



# **St Mary's College, Galway**

## **Subject Choice: Leaving Cert 2020-2022**

### **How do you choose your subjects for Leaving Cert?**

When choosing subjects for Leaving Cert. in St Mary's it is very important to ask the following key questions.

1. What subjects do you have an interest in and would like to study?
2. What subjects are you relatively good at?
3. Are some subjects essential for a 3rd level course?
4. If not essential, would some subjects be useful for a prospective course?
5. Have you tried to find out as much information as possible about the subjects you are thinking of taking in the Leaving Cert?

In attempting to answer these questions you will have begun the essential investigation, which is necessary, if you are to be successful in choosing the most suitable subjects for you.

If you slowly make your way through each of them and answer them as best you can then you will be on your way to successfully choosing your Leaving Cert. subjects. Remember to choose your subjects only after you have properly researched all options. Pick subjects which will maximise your points and keep open career paths that you may wish to follow.

## **Some mistaken ideas which can lead to wrong subject choices**

If you find yourself thinking any of the following about subjects, stop, as they are not correct and could lead to disaster in the Leaving Cert.

1. Only intelligent swots do that subject!
2. That's only a subject for girls / boys!
3. None of my friends are doing it, so I'm not going to do it!
4. I will not take that subject because I'll have Mr. X / Ms. Y! or I'll do that subject because I heard it's a doss!
5. Even though I really hate it and don't do well in it, I should do a language / Science subject just in case I need it later to get into college!
6. If I don't do it for my L.C. I won't be able to do it at college later!

## **Important points to consider for Subject Choice**

If you are not sure what career or course area you want to follow in the future (and most Junior Cert. students don't at this stage) then it's best to pick a wide range of subjects which will keep most future options open.

For example, you might decide to choose: One Science subject, One Modern Language, One Business subject and one other subject which you like or need. If you particularly like Science or Business, you might decide to do two Science or Business subjects instead.

One of the first steps in making successful decisions is having correct and up-to-date information. This certainly applies when choosing your Leaving Certificate subjects. It is very easy to make big mistakes in choosing your subjects if you are choosing these subjects based on incorrect or outdated information.

It is important to remember that the contents of most subjects are updated on a regular basis. Because of this the subject that your older brother, sister, cousin or whoever did a few years ago is more than likely quite different to the subject you may be about to choose. So, if you are getting advice from these people make sure you know whether they are talking about the current subject contents or not, as they may be very different subjects.

Researching your subjects is not the difficult, time consuming task that some people make it out to be. It is something which can be done in a relatively short space of time and without any great difficulty. Some simple ways of carrying out this "research" include the following:

- Talk to some of the senior students in St Mary's who may be studying your proposed subjects and ask their advice. Don't just take the advice of one student – try to get the views of a few students and make sure they are doing the course you will be doing.
- A great way of finding out about a subject is to have a look at the subject textbook. This will give a very good overview of the contents or syllabus of the subject. You should be able to borrow a book from a senior student or maybe a teacher of the subject for a night or two.
- Identify some of the teachers who teach the subjects you are thinking of doing and go have a chat with them. Maybe you already have some of these teachers for a Junior Cert subject and they will be only too happy to discuss their subject with you.
- Look up information on subject choice and the subjects themselves on the Internet e.g. An excellent site is **Qualifax.ie** also check out Curriculumonline.ie, Careersportal.ie, Cao.ie.

If you are still unclear about anything get ask me, your Guidance Counsellor for advice.

## Subject Choice - Science Subjects

In selecting your subjects, consideration should be given to choosing at least one science subject. Since there are several science subjects on offer it is essential to get advice and to do your own research by talking to subject teachers and students already taking a science subject. The following is the advice I offer to Junior certs

### **THE SCIENCE GROUP: Physics, Chemistry, Biology, Agricultural Science.**

To start with there are several courses for which you need a science subject. If you are interested in one of these courses, then you must choose a science subject - in some cases the subject is specified. The list of courses that require a science subject includes: Engineering, general Science, Medical courses.

All paramedical courses such as medical laboratory science, pharmacy, physiotherapy, radiography, human nutrition, and dietician require a science subject.

You may pursue a course in Engineering, Science or Electronics at an Institute of Technology without a science subject, but it is important to ask the College if you would be at a disadvantage without a science subject at Leaving Certificate level.

The next question you must research is which of the science courses is best suited to the course you have in mind. If a career in Medicine or Nursing is high on your list, you should think in terms of Biology and Chemistry. **Two science subjects are required for Medicine and Dentistry in Trinity College, Dublin as well as Medicine, Dentistry and Pharmacy in NUI Cork.**

If you are interested in Engineering, then Physics and Chemistry should both be considered. If you are interested in any of the very attractive careers in the Food Industry then Agricultural Science/Biology would be an appropriate choice, but for some courses Chemistry should also be considered.

