

## TRANSITION YEAR PROGRAMME 2011-12

SUBJECT	CONTENT	ASSESSMENT
<a href="#">Accounting</a>	The Enron scandal, tabular statements, Sage Accounts for schools <a href="#">more...</a>	Participation in class discussion (20%), project on Financial Scandals, (80%), Students may work towards the SAGE certificate.
<a href="#">App Mathematics</a>	Simpsons Rule and Applied accelerated motion. <a href="#">more...</a>	Graded homework exercises; and the average of four continuous assessment exams.
<a href="#">Art</a>	Study of the Impressionist period A self-portrait in a given style, and a 3D puppet <a href="#">more...</a>	Practical (painting) 70%, Essay 30% Self-portrait: prep 20%, proportions 30%, tone/colour 30%, style 20% Puppet: Design (20%), realisation (60%), colour etc (20%)
<a href="#">Biotechnology</a>	A combination of applied biology and chemistry: it harnesses the natural processes and systems of living organisms to a variety of different technologies, with the objective of producing desired products. <a href="#">more...</a>	Theory (weekly), 40%, Practical 30%, Project 30%. (Project criteria, Presentation of work: 25%, Gathering of information and research: 25%, Conclusions and addressing the question: 25%, Showing your own thinking and reasoning: 25%)
<a href="#">Biology</a>	Cell Biology, Role and function of food in the diet, Introduction to Human Anatomy, Introduction to Sports Science and common sports injuries. <a href="#">more...</a>	Four written exercises (20% each) and a final poster (20%)
<a href="#">Business</a>	Mortgages, Employment rights, Your rights as a “financial” consumer, Income tax credits, Protecting yourself, Protecting your possessions. <a href="#">more...</a>	Written work 40%; Class tests 40%; Class participation and behaviour; 20%
<a href="#">Chemistry</a>	Chemistry: reaction rates, particle theory of matter, enzymes. Lavoisier, Law of conservation of mass. Agricultural Science: dairy and beef breeds of cattle ruminant stomach, micro-organisms in digestion, diets <a href="#">more...</a>	Internet research project worth 25%, Write up and presentation of experiment worth 25%, Examination at the end of the 7 week module split into 25% each
<a href="#">Classical Studies</a>	The concept of the Gods and beliefs that existed in classical Greece <a href="#">more...</a>	Completion of 8 work sheets, each graded at 12%, overall effort, 4%

<a href="#">Design</a>	Research, freehand sketching, refinement, CAD model making. <a href="#">more...</a>	1 page research 10%; 1 page freehand sketches 20%; Finished 3D Solidworks model 70%
<a href="#">Economics</a>	About economics, Economic systems. The role government in the economy, Factors of production (1.Land 2.Labour 3.Capital 4 Enterprise). <a href="#">more...</a>	Wall Project 30%, Power point presentation 30%, Class test 40%
<a href="#">English</a>	Novel Studies Perspectives of America in Literature and Film Modes of Language Film Studies <a href="#">more...</a>	Five assignments 50%, 800-1000 (typed) essay 30%, Class test 20% Homework 10%; Classwork 10%; In-class assessment 40% (2x20); Written assignment 40% (2x20) Comparative Study 40%, Essay 60%
<a href="#">Enterprise</a>	Entrepreneurial Skills and Characteristics; Role of the Entrepreneur in Ireland today; Entrepreneur and entrepreneurial spirit examples; Financial Stock Markets; Student Enterprise idea generation – product development – 7 steps <a href="#">more...</a>	Classroom Presentation/ Projects – weekly 30%, Formal Project & Presentation (Smartstocks) 30%, Smartstocks (Final Ranking & Trade count) 30%, Classroom Participation 10%
<a href="#">Food Appreciation</a>	Food identification, nutrition, awareness. Basic cooking skills. Safety and hygiene. <a href="#">more...</a>	Homework assignments 5 x 15% = 75%, Final Exam: 25%
<a href="#">French</a>	Language development through biographies of the famous French-speaking people, the study of French film, role-plays, the study of cultural traditions, the “World Cup”, reading of novellas <a href="#">more...</a>	Module 1: Project Work (10%); Group Talk (3 x 20%); Grammar (10%); Homework (20%) Module 2: Homework (40%); Test on Novella (60%) Module 3: Listening test (20%), oral presentation on rugby (20%), and homework (20%), final exam (40%),
<a href="#">Geography</a>	Cartography, Geography of Popular Music <a href="#">more...</a>	Three essays (30% each) and mapping task 10%.
<a href="#">German</a>	Modern German history, vocabulary sheets, dialects, “false” translations, Grammatik, role play, cultural differences, (education, food, teenage life), German novel, debate on a prescribed motion. <a href="#">more...</a>	Module 1: History p/point 20%; film review 30%; test 30%; book review 20% Module 2: Oral exam (40%); Dialects (30%); Aktivität (30%) Module 3: Grammar 30%; Roleplays 30%; Report 20%; Book review 20% Module 4: Debate speech 20%; Oral Exam 40%; book review 20%; folder 20%
<a href="#">History</a>	The Holocaust USA in the 1960’s – Political and Social Issues <a href="#">more...</a>	Module 1 – 25% for homework assignments, 75% for ppt slideshow (60% content, 15% presentation)
<a href="#">Information Technology</a>	Intro to MS Office (Word, Powerpoint, Excel) with related exercises. Video and Image editing. Gaming programming <a href="#">more...</a>	Assessment Criteria for each will be published at the beginning of each course

