of organised religion, the course provided greater understanding and insight into the beliefs of various faiths and reasons behind these beliefs. I found the development of philosophy and examinations of lesser-known religions particularly interesting. The course gave me a better understanding of these faiths and their history and I have College."





POLITICS & SOCIETY

Politics and Society is a new Leaving Certificate subject. Castleknock Community College is one of the 41 pilot schools at the forefront in delivering this new and exciting course. Politics and Society aims to develop student's capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences. Politics and Society can enable young people to develop the skills appropriate for active and thoughtful participation in the life of their communities.

The Four Strands

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

Strand 1:

Power and decision-making

Strand 2:

Active citizenship

Strand 3:

Human rights and responsibilities

Strand 4:

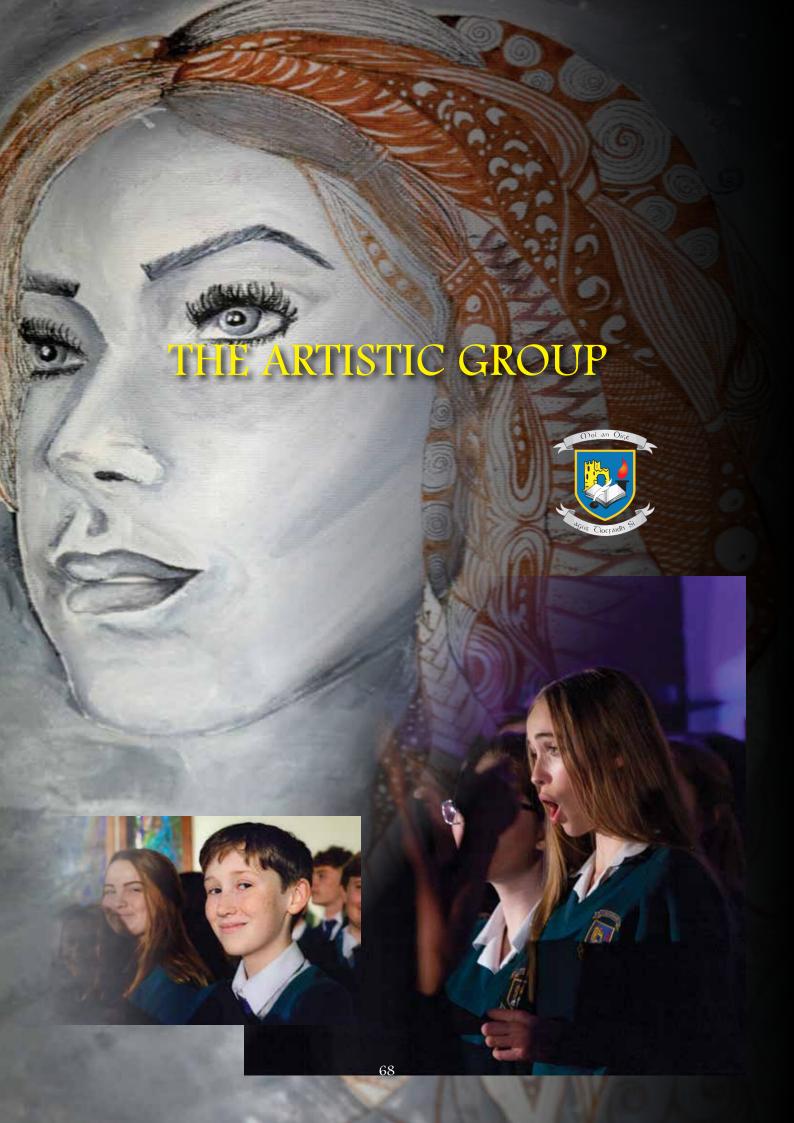
Globalisation and localisation

Skills

The changing local, national and global environment presents many challenges and opportunities for students to develop a range of skills, knowledge, values and attitudes. These include:

- Skills in critically assessing information, sources, gathering and processing information.
- Intercultural skills to enable students to communicate and work with people from diverse backgrounds.
- An understanding of the processes of globalisation and individualisation.
- To think creatively and to reimagine new and alternative futures.
- To play an active role in society
- To take responsibility for the outcomes of actions.

Assessment Assessment for certification in this subject is carried out through two assessment components: • Report on a citizenship project (20%). This is submitted prior to the terminal exam, usually April of the year of examination. Written examination (80%). This is a 2 hour 30 minute terminal exam incorporating all aspects of students learning throughout the course. Careers Politician, Civil Service, Governement Social Research Officer, Polital Assistant, Public Affairs Consultant, Social Researcher, Journalism, Social Work, Diplomatic Service, Advertising.





While Leaving Certificate Art may not always be an essential subject for entry into Art College, it is highly recommended that intending students study it for their Leaving Certificate. A portfolio is an essential requirement for all Art courses and the preparation of a portfolio without the guidance of an Art Teacher would be most difficult.