There are some courses at third-level which do not offer you any choice as they specify the science subject and the grade they require. **The best examples are Human Nutrition/Dietician in the Dublin Institute of Technology (DIT) where a Higher H4 in Chemistry is specified, Veterinary Medicine in UCD (Higher H4 in Chemistry) and Medicine, Dentistry and Pharmacy in NUI Cork (Higher H4 in Chemistry).** Apart from researching which science subject is required or advised for a course you must also look at what is required to be successful in a science subject. **In summary it is important to distinguish what is an essential course requirement, and what might be a recommended subject for a 3<sup>rd</sup> level course**

Physics seeks to provide answers to all sorts of fascinating questions about the world around us. When answers are found physicists use them to develop new technologies or make other advances which improve life. Physics is more mathematically based, so if you are not very good at mathematics maybe physics is not for you.

It is hard to name anything we use that has not some connection with Chemistry. The result is that the career opportunities offered by a qualification in Chemistry are both many and varied. Like Physics it is mathematically based.

As Biology may be defined as the science of life and living things it requires a great deal of learning by heart. Agricultural Science is a very interesting subject for anyone interested in the land as it deals with the study of soils, crops and vegetation. It also includes everything else one wants to know about farm. It is closely related to both Biology and Geography and may suit students studying both subjects. It is accepted as a science subject, but once again you must check that the course you are interested in does not specify a science subject at a particular grade.

Applied Mathematics is another option (available outside school hours ) and it is often a good option for students who are studying both Physics and Mathematics at Higher level.

Subject Choice - Social Studies Group: History, Geography.

### **HISTORY:**

Many students are fascinated by history but are wary about taking it to Leaving Certificate level because of the amount of reading involved. There is a great challenge involved in studying history, as it is not a case of learning off dates and who won the various wars, but a chance to identify some of the issues involved and to form an opinion as to how these issues led, in some cases, to serious conflicts. There is a research study involved which is worth 20% of the final mark. Outside of the input of the teacher in the classroom there are very good television programmes and even a history channel!

Even though history is not essential for entry to any third-level course, nonetheless, the study of history contributes enormously to one's all-round education.

## **GEOGRAPHY:**

You will have very definite ideas about this subject having already studied it to Junior Certificate level. The syllabus at Leaving Certificate level gives a very broad view of areas such as our physical environment, the population of the world, and the way industry and other sources of employment contribute to economic growth. Topics such as pollution are very relevant to today's world.

Although Geography is not essential for entry to third-level courses, in Trinity College it is accepted as one of the Higher H5 grades for entry to both Science and Pharmacy.

## **ART (Offered outside school hours):**

This is not the type of subject that one suddenly develops an expertise and interest in just when the time for subject choice comes around. Art is a subject that demands creativity and an appreciation of works of art. Although art is not specified as an entry requirement for all Colleges of Art, a portfolio of work is an essential element of the application procedure. So much so that many students take a year out to do a portfolio preparation course in order to enhance their chances of getting a place in Art College. There are some exceptions to this rule.

The Sligo Institute of Technology requires students to have a Grade O6 in ordinary level Art for their Level 7 course in Industrial Design. You will notice as you do your research that the National College of Art and Design require a pass in Art or a language. The Cork Institute of Technology recommend Art for its Print Media Communications course. If you are interested in Architecture, it is important to realise that Art is a desirable subject.

## **Subject Choice - Applied Science Group** DCG, Agricultural Science, Home Economics (Social & Scientific)

Subject choice is all about getting the balance right. In the next group of subjects, you will notice immediately that they are all very practical subjects.

It is easy to decide whether you are a practical person by examining how interested you are in how things work. Are you good at fixing things when they break? When something goes wrong in the house are you the one who is called upon to fix it. Looking at each of the subjects in this group in turn you will notice that there is a 'hands on approach' in all of them. So if you are interested in practical things, taking a practical subject may prove both interesting and rewarding for you

## **Design and Communications Graphics (Technical Graphics):**

If you are interested in taking this subject to Leaving Certificate level it is not essential to have taken mechanical drawing to Junior Certificate level. 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 must 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 Architecture or Engineering it is regarded as being of enormous benefit to have studied them at Leaving Cert. Mr Quinn will be delighted to answer any queries that you may have in relation to Design and Communications.

## **HOME ECONOMICS (SOCIAL & SCIENTIFIC)**

There are 3 core areas in this subject, namely Resource Management and Consumer Studies, Food Studies, Social Studies. So it has a practical aspect to it, a scientific side to it as well as a business side. It aims to prepare students for life in a consumer-oriented society and provides a learning foundation for those seeking employment in a wide range of careers. It is **not** a laboratory science subject. Ms McKearney is the expert in this subject should you have any questions.

### Subject Choice - Business Studies Group

A Business subject is never an essential requirement for entry into any business/commerce course at third-level. However, it might help students decide whether or not they might like such a course in college.

**BUSINESS STUDIES GROUP:** Accounting, Business, Economics,

I will give a broad outline of what is involved in each subject; however, it is important to do your own research. Talk to the teachers who teach these subjects, get a loan of the texts in use.

#### **ACCOUNTANCY:**

The subject bookkeeping gives some idea of what this subject entails. But of course it goes much deeper than keeping records, leading on as it does to how to analyse and interpret such figures. Students with an aptitude for numbers find accounting a challenging and satisfying subject. For those interested in undertaking further studies in Business at 3<sup>rd</sup> level, having studied accountancy will be a major advantage.