<a href="#">Irish</a>	Module 1 – the oral and the aural Module 2 Module 3 Clár don idirbhlian <a href="#">more...</a>	Oral notes (30%), poster (20%), Oral test (30%), Aural h/w (12%), Effort (5%) Beasaí/ Dearcadh (10%); Obair Bhaile (30%); Srúdaithe (60%) Le fail do chumarsáid ranga (20%), Don léirmheas litríochta (20%); Ag dul do na píosaí scríobhneoireachta (60%)
<a href="#">Mathematics</a>	Probability, Statistics, Algebra, Trigonometry <a href="#">more...</a>	2 – 3 tests per module, -3% per homework not completed
<a href="#">Media Studies</a>	An introduction to the key factors that drive ‘the Media’. Students produce their own piece. <a href="#">more...</a>	Classwork 10 %; In-class assessment 20% (2x20); Written assignment 40% (2x20); Participation in group work (30%)
<a href="#">Music</a>	An intro to older musical genres and lesser noticed aspects of the rock’n’roll genre <a href="#">more...</a>	A project focusing upon student’s favourite artist, group and musical genre
<a href="#">P.E</a>	Health Related Fitness, Strength and Conditioning, Invasion Games, Water sports, Teams games <a href="#">more...</a>	Participation
<a href="#">Physics</a>	Product design, Optics, Newton, Electricity, Modern popular scientific writing <a href="#">more...</a>	Each module is assessed at 20% on the basis of effort and willingness to engage with the material and academic accomplishment.
<a href="#">Religion</a>	The search for Meaning and the Origins of Religion, Social Justice and Human Rights, Christianity, World Religions and contemporary faith and culture. <a href="#">more...</a>	Homework, end of module typed assessment, and PowerPoint Presentation with verbal presentation.
<a href="#">Spanish</a>	Language development through biographies of the famous Spanish-speaking people, the study of Spanish film, role-plays, and the study of Spanish & Hispanic cultural traditions. <a href="#">more...</a>	Project: 50%; Oral work: 15%; Homework: 15%; Aural: 10%; Written tests: 10%
<a href="#">Tech Graphics</a>	Introduction to drawing techniques using major and minor axis, focal points, point of contact, spirals in both plan and elevation on a cone, elevation and end-view of a truncated square based pyramid. <a href="#">more...</a>	An average grade for homework drawings using the following criteria: Layout of the drawing; Drawing technique; Completion of the task.

Read about our Mission, Aims and Objectives for Transition Year. [Click here...](#)

# Accounting

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Module Description:

1. Enron Scandal
2. Tabular Statements
3. Sage Accounts for schools

Assessment:

Student assessment will be carried out as follows;

All students will complete the “Sage at schools” programme

-students will receive a certificate of attendance at the end of TY (This is Sage policy to issue all certificates at the end of the year)

-Students will sit the Sage Schools Exam – Successful candidates will be certified by SAGE accounts as a qualified user of the software package.

-Module grade will be assigned based on

1. Class participation in discussion of the Enron scandal (20%)
2. Project on Financial Scandals (80%)

# Applied Mathematics.

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Aim: The aim of this module is to introduce all students to the concept of Applied Mathematics.

Course Content: Simpsons Rule and Applied accelerated motion.