It is not necessary to study music for the Leaving Certificate but it would be adventagious as most third Level institutions require student to attend for auditions prior to their entry into college.

An art or music student displays:

- A desire for self-expression and a commitment to work at perfecting this.
- An appreciation of the artistic and creative side of life.
- A willingness to work on exercises and technique to increase ability and perfect style.
- An ability to interpret the creative work of others.
- A willingness to work solo or as part of a group.
- A dedication to their craft.



MUSIC

The structure of the Music syllabus at Leaving Certificate level follows the Junior Cycle outline with three essential activities in performing, composing and listening. It is essential to have a good knowledge of the basics in theory before choosing Music as an option at Senior Cycle.

Music is a very accessible subject and the syllabus allows students to specialise in the area in which they feel most comfortable, listening, composing or performing. It caters for all needs and interests. Students are encouraged to work to their strengths.

The Music syllabus provides an opportunity for students who wish to continue their music education in the classroom context.

All students study the same topics but a greater depth of knowledge, understanding and skill is necessary for the higher level candidate.

Topics

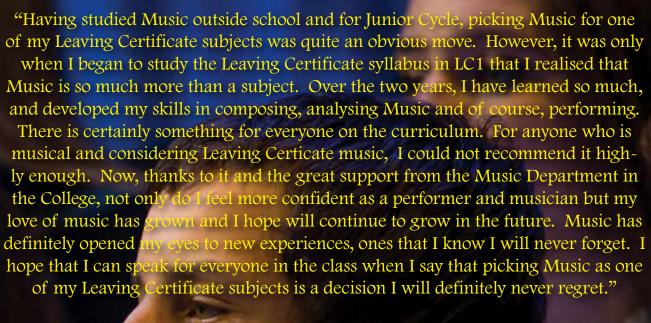
- Rudiments and Theory of Music
- Music Reading
- Analysis of four prescribed works
- Irish Music
- Aural Skills
- Dictation
- Melody Writing and Harmony
- Historical Eras
- Contextual and Stylistic Knowledge

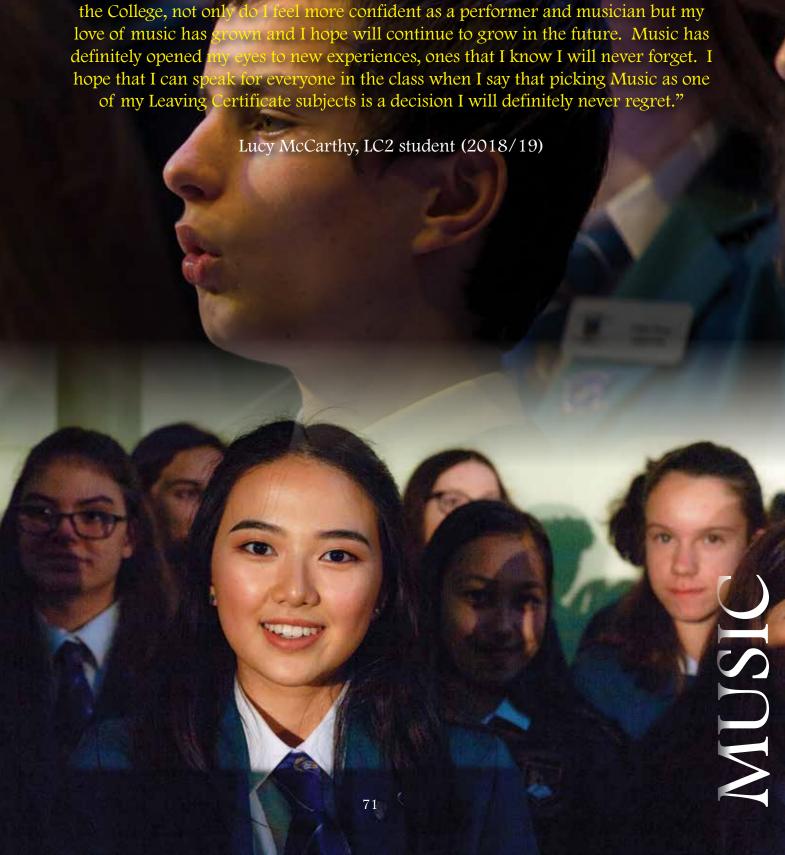
Skills

•	Composing	(25%)
	Performing	
	Listening	(25%)

Each student is required to study all three essential activities, each with a 25% weighting. The remaining 25% is allocated to an elective study in one of the three areas, depending on where the student's talents lie. A very popular option in recent years is Music Technology. It involves inputting music into a software package and performing edits on the pieces, for example - inputting dynamics, tempo markings or transposing the music. This elective forms part of the performing activity.







ART, CRAFT & DESIGN WITH CRAFTWORK

The arts not only enrich our culture, communities and lives, they are also vital to a young person's education. No matter what career you choose, those who have the ability to arrange, present and display material in a way that is aesthetically pleasing have an advantage. Creative thinkers are sought after in the majority of workplaces today.