#### **BUSINESS:**

This recently introduced course is very user friendly and deals with real life business topics. Such topics include consumer complaints, resolving conflicts, the relationship between employers and employees, trade unions, insurance, taxation, and all the topics associated with running a good business enterprise. Business looks at how organisations are formed, financed and run; looking at the services involved such as banking, transport, taxation and semi-state organisations.

Even if you never decide to run a business many of these topics will prove very useful in later life.

#### **ECONOMICS:**

Hardly a day goes by without some economic news being discussed in the media. With such topics as inflation and the rate of exchange of the € (Euro). Economic topics are never far from public scrutiny. Economics is a broad subject that deals with how companies operate successfully, international trade and how the EU exercises control of the economy. To do well in this subject you need to have an interest in economic matters and to be interested enough to follow discussions on programmes such as Prime Time or Budget specials.

Subject Choice - Language Group: Irish, English, French, German.

**Irish:**

Irish is one of the core subjects you must study unless you have an exemption. It is important also to get rid of any 'hang-ups' you may have about the subject. With work there is no reason why you should not pass it. You have been learning it since you started school. You should also consider attending one of the summer schools in the Gaeltacht.

A requirement for entry to NUI colleges (NUIG, UCD, UCC, Maynooth), Shannon College of Hotel Management, Royal College of Surgeons, St. Angela's College of Education, the Institute of Public Administration .

For entry to the Garda Siochana you must have a proven proficiency in two languages; one of which must be Irish or English. In Ireland you need a H4 or better in Honours Irish to become a primary school teacher.

It is important to check if you need Irish for any course in which you have an interest and, equally important - the required level. Remember - there are still no points for Foundation Level Irish.

Looking at it from a different angle you may use Irish to satisfy the requirement of a modern language for entry to Trinity College, Dublin. and as a language, other than English, for entry to the University of Limerick (UL) and the Dublin City University (DCU). You no longer require Irish for entry to post-primary teaching, unless you want to teach in an all-Irish school, or you want to teach Irish as one of your subjects.

**ENGLISH:**

It is important to look at the latest syllabus for Leaving Certificate English and to check with the teachers involved as to whether it facilitates movement from honours to ordinary level. In general, universities require English at pass level; other colleges (GMIT) will take Irish or English. Some students persist in pursuing honours English against the advice of their teachers and proceed to fail it thus eliminating themselves from courses for which a pass would suffice. Higher English is required for a handful of courses in areas such as Journalism, Communications and Speech Therapy.

**LANGUAGES:**

A good grasp of a language is important nowadays. You will have noticed the increase in courses such as business that have a modern language as part of the course. So, the message is that if you are good at languages then you should include one in your choices. You need it as a matriculation requirement for many courses in the NUI Colleges; you also need it if you are interested in the Cadets. In many Colleges you do not require a language if it is not an essential part of the course you wish to study. Language is obviously an important requirement for courses such as European Studies, Languages and Marketing. Research the courses and colleges that do not require a language as an entry requirement, eg. Nursing, Primary School Teaching, General Science, IT, and Engineering courses in NUIG, all Science and Engineering courses in UCD and Maynooth University. A 3<sup>rd</sup> language is required for Commerce, Arts, Law, BIS, Medicine, Podiatry, Biotechnology, Occupational Therapy, Speech & Language Therapy in NUIG. Check out Qualifax.ie for all others. The best advice would be not to take a language if you have very badly struggled with it up to now.

## Summary

In making your choice of subjects you must bear in mind that some subjects are essential. This means that there is no choice involved. In considering the various options open to you the following advice may prove helpful:

- Consider seriously the subjects you have enjoyed up to now.
- Research any special requirements for the areas in which you have an interest.
- If gaining high points is important to you, aim for a good balance

St Mary's offers you a wide variety of some of subjects. We ask you to select just seven subjects, however only six subjects at one sitting will be counted to meet points requirements. You should do a great deal of research before making your final choices. Talk to subject teachers; borrow the texts of subjects in which you may have an interest from more senior students. If you have any queries concerning your choices you may make an appointment with me, your Guidance Counsellor. An outline of what is involved in L.C.V.P will be provided by Ms. Jordan during her visit to classes.

### COLLEGE POINTS ALLOCATION.

<b>H1 / O1</b>	<b>90-100</b>	<b>H2 / O2</b>	<b>80&lt;90</b>	<b>H3 / O3</b>	<b>70&lt;80</b>	<b>H4 / O4</b>	<b>60&lt;70</b>
<b>H5 / O5</b>	<b>50&lt;60</b>	<b>H6 / O6</b>	<b>40&lt;50</b>	<b>H7 / O7</b>	<b>30&lt;40</b>	<b>H8 / O8</b>	<b>0&lt;30</b>