Assessment: Each week students will be given a homework exercise which will be graded.

There will be four continuous assessment exams and students will receive an average mark relating to their performance.

# Art

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(Class made up of primarily of those who haven't studied art for the Junior Cert) 3 periods per week

## Art Module 1

Impressionism, Monet, Remeis, Regar.

Objectives: The characteristics of the impressionist movement, background information to the development of the movement, a study of the above mentioned artists. A reproduction of one work by the chosen Artist in acrylic on canvas. Students functioning on a higher level will be asked when finished to take the impressionist subject matter of everyday life and create their own work using the rules of impressionism as a template to their painting style.

Aims: To introduce students to Art History. To show students how the works of another artist may influence their style and work. To increase the students awareness of light and colour.

Assessment:

Painting 70%, Essay 30% , (10% Impressionism, 10% Artist,10% Painting)

## Art Module 2

Project One: To complete a self-portrait in the style of a preferred art movement

Aims:	To teach students the basic proportions of the face To cover the basics of colour mixing and tone when using paint To introduce students to a number of different art movements through self-portrait Students will then pick an art movement that best allows them to express themselves in their self-portraits	
Assessment:	Preparation work (sketches, worksheets)	15%
	Students will produce a painted self-portrait on canvas:	
	Facial proportions	30%
	Use of tone/ colour	30%
	Use of particular style to express self in portrait	15%

Project Two: To complete a puppet head from paper mache

Aims:	To teach pupils how to draw multiple views of a design to aid the construction as a 3D model. To show pupils to construct a puppet head from paper mache To show pupils how to add features, colour, texture	
Assessment:	Design of head (2D multiple views, colour)	20%
	Realisation of design as 3D form	60%
	Addition of colour, texture and additional features	20%

# Biotechnology

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Overview of the course:

Biotechnology is a relatively modern field of applied biology and chemistry. It harnesses the natural processes and systems of living organisms to a variety of different technologies, with the objective of producing desired products.

These products range across the domestic, engineering, medical, agricultural and weapons industries. They include many modern household names and brands.

Biotechnology is consequently of huge importance to life today. It has the ability to increase profitability, improve working practices for businesses, raise the standard of living, solve huge problems and create them!

We are going to be looking at some of the science and surrounding issues through both theory and experimental work. We will be considering the huge influence it has on our modern lives.

You will be assessed in 3 ways:

1. Theory. Each week, most of your time will be given to looking at the theory behind how Biotechnology is used in our lives. You will look at enzymes, enzyme theory, factors affecting enzymes and how this works in respiration, both aerobic and anaerobic. This information will be tested in the form of an end of module test, given in the last week. This will go towards 40% of your final mark. Mr Kavanagh will oversee this part of the module.
2. Practical. Each week, one lesson will be given over to practical laboratory work. You will be expected to write up each practical and hand it in for assessment. This will go towards 30% of your final mark. Mr Vincent will oversee this part of the module
3. Project. Each student will be expected to complete a project entitled "The Dependence of modern life on Biotechnology....Discuss". The project must be presented in powerpoint presentation. You will be asked to work on your own. This will go towards 30% of your mark. You will be assessed in the following way:  
Presentation of work: 25%  
Gathering of information and research: 25%  
Conclusions and addressing the question: 25%  
Showing your own thinking and reasoning: 25%  
This project must be handed in by the deadline given (normally week 7, about two weeks before the end of the module). Presentation of the projects will take place in the final week.

Homework: Homework will be set at least once a week for this subject. The work given will include ongoing project research and presentation, planning and writing up practical investigations and revision for end of module test.

# Biology

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**Aim:** To introduce students to the subject and to teach an awareness of the basic concepts in the subject.

**Course content:**

1. Cell Biology: A look at the similarities and differences between plant and animal cells. Practical work on the microscope.
2. Role and function of food in the diet. Students will look at the basic principle of enzymes and carry out a simple investigation. A study of a typical diet of a teenager with discussion on the food pyramid.
3. Introduction to Human Anatomy. Students will study the human skeleton and organisation of the human anatomy. A comparative study on the respiratory system of various species will take place.
4. Introduction to Sports Science and common sports injuries. Emphasis will be placed on rehabilitation of injuries.

**Assessment:**

Students will receive four written exercises for completion. Students will also have to complete a poster for display.