Research has shown that what students learn in the arts may help them to master other subjects, such as reading, maths or social science. Studying art can also contribute to a person's well being, as it provides space to explore creativity and self expression, often very therapeutic.

Castleknock Community College offers Art, Craft & Design with Craftwork Option, allowing students to pursue their artistic development under the following:

Topics

Imaginative Composition or Still Life.

Students explore and develop their creative imagination and are given the necessary skills to realise their creations. Students become competent in their observational drawing and obtain an understanding of the art elements such as line, tone, shape, colour, texture, composition, scale, layout and pattern.

Life Sketching

Students explore and develop their drawing skills at representing the human figure on a two-dimensional surface.

Craft Work

Students develop their skills in both the design and production of their chosen craft. They can explore their artistic qualities through crafts such as modelling, bookcraft, embroidery, pottery, poster design and calligraphy.

RT, CRAFT & DESIGN

History & Appreciation of Art

Students study a cross section of art history, developing analytical, critical and appraisal skills through study in the classroom and externally on visits to galleries and museums.

The syllabus is broken down into the following sections:

Section 1: Art in Ireland (from Prehistoric times to the present).

Section 2: European Art (from 100A.D. to the present)

Section 3: Appreciation – Exploration of everyday issues,

ranging from film studies, visual communications, environment, construction design, museum and

exhibition culture, etc.

Assessment

Project

10 Week Class Based Project (200 marks) investigating the aforementioned topics through a range of research methods. The Student will develop concepts and methodologies through notebook sketching, design progression and construction of the finished piece.

Life Drawing Exam

(50 marks):

Students sit a class based exam which is assessed along with their project in June.

Art History and Appreciation

(150 marks):

Students sit a written exam in June.

Additional Information

Students who wish to pursue a career in art, craft and design must have art as a Leaving Certificate Subject, an essential requirement for many of third level courses (PLC or University) and are required to produce a portfolio in addition to their course work. Although not essential, it is an advantage to have studied art at Junior Cycle. If the student has not studied art at Junior Cycle, it is vital that the student has an interest in drawing/sketching.

Careers

Advertising, Animation, Antiques, Art Historian, Art Teacher, Architecture, Crafts, Design Consultant, Environmental designer, Fashion, Furniture Design & Manufacture, Gallery & Museum work, Graphic design, Industrial design, Landscaping, Painter, Photographer, Potter, Marketing, Occupational Therapist, Primary Teacher, Printing & Publishing, Sculptor, Video Production, Textile Design, Town Planning, Website Design.

Art is a requirement for some art courses e.g. Visual Arts (WIT) and Design – Visual Communications (WIT).

"I would recommend Art to everyone – regardless of talent or of the career you may wish to pursue after school. You may discover a passion, an appreciation, a frame of mind or a way of thinking which you never thought you had."

Brian Hughes, Castleknock Community College graduate 2011



PHYSICAL EDUCATION

In 2017, Castleknoc Community College was chosen as one 64 schools to introduce P.E. as a Leaving Certificate subject as part of a phased scheme.

The general aim of physical education in senior cycle is to develop the learner's capacity to participate in physical education and physical activity in a confident and informed way. In Leaving Certificate Physical Education, learners have an opportunity to study physical education for certification. The specification is designed to appeal to learners who have an interest in and a commitment to participation and performance in physical activity. The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life.

The emphasis is on providing learners with integrated learning experiences where there is a balance between developing personal performance in selected physical activities and deepening their understanding of the theoretical perspectives that impact on performance and participation in physical activity. These perspectives include learning in the humanities/social sciences and life sciences.

Teaching and learning in physical education aims to support learners in becoming physically educated young people. Learners strive to improve their performance in selected physical activities. They learn to apply knowledge and understanding about physical activity to inform how they prepare for, participate and perform in physical activity. Through participation and performance in physical activity, students learn about being personally effective as individual performers but also as part of a team or group. They develop different social skills and competences as they work in collaboration with others towards a common goal.

Topics

Strand 1 Towards Optimum Performance	Strand 2 Contemporary issues in Physical Activity
1. Learning and improving skill and technique	5. Promoting Physical Activity
2. Physical and psychological demands of performance	6. Ethics and fair play Plus 2 of the following each year
3. Structures, strategies, roles and conventions	7. Physical Activity and Inclusion
4. Planning for optimum performance	8. Technology, Media and Sport
	9. Gender and Physical Activity
	10. Business and Enterprise in physical activity and sport.

Exam Structure Performance Assessment.....(30%) Physical Activity Project.....(20%) Exam Paper.....(50%) Careers Physiotherapy Sports Science Sports Therapy PE Teaching Coaching Sports Psychology Personal Trainer Sports Journalism/ Punditry Sports Business Management Additional Information Potential students should; Have a good interest in sport. Willing to work without a textbook or exampapers. Able to work to deadlines. Good knowledge and understanding of English and ICT needed in order to reach potential.

NOTES:





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