<b>Higher</b>		<b>Ordinary</b>		<b>LCVP POINTS</b>	
<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>		
<b>H1</b>	<b>100</b>				
<b>H2</b>	<b>88</b>				
<b>H3</b>	<b>77</b>				
<b>H4</b>	<b>66</b>				
<b>H5</b>	<b>56</b>	<b>O1</b>	<b>56</b>	<b>Distinction</b>	<b>66</b>
<b>H6</b>	<b>46</b>	<b>O2</b>	<b>46</b>	<b>Merit</b>	<b>46</b>
<b>H7</b>	<b>37</b>	<b>O3</b>	<b>37</b>	<b>Pass</b>	<b>28</b>
<b>H8</b>	<b>0</b>	<b>O4</b>	<b>28</b>		
		<b>O5</b>	<b>20</b>		
		<b>O6</b>	<b>12</b>		
		<b>O7</b>	<b>0</b>		
		<b>O8</b>	<b>0</b>		
				<b>H6 or higher in Maths (Hons level) gets a 25 point bonus</b>	

Vital to check out [www.qualifax.ie](http://www.qualifax.ie). Then go to link for Leaving Cert and Junior Cert Subject Choice section and finally Leaving Cert subjects

Also consult [www.careersportal.ie](http://www.careersportal.ie), [www.curriculumonline.ie](http://www.curriculumonline.ie)

# Agricultural Science

## Subject Overview

Agricultural science is the study of the science and technology underlying the principles and practices of agriculture. It aims to develop knowledge, skills and attitudes concerning the factors that affect the long-term well-being of agricultural resources, and places emphasis on the managed use of these resources.

The broad course is typically aimed at pupils with an interest in Agriculture and Horticulture or those who wish to pursue a career in Veterinary medicine or Science. An agricultural background is not a necessity, and the course covers a wide variety of topics.

The subject is based on the principles and practices of Irish farms and deals in detail with Sheep Management and Production, Beef Production, Dairy Farm Management, Grassland Management and Tillage Crop Growth and Harvesting as well as Horticulture (Gardening Design and Practices). Additional topics include Forestry, Soil Science and Farm Safety. It also covers Animal Biology and Taxonomy, Plant Biology and classification as well as Soil Science. As well as being classroom and lab orientated, several field trips and excursions to farms, universities and laboratories will allow those undertaking the course see the practical applications of their learning. Throughout the two-year course the pupils will keep a portfolio of their practical experience, which will be assessed and contributes 25% to their overall grade in the Leaving Certificate.

The course consists of the study of a variety of aspects of agriculture under the following headings:

- Soils
- The general structure and function of plants
- Farm crops - cereal and roots
- Farm crops - grassland
- Trees and shelter
- Structure and function of the animal body
- The cow, the sheep, horse, and pig
- Farm buildings (from school assessment only)
- Farm-house environment (for school assessment only)

## Assessment

The examination in Agricultural Science consist of (a) a terminal examination paper and (b) an assessment of the work of the candidate during the course under the headings: identification of plant and animal types associated with agriculture; practical experience with crops, livestock, house and farmyard layouts; investigations carried out related to ecology, soil science, animal physiology, plant physiology, genetics and microbiology.

# Biology

## Subject Overview

Biology is the study of life. Through the study of biology students employ the processes of science to explore the diversity of life and the inter-relationships between organisms and their environment. They become aware of the use of living organisms and their products to enhance human health and the environment. They are provided with the knowledge, skills and understanding to pursue further education, training and employment in biology-related fields, and to make judgements on contemporary issues in biology and science that impact on their daily lives and on society. Biology has many subdivisions including plants, animals, genetics, microbiology and ecology. Studying Biology teaches us to ask questions, make observations, evaluate evidence and solve problems. Biologists learn how things work, how they interact with one another and how they evolve. Biology increases our understanding of the natural world and helps us to address problems such as environmental issues, threats to human health and many others.

The syllabus consists of approximately 70% biological knowledge, understanding and skills; the remaining 30% deals with the technological, political, social and economic aspects of biology.

## Content

Subject content is presented at Ordinary level and Higher level in units and sub-units:

1. Biology - The Study of Life
  - 1.1. The Scientific method
  - 1.2. The Characteristics of Life
  - 1.3. Nutrition
  - 1.4. General Principles of Ecology
  - 1.5. A Study of an Ecosystem
2. The Cell
  - 2.1. Cell Structure
  - 2.2. Cell Metabolism
  - 2.3. Cell Continuity
  - 2.4. Cell Diversity
  - 2.5. Genetics
3. The Organism
  - 3.1. Diversity of Organisms
  - 3.2. Organisation of the Vascular Structures
  - 3.3. Transport and Nutrition
  - 3.4. Breathing System and Excretion
  - 3.5. Responses to Stimuli
  - 3.6. Reproduction and Growth

## Assessment

Leaving Certificate Biology is assessed by means of a terminal examination paper at each level.

Students are required to keep a record of their practical work over the two years of the course.

Useful for: Agriculture, Animal Breeder, Vet Nursing, Ambulance Driver,

Biochemist, Biologist, Catering, Chiropody, Conservation Work, Dentist, Dietician, Farmer, Food Science, Doctor, Health Inspector, Horticulturist, Laboratory Technician, Marine Biologist, Microbiologist, Nursing, Pharmacist, Physiotherapy

# Chemistry

## Subject Overview

The subject aims to provide a relevant course for students who will complete their study of chemistry at this level while, at the same time, providing a foundation course for those who will continue to study chemistry or related subjects following completion of their Leaving Certificate. The syllabus consists of approximately 70% pure chemistry; the remaining 30% deals with the social and applied aspects of chemistry.