# Business

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**Assessment:** Written work 40%; Class tests 40%; Class participation and behaviour; 20%

**Homework:** Short written assignments every class (3 times a week); Note that some assignments require access to the internet and that home surveys are needed on occasions. Students should have a keen interest in current business affairs

## Course Content

- Mortgages
  - Variable/Fixed rate
  - Annuity
  - Interest only
  - Tracker
  - Prime/sub-prime lending
  - Negative equity
  - Debt forgiveness
- Employment rights
  - Minimum Wage
  - Annual Leave
  - Dismissal Rights
  - Time off
- Your rights as a “financial” consumer
  - How to complain
  - Being declined credit
  - “Big Brother”
- Income tax credits
  - How PAYE works
  - Personal tax credits
  - New levies and taxes
- Protecting yourself
  - Income & Life Assurance
  - Income protection
  - Critical /Serious Illness
  - Life Cover
  - Private Medical Insurance
- Protecting your possessions
  - Different types of “general” insurance
  - Terms involved with borrowing

# Chemistry and Agricultural Science

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Objectives: At the end of this programme student will be able to:

## Chemistry

1. Define rate of reaction.
2. Carry out experiments to investigate the effects of temperature on rate of reaction.
3. Explain how particle size and concentration affect rate of reaction.
4. Identify the independent, dependent and fixed variables in all experiment.
5. Explain the particle theory of matter.
6. Explain the meaning of the term catalyst and enzyme.
7. Carry out an investigation to determine if a substance has catalytic properties.
8. Distinguish between exothermic and endothermic reactions.
9. Carry out an investigation on exothermic and endothermic reactions.

## Agricultural Science

1. Name breeds of cattle and identify their characteristics.
2. Distinguish between beef and dairy breeds of cattle based on their conformation.
3. Identify different chambers of the ruminant stomach and explain their function.
4. Explain the role of micro-organisms in the digestion of starch.
5. Describe the life of a dairy cow.
6. Carry out an internet research project on the three notifiable diseases.
7. Describe the care of cow and calf at calving.

## Assessment:

1. Homework. Questions are provided in the handouts for students.
2. Internet research project worth 25%
3. Write up and presentation of experiment worth 25%
4. Examination at the end of the 7 week module split into 25% Agricultural Science and 25% Chemistry.

## Resources:

Handouts provided to the students.  
Notes given in class. DVD etc

## Course Content:

### Chemistry:

Explain reaction rate and factors which affect reaction rate. Investigate the effect of temperature, concentration and particle size on reaction rate. Write the hypothesis, independent and dependent variable for investigation on effect of temperature on reaction rate. Identify variable that need to be fixed. Record results and present in graph form. Describe the particle theory of matter. How does this explain the results of the investigations completed? Look at the effects of catalyst on reaction rates. Explain enzymes. Distinguish between exothermic and endothermic reactions. Carry out an investigation on both exothermic and endothermic reactions and identify everyday examples of these reactions. Look at the work of Lavoisier and his contribution to Science. Explain the Law of conservation of mass and carry out an investigation on it.

### Agricultural Science:

Identify dairy and beef breeds of cattle and give characteristics of both. Identify the four compartments of the ruminant stomach and explain their function. Explain the role of micro-organisms in the digestion of cellulose and compare this to a monogastric animal. Distinguish between a maintenance diet and a production diet. Give examples of feeds that would be included in both. Outline the life of a dairy cow. Explain the feeding and care given to a new born calf. Watch DVD of calving. Carry out an internet research project into three notifiable diseases: BSE, Foot and Mouth and TB.

# Classical Studies

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. Fourth year classical studies aims to introduce the student to the concept of the Gods and beliefs system that existed in classical Greece. In particular we are going to look at the Olympics.

Students will look at it under the following topics.

- Greek Gods
- When, where, and why of the Olympics
- The Altis
- Training and Preparation
- Countdown to the games
- Running
- Pentathlon
- Discus and Javelin
- Women in Greek society
- Women in Ancient Olympics
- Boxing
- Equestrian events
- Cheating and Bribery
- Marathon
- Prize giving
- Decline and revival

Assessment will be based on completion of the work sheets included with the class handouts. These are generally short questions based on the material covered that day.

12 of the class work sheets will be graded at 8% each which will be awarded for successful completion. A further 4% based on effort and participation.

# Design

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Learning objectives: To introduce students to the design process

Brief analysis, research, freehand sketching, refinement, CAD model making

Learning outcomes: By the end of the module students should be able to-

Analyse a design brief

Research a problem and present their findings in a communicative way

Use freehand sketching to develop their ideas

Use solidworks to turn 2D sketches into 3D models

Assessment: 1 page research 10%

1 page freehand sketches 20%

Finished 3D Solidworks model 70%

# Economics

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## Aims:

1. To give the students an appreciation of contemporary trends in the field of business.
2. To facilitate students with a programme of study through the medium of self – directed learning.
3. To give students an introduction to basic concepts of economics.
4. To encourage students to debate current issues in economics and business in relation to Ireland and the rest of world.
5. To provide students with the opportunity to study/appraise everyday issues within the Irish economy.

## Objectives:

1. Define the meaning of important key terms, such as, economics, opportunity cost, needs wants, current expenditure, national income, economic growth, capital expenditure and revenue.
2. To identify the role of the Irish government compared to other EU countries and the rest of the world.(economic systems)
3. To identify and understand the importance of National Income including how and why it is calculated.
4. To understand the various aspects of business which add to their store of knowledge of the world in which they must live, work and develop a career.

## Content:

### 1. About economics

How the objective of economic activity is to satisfy the need and wants of people through the production of goods and services to satisfy those needs and wants.

### 2. Economic systems

In managing its economy every country is faced with the same set of basic economic choices. 1. What goods should be produced? 2. How should the goods be produced? 3. How should the goods that are produced be shared out among the population?

### 3. The role government in the economy

A study of decisions made by the Irish government in relation to assessing the annual revenue collected/changes in taxes and also predicting the amount of government spending that is required to improve the country's infrastructure, education and health systems.

### 4. Factors of production

The production of goods requires the use of the factors of production.

They refer to: 1.Land 2.Labour 3.Capital 4 Enterprise

**Teaching and learning methods:**

- Classroom learning, formal input by teacher
- Practical work
- Self learning & group/pair work
- Research
- Classroom discussions
- Use of computer packages using word processing, power point and the internet.

**Interdisciplinary Links:**

Mathematics, accounting, computer studies, guidance and careers business and business enterprise studies.

**Resources:**

- Classroom computer
- Data Projector
- Teacher handouts
- Internet and paper based background material
- Video material
- Case studies

**Modes/Techniques of assessment**

- Wall Project 30%
- Power point presentation 30%
- Class test 40%

# English

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## Module 1

### Novel Studies

Over 7 weeks, students will read three novels, two of which are covered in class and one by themselves at home. A comprehensive review must be completed on the latter novel by the end of the module which will count for 40%. The remaining 60% will be allocated via assignments and classroom participation.

Novels in Class: *Lamb* by Bernard MacClaverty, and *Of Mice and Men* by John Steinbeck.

Novels are compared and contrasted:

- Exploration of similar themes handled in different settings and eras (1980s Ireland/England Vs 1930s America)
- Theme of travel in an attempt on the part of the characters to better themselves, find work etc  
Both novels present harsh, unforgiving environments which necessitate movement.
- Characters: Bonds are formed. Huge trust develops between Michael and Owen (*Lamb*) and George and Lenny (*Of Mice and Men*). Both novels have a dominating character who feels it is his duty to mentor/look out for the other, more submissive character.
- Issue of Betrayal: In the case of both novels, betrayal occurs. This theme of betrayal and the breaking of fragile trust will be examined in detail.

Review: A thorough review of “*The Land*” by Mildred D. Taylor to be completed by the students before the module’s completion.

## Module 2

### Perspectives of America in Literature and Film.

Course Outline:

This module centres on the aspiration that students will realise that literature, in particular the chosen drama, can have universal significance. Through an in-depth reading and analysis of the main text, students should recognise the theatrical devices necessary to articulate the real messages behind the drama. Students should gain confidence through consistent discussion and enjoy the challenge of other texts that raise similar concerns.

Aims:

- To introduce the student to the work and life of Arthur Miller in order to facilitate a fuller and more meaningful reading of the text “*Death of a Salesman*”.
- To engage students in the cultural context of the play and to develop an understanding of the idea of “*The American Dream*”
- To encourage students to discover the art of theatre and to engage them in the interesting relationships developed between the main characters.
- To examine speeches that deal with similar issues raised in the play. For eg. President Kennedy’s inaugural speech or extracts from articles commenting on current electoral candidates.
- To briefly consider the more inflammatory style of Michael Moore’s arguments posed in texts such as “*Bowling for Columbine*.”