## Content

Subject content is presented at Ordinary level and Higher level under the headings:

1. Periodic Table and Atomic Structure
2. Chemical Bonding
3. Stoichiometry, Formulas and Equations
4. Volumetric Analysis
5. Fuels and Heats of Reaction
6. Rates of Reaction
7. Organic Chemistry
8. Chemical Equilibrium
9. Environmental Chemistry: Water

### *Option 1*

1A: Additional Industrial Chemistry

1B: Atmospheric Chemistry

### *Option 2*

2A: Materials

2B: Additional Electrochemistry and the Extraction of Metals

Mandatory experiments are listed at the end of each main syllabus section.

## Assessment

Leaving Certificate Chemistry is assessed by means of a terminal examination paper at each level. Students are required to keep a record of their practical work over the two years of the course.

Chemistry is very much the central foundation science subject, which makes it ideal to pair with Physics and Applied Maths. or with Biology and Home Economics for example. The Chemistry syllabus features assessment of practical work and industrial case studies with an emphasis on environmental control.

Not only is the place of Chemistry central to most courses in Natural Sciences offered in third level education, but it is also an essential element in the study of Medicine, Dentistry, Veterinary Science, Physiotherapy, Engineering, Agricultural Science, Nursing, Pharmacy, Medical Laboratory Technology and numerous technician courses.

A 'H4' grade or above, in higher level Chemistry is required by several third-level colleges for some scientific degrees, including Human Nutrition, Dentistry, Pharmacy, Veterinary and others. It is advisable for Medicine in U.C.D.

# Physics

## Subject Overview

This subject aims to give students an understanding of the fundamental principles of physics and their application to everyday life. It offers a general education in physics for all students, enabling them to develop an understanding of the scientific method and their ability to observe, to think logically, and to communicate effectively. Science, technology and society (STS) is an integral part of the syllabus so that students can be aware of the principles of the applications of physics in the everyday world. Physics is a precise science of fact, which deals with the laws and forces governing natural phenomena, and includes heat, light, optics, sound, electricity, magnetism, nuclear physics and planetary motion. It is of key importance in technology and particularly relevant for those interested in many of the branches of engineering. In most engineering courses, one will find a high physics content, while some paramedical careers will involve the study of physics, e.g. Radiography, Physiotherapy, etc. It is an essential requirement (HB) for Theoretical Physics (TCD, UCD) and Electrical Engineering (UCC) – HC. Anyone considering courses or a career in Electronics should be encouraged to do Physics.

## Content

Subject content is presented at Ordinary level and Higher level under the headings:

- Mechanics
- Temperature
- Heat
- Waves
- Vibrations and Sound
- Light
- Electricity
- Modern Physics

Option 1: Particle Physics (HL only)

Option 2: Applied Electricity (HL only)

At Higher level, there is a deeper, more quantitative treatment of physics.

Students follow a course of practical work, with prescribed experiments in each of the main sections of the syllabus. Students are required to keep a record of this work.

## Assessment

Leaving Certificate Physics is assessed by means of a terminal examination paper at each level.

Students are required to keep a record of their practical work over the two years of the course.

Useful for: Architecture, Astronomy, Biophysicist, Computer Careers, Dentist, Doctor, Engineer especially electrical and electronic, Marine Radio Operator, Medical Laboratory Technician, Meteorologist, Naval Officer, Nurse, Optician, Pharmacist, Science Teacher, Radiographer, Telecommunications, various Apprenticeships, Pilot, Heating and Ventilation technicians

# Business

## Subject Overview

This is a practical and vocationally-oriented course that introduces students to the world of Business in a straightforward and logical way. It aims to create an awareness of the importance of Business activity and to develop a positive and ethical attitude towards it. The importance of people in Business is highlighted. The course sets out to illustrate the process of setting up a business and developing a new product or service. It emphasises the importance of good management and deals with skills and activities necessary for good management practice. It also deals with the impact of technology, foreign trade, global firms and competition and with business structures and the national economy. Business is a very comprehensive subject examining the formation, financing and operation of business in the context of the domestic and international environment.

Topics covered range from entrepreneurship and company structure to marketing, business ethics and the role of the EU in Irish business.

## Content

Unit 1•People in Business

- Conflicting interests.

Unit 2•Enterprise

Unit 3•Management

- Communications

Unit 4•Household and Business Finance, Insurance, Taxation.

- Human Resource Management
- The Changing Role of Management
- Monitoring a Business including ratio analysis.

Unit 5•Identifying Opportunities

- Marketing
- Starting up
- Expansion

Unit 6•Business Sectors

- Structure of Business
- Community Development
- Business, Government and Workers
- Social and Ethical Responsibilities of Business

Unit 7•The International Trading Environment

- The European Union
- International Business

## Assessment

Assessment is by examination paper at 2 levels, Ordinary and Higher level. The subject provides an excellent foundation for anybody considering studying business at 3<sup>rd</sup> level. It is also valuable for anyone with an interest in starting their own business.

Business is Useful for: Accounting, Banking, Clerical work, Business Teacher, Administration, Hotel Management, Insurance, Receptionist, Store Management, Stock broking, Sales, Marketing, Merchandising, Purchasing Officer, Customs & Excise, Taxation, Law.

# Accounting

## Subject Overview

- To contribute to a balanced and appropriate general education, leading to the personal and social development of each student together with a fostering of the concept of accountability
- To create awareness of the business environment and to provide each student with the knowledge, understanding and skills leading to a personal competence and responsible participation in this changing and challenging environment.
- To encourage the development of self-reliance, mental organisation and agility, clear and logical thinking, planning habits, methods of investigation and processes whereby accuracy can be ensured
- To enhance numeracy skills and promote awareness of the use of figures computations and statistics in the world of business and enterprise
- To expose students to aspects of business and enterprise with a view to career and working life, additional studies in accounting or as a basis for further education.

## Content

The course is divided into eleven main sections:

1. The Conceptual framework of Accounting
2. The Regulatory Framework of Accounting (Higher Level only)
3. Accounting Records
  1. Double-entry bookkeeping
  2. Bank reconciliation statement
  3. Control Accounts
  4. Suspense Accounts
4. Sole Traders
5. Company Accounting
  1. Share Capital, Reserves and Loan Capital
  2. Financial Statements of Limited Companies
  3. Appreciation of Annual Reports of Public Limited Companies (Higher)
6. Specialised Accounts
  1. Manufacturing Accounts
  2. Stock
  3. Club Accounts and the Accounts of Service firms
  4. Departmental Accounts
  5. Farm Accounts
7. Incomplete Records
8. Cash Flow Statements
9. Analysis and Interpretation of Financial Statements
10. Management Accounting
11. Information Technology and Computer Applications in Accounting

**Assessment** The syllabus is assessed by means of an examination paper at two levels, Ordinary level and Higher level in ascending order of difficulty

# Economics

## Subject Overview

Economics is a way of thinking about how people make decisions and interact with each other. Economics is a topical and broad reaching subject which aims to develop an awareness in students as to how the world we live in really operates. The subject examines the working of the economy at macro and micro economic levels. Macroeconomics is concerned with topics such as inflation, banking and international

trade, the EU and the role of the government in the economy. Microeconomics looks at the economy from the point of view of the individual consumer and firm economics. Economics requires a logical, analytical approach and the ability to support opinion with reasoned argument. As such it is one of the cognitive and social sciences, such as psychology, sociology and philosophy. Economics focuses on "the ordinary business of life" as the economist Alfred Marshall stated. It explains how we get our incomes, how we use them, the supply of resources and the production and exchange of goods and services. Decisions relating to these have social consequences, intended and unintended, which are also analysed in Economics.

Students who have studied Junior Certificate Business Studies will have received a basic introduction to economics, but this is not essential for study of Leaving Certificate Economics.

## Content

The syllabus for Leaving Certificate Economics offers students a broad introduction to economics. It introduces students to the nature of economics and to basic economic concepts. Following this introduction, the units of study undertaken are

- Production and consumption
- Economic systems and economic thought
- Demand and supply
- Price and output
- Factor incomes
- Determination of national income and its fluctuations
- Money and banking
- The Government in the economy
- Inflation
- International trade and payments
- Terms of trade
- Economics of population
- Economic growth and development
- Economic policies, problems and conflicts

## Assessment

The syllabus is assessed by means of a terminal examination paper at two levels, Ordinary level and Higher level in ascending order of difficulty

This subject would be a good preparation for many third level courses; business, journalism, politics, tourism, law. A good Economics student is

1. Interested in the economy and how the economy operates
2. Keeps up to date with the current affairs in newspapers and Internet.

# History

## Subject Overview

History deals with the experience of human life in the past. The study of history involves an investigation of the surviving evidence relating to such experience. It brings students into contact with human experiences that are often very different from their own and fosters their developing understanding of the human condition and human motivation. Through its focus on the evaluation of evidence, it contributes significantly to the development of students' skills of critical thinking. Through its focus on research, it allows students the opportunity to develop their skills of independent learning. History embraces the world of politics and society, economics, religion and philosophy. It can be a most enjoyable challenge, developing skills such as identifying main issues, critical analysis, the ability to select relevant information, use the internet in a discriminating fashion, and essay writing (which is very useful discipline in college).

## Content

The syllabus framework comprises two interlinking parts as follows:

I. Working with evidence

II. Topics for study

**I. Working with evidence: (a) Introduction - history and the historian (b) The documents-based study (c) The research study**

**II Topics for study:** Students study a topic that has been prescribed for the documents-study and three other topics. Two of the topics studied relate to Irish history and two to the history of Europe and the wider world. The topics are arranged in two discrete fields of study: Early Modern, 1492-1815; Later Modern, 1815-1993. Within each field of study, there are six topics from Irish history and six from the history of Europe and the wider world.