- To link with the module on “Reading Novels”, with an especial focus on the perspective of John Steinbeck in “Of Mice and Men”.
- To bring students to at least one local performance of a play.

Texts: Death of a Salesman, On the Waterfront, Bowling for Columbine, Gangs of New York, Extracts from speeches and newspapers

#### Homework and Assessment

- Students will be asked to complete five written homework assignments during this module. This will account for 50% of their final grade.
- Students will be asked to submit an 800-1000 (typed) essay at the end of the module. This will be worth 30% of their final grade for this module
- At the end of the module there will be a class test which will examine the students’ knowledge and understanding of the text. This will account for the remaining 20% of their grade.

### Module 3

#### Modes of Language

Aim: Provide students with a clear understanding of the five modes of language and develop communication and literacy skills

There are five main classifications of language used across the syllabus. These will be experienced and put into practice by the students.

- The language of information*: facts are used widely; layout and presentation of information; information is made relevant
- The language of argument*: rhetorical questions are employed; information is selected and presented; leading words are used
- The language of persuasion*: leading words are used
- The language of narration*: characters (use of dialogue, characteristics point of view); setting (descriptive writing techniques used to build up a sense of time and place); plot (less important with short extracts but they should be aware to look for suspense and conflict); how theme is developed through writing of above.
- The aesthetic use of language*: writing tends to be heavily descriptive; imagery, similes and metaphors; appeals to 5 senses – Tactile Aural Visual Imagery writing; heavy use of adjectives and adverbs

#### Method:

Weeks 1-3: Students are given a general understanding of the concept of modes of language and their use. Students are asked to approach different extracts and develop the ability to analyse texts in order to define common factors. Students will develop their critical writing- Vocabulary developed; Sentence structure and paragraph building will be stressed.

Week 4: Students choose mode and produce typed ‘Perfect’ piece. Teacher selects best pieces or extracts compiles and publishes.

Week 5: Students are exposed to more language.

Week 6: Students produce second piece to be published

#### Assessment:

Homework 10%; Classwork 10%; In-class assessment 40% (2x20); Written assignment 40% (2x20)

## Module 4

### Comparative Studies / Movie Studies

#### AIM: -

- To enable the student to understand the technical aspects of film making.
- To introduce the student to the different parts of the Comparative Studies course.
- To demonstrate the power of moving pictures to entertain, inform, influence and tell a story.

#### OBJECTIVES:-

- To understand how films impart their messages through cinematography, music, dialogue, editing
- To study all movie genres-classic, modern, masterpieces etc...
- To encourage the student to recognise the themes incorporated in the films studied.
- To make them aware of the cultural context of the piece.
- To allow the student express views and opinions on the general vision of the movie studied.

#### WORK SCHEMES; -

- Classification of the student's favourite movies.
- To choose different seminal scenes from a variety of films and to demonstrate how they were constructed-the director's role, acting, production design, camera angles etc...
- To analyse essays written by a variety of writers and erudite movie critics.
- Film scripts/Writing workshops.
- Movie Reviews.
- Film Magazines with creative and analytical input by students.

#### METHODOLOGY; -

- Discussion, debate, critical opinions in classroom.
- Identify cross curricular links egs. History, Science etc...
- Students will view a cross section of films, movie extracts in class and will be asked to compare them to short stories, plays and novels.
- Assessment of different movies in relation to the options given on the Comparative course.
- Students may be asked to research and examine a particular text as an artistic piece.

#### ASSESSMENT; -

- Students will be asked to write a piece examining their knowledge of the technical aspects of movie making in relation to a movie studied. 40 %
- Students will write an essay on a text studied in this module. The question given will be based on Comparative Modes such as Theme, Cultural Context, Genre and General Vision. 60%

# Enterprise

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## Aims:

- To enable the students to carry out presentable research on a business enterprise.
- To encourage students to familiarise them with the latest computer packages
- To give students an introduction to the basic concepts of researching and presenting business information
- To give students an insights into the role of the entrepreneur in Ireland
- To introduce students to the financial stock markets

## Objectives:

- Develop students ICT skills in Powerpoint and research techniques.
- Develop students presentation skills
- Develop students interpersonal skills through group work
- Develop critical thinking in students behaviour
- Introduce students to various methods of research.