Differentiation - The syllabus is designed to be taught at both Ordinary and Higher levels. The levels are differentiated through the specification of learning outcomes: there are learning outcomes that are common to all and additional learning outcomes for Higher level. While student at the two levels study the same topics, for Ordinary level students an emphasis is placed on the key personalities and the case studies. Higher level students are expected to study topics more fully and to develop a greater level of conceptual understanding.

## Assessment

Leaving Certificate History is assessed at two levels - Ordinary level and Higher level. There are two assessment components:

**A research study report 20%** (submitted prior to the examination)

**An examination paper 80%**

At both levels, the examination paper features a documents-based question (linked to the documents-based study) and three general questions. All four questions are of equal value.

Useful for: Archaeology, Barrister, Broadcasting, Civil Service, Garda, History Teacher, Journalism, Librarianship, Local Government, Politics, Researcher, Social Work, Solicitor, Tourism, Writer.

# Geography

## Subject Overview

Geography is concerned with the study of people and their environment. The subject will help students develop an understanding of the changing relationships between the physical and human worlds. Through their study of geography, students will develop geographical skills that will help them to make informed judgements about issues at local, national and international levels. Geography is concerned with the inter relationships between human activities and the physical environment. Geography includes the study of population, farming, industry, pollution, statistics, resources, landscapes, and communications. The course includes new electives and options.

## Content

Leaving Certificate geography may be studied at Ordinary or Higher level. The course is divided into core, elective and optional units of study. Students are expected to develop important geographical skills as they study these units.

### Core Units

1. Patterns and processes in the physical environment
2. Regional geography
3. The Geographical Investigation and skills unit

### Elective Units

4. Patterns and processes in economic activities
5. Patterns and processes in the human environment

### Optional Units

6. Global interdependence
7. Geo-ecology
8. Culture and identity
9. The atmosphere-ocean environment

Ordinary level students study all core units and one of the elective units. Higher level students study all core units, one of the elective units and one of the optional units.

### Assessment

Leaving Certificate Geography is assessed at Ordinary and Higher level in ascending order of difficulty. There are two assessment components:

- **Examination paper 80%**
- **Fieldwork) 20%** (Report on a Geographical Investigation)

For certain courses in TCD it is accepted as one of the HC's in science subjects.

Useful for: Civil Engineering, Construction, Town Planning, Architecture, Meteorology, Surveying, Agriculture, Auctioneering, Archaeology, Horticulture, Forestry, Conservation Work, Statistics, Marine Officer, Geologist, Geography Teacher, Naval Officer, Quantity Surveyor, Tourism and Travel.

# Home Economics

## Subject Overview

The subject is an applied subject combining theory with practice. Home Economics covers topics such as diet and nutrition, food constituents, microbiology, food preservation, consumerism and social issues, the family and the home. Home Economics – Social and Scientific combines theory with practice in order to develop understanding and solve problems. It is concerned with the way individuals and families manage their resources to meet physical, emotional, intellectual, social and economic needs, thus preparing students for life in a consumer-oriented society. Home Economics provides a learning foundation for those seeking employment in a wide range of careers, such as the food industry, tourism, clothing and design, and the health and social services. The Home Economics syllabus provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work.

## Content

The syllabus is based on a core of three areas of study that is studied by all students and one elective area, from a choice of three.

### Core

- Food studies
- Resource management and consumer studies
- Social studies

### Electives

The elective allows students the opportunity to undertake a more detailed study of one area of the core. There are three electives, from which one may be chosen:

- Home design and management
- Textiles, fashion and design
- Social studies

### Assessment

Leaving Certificate Home Economics-Scientific and Social is assessed, at Ordinary and Higher level, as follows:

- A terminal examination paper.
- An assessment of the practical components of the programme, that is the food studies from the core area and the textiles, fashion and design elective (where applicable).

**Examination paper** **80%** ( Core: 60%, Electives: 20% )

**Assessment of practical coursework** **20%**

**Useful for:** Baking and Confectionery, Beautician, Catering, Chef, Child Care, Consumer Adviser, Demonstrator – Food, Wines, etc., Dietician, Fashion Designer, Food Science, Hairdressing, Health Inspector, Home Economics Teacher, Hotel Management, Nursing, Occupational Therapist, Parenthood, Pre-school Management, Social Worker, Textile Designer, Solicitor, Sale, Teaching

# Design and Communication Graphics

## Subject Overview

Design and Communication Graphics provides students with the opportunity for visualizing and comprehending information presented verbally or graphically. Problem solving and creative thinking skills are developed through the analysis and solution of both 2- and 3-dimensional graphics. Graphics and design are communicated using freehand sketching skills, traditional draughting equipment and CAD.

## Content

The content is presented as a core plus options. All elements of the core must be covered whilst only two of the options must be covered.

Core: (A) Plane and Descriptive Geometry

Projection Systems

- Orthographic Projection
- Isometric drawing and axonometric projection
- Perspective drawing/projection

Plane Geometry

- Construction of Plane figures
- Construction of loci
- Circles in contact with points, lines and curves

Conic Sections

- Terminology
- Ellipse, Parabola and Hyperbola as section of cone and as geometric loci
- Tangency
- Derivation of focal points, directrix and eccentricity.

Descriptive Geometry of Lines and Planes

- Definition of plane, its true shape and inclinations
- Oblique and tangent planes; intersections
- Rectangular co-ordinates
- Skew lines
- Spatial relationship between lines and planes

Intersection and development of surfaces

- Surface development and envelopment of solids
- Intersection of surfaces; intersection of solids

Core: (B) Communication of Design and Computer Graphics

Graphics in Design and Communication

- Design strategies and design appraisal; the processes of design
- Generation and interpretation of design briefs

Communication of Design

- Drawing standards and conventions, presentation methods and layout
- Dimensioning and notation

Freehand Drawing

- Materials for freehand drawing
- Representing shape, form, texture and material; light and shade; use of colour

### Information and Communication Technologies

- Graphics and CAD: terminology and software; sketching principles
- Presentation drawings, parametric models; use of templates and libraries
- Image processing and manipulation; data exchange; graphic output

Options: (Choose any 2)

### Dynamic Mechanisms

- Involutes, helices and spirals and associated tangents
- Linkage mechanisms
- Cam profiles

### Structural Forms

- Singly and doubly ruled surfaces, their projections and sections
- Translated surfaces; hyperbolic paraboloid
- Plane directors
- Geodesic Dome

### Geologic Geometry

- Determining dip, strike, outcrop and thickness of strata; profiles from contours
- Use of skew boreholes
- Sections through strata
- Cutting and embankment sections for level and inclined constructions

### Surface Geometry

- Development of surfaces, ducting and transition pieces
- Projection of transition pieces

### Assemblies

- Interpretation of exploded and assembled drawings.
- Drawing layout and conventions; sectional views, hatching, dimensioning
- Machine surface and texture symbols; modelling assemblies

### **Assessment**

Leaving Certificate Design and Communication Graphics is assessed at two levels, Ordinary and Higher. At each level, assessment is by means of one 3-hour terminal examination (60%) and the production of a student assignment related to a theme or topic requiring investigation and decision making (40%)

# Leaving Certificate Vocational Programme **LCVP 2020**

LCVP is a Senior Cycle Programme of the Department of Education and Science, designed to give a strong vocational dimension to the Leaving Certificate. The programme combines the virtues of academic study with a new and dynamic focus on self-directed learning, enterprise, work and the community. An enhanced Leaving Certificate – Extra Subject. 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
- Adapt to changing circumstances
- 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

## **Students will develop the following skills:**

Developing key “Transferable skills”, Developing Team work skills, Report Writing Skills  
Career Investigation, Job Seeking Skills, Work Placement / Work Shadowing, Running an Enterprise Activity

## **Programme Requirements**

For students taking Leaving Certificate Examination are:

Students should be studying at least **five** Leaving Certificate subjects **plus** the Link Modules. Two of the subjects must be selected from one of the designated Vocational Subject Groupings. (See list)

Two Link Modules: 1. Preparation for the World of Work and 2. Enterprise Education.  
A recognised course in a Modern European Language other than Irish or English.

## **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 setting up and running an enterprise activity; plan and undertake interesting activities that will build self-confidence, creativity, initiative and develop teamwork, communication and computer skills.

## How is the LCVP Assessed?

### Portfolio Assessment 60%

Students must submit a total of 6 items comprising the 4 core items and any two of the optional items

Section 1 Core Items

Curriculum Vitae, Career Investigation, Summary Report, Enterprise / Action Plan

Section 2 Optional Items

Diary of Work Experience, Enterprise Report, Recorded Interview /Presentation, Report on “My Own Place”

### Written Exam Paper 40%

Section A Audio Visual Presentation

Section B Case Study (received in advance by students)

Section C General Questions (four out of six)

### LCVP Recognition

Students can use the LCVP as one of their 6th subjects when calculating points for college

The Universities and Institutes of Technology are awarding the following points

<b>Distinction</b>	66 points (H4 Higher Level)		Distinction	80% - 100%
<b>Merit</b>	46 points (H6 Higher / O2 Ord)	Merit		65% - 79%
<b>Pass</b>	28 points (O4 Ordinary Level)		Pass	50% - 64%

### LCVP SUBJECT COMBINATION SEPT 2018

- 1 Physics **and** Design & Communication Graphics/ Wood Technology
- 2 Agricultural Science **and** Design & Communication Graphics/ Wood Technology
- 3 Agricultural Science **and** Chemistry **or** Physics **or** Physics/Chemistry
- 4 Home Economics; Agricultural Science; Biology - **Any Two**
- 5 Home Economics **and** Art - Design Option **or** Craft Option
- 6 Accounting; Business; Economics - **Any two**
- 7 Physics **and** Chemistry
- 8 Biology **and** Chemistry **or** Physics
- 9 Biology **and** Agricultural Science
- 10 Art - Design Option or Craft Option **and** Design & Communication Graphics /Wood Technology
- 11 Design & Communication Graphics **and** Accounting **or** Business **or** Economics
- 12 Home Economics **and** Accounting **or** Business **or** Economics
- 13 Agricultural Science **and** Accounting **or** Business **or** Economics
- 14 Art Design or Craftwork Option **and** Accounting **or** Business **or** Economics

\*\*\* A Modern European language is a requirement in order to qualify for the LCVP programme