## Content

1. Entrepreneurial Skills and Characteristics
2. Role of the Entrepreneur in Ireland today
3. Entrepreneur and entrepreneurial spiritexamples
4. Financial Stock Markets
5. Student Enterprise idea generation – product development – 7 steps

## Teaching & Learning Methods

- Classroom learning, formal input by teacher
- Self learning
- Use of computer packages in word processing, PowerPoint and excel
- Teacher Presentation – Smartstocks.com

## Resources

- Overhead projector
- Teacher handout materials
- Internet and paper based background material
- Computer Room

## Modes/Techniques of Assessment

- |   |     |
|---|-----|
| • Classroom Presentation/ Projects – weekly   | 30% |
| • Formal Project & Presentation (Smartstocks) | 30% |
| • Smartstocks (Final Ranking & Trade count)   | 30% |
| • Classroom Participation                     | 10% |

# Food appreciation

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This module is to give students and education in all things food. We will cover a few things over the seven weeks.

1. Food identification: Herbs, salads, cheeses, fish etc.
2. Food nutrition: healthy eating lifestyle
3. Food awareness. Where our food comes from and how our choices can make a difference.
4. Growing and rearing food.
5. Cooking. Basic skills and simple enjoyable dishes.
6. Tasting food, exploring how senses affect our taste.

Each week students will be given a hands on demonstration. Their homework is to cook a designated dish each week. Accompanying the homework the student must present:

1. Pictures of the dish. 5%
2. Personal reflection on the dish – covering the following 6 questions. 5%
  - a. What I cooked?
  - b. What ingredients I used?
  - c. How I cooked the dish?
  - d. How I felt it turned out?
  - e. What would I do or try differently next time?
3. A critical review from friend or family member – 30 words 5%

Homework assignments:	5 x 15% = 75%
Final Exam:	<u>25%</u>
Total:	100%

If a student is absent from a class it is his responsibility to catch up on the recipe he missed. All recipes will be posted to our facebook page; “the good life – Castleknock college”. This facebook page is a place where students, teachers and parents can share ideas and ask questions on anything food related.

Students are obliged to keep a copy for note taking. They can then paste in their favorite dishes to this for future reference.

Based on homework assignments completed and class participation, three students will be selected in the last week to have a “cook off”. The champion chefs from each module over the course of the year will be brought together in May 2012 to compete for the award of Castleknock College Master-chef 2012.

I \_\_\_\_\_ have read the above information and understand what is expected from me in this module.

Signed: \_\_\_\_\_

(Student)

Signed: \_\_\_\_\_

(Parent)

# French

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The primary aims of the teaching of French in Transition Year in Castleknock College are reflective of those outlined in the Transition Year Guidelines for Schools. The French Department aims to increase pupils' oral abilities to express themselves in French and to explore various topics of cultural interest. Consolidation of the pupils' reading and writing skills are integrated in these aims, as per the guidelines.

## Class set-up for 2011-2012:

There are three teaching groups: A, B and C, with an average 17 students per group. There are 59 students doing French, with some of them studying two languages. Students studying two languages will do two modules of each, usually with a different teacher in each module.

Students have four periods of Language per week; it is the policy of the French Dept to assign homework at each class so students will have homework four times a week. Homework can be in the form of reading or listening comprehension, written work, research or learning.

Each teacher has a group for 7 weeks, then a new group for 7 weeks, and so on. For the fourth and final module, each teacher has the first group back again. Each teacher prepares two modules each.

	Block 1	Block 2	Block 3	Block 4
Ms. McGee	Group A	Group B	Group C	Group A
Ms. O'Grady	Group B	Group C	Group A	Group B
Ms. Mulcahy	Group C	Group A	Group B	Group C

Module 1:	29th August 2011 – 21st October.	Assessment due: 28th October
Module 2:	24th October - 22nd December.	Assessment due: 13th January
Module 3:	9th January – 16th March.	Assessment due: 27th April
Module 4:	20th March - end of year	Assessment due: 1st June

## Department Aims:

- To introduce fun elements to language learning.
- To improve oral fluency and confidence of students in French.
- To revise basic grammar and vocabulary.
- To improve students' cultural awareness of France.
- To focus on learner autonomy through project and presentation work.
- To incorporate the use of I.T. where appropriate.

## Department Objectives: By the end of the year students should:

- Be able to converse more fluently and confidently in French, while at the same time using more advanced and sophisticated phrases and sentence structures.
- Have a greater knowledge of French culture, especially the French school system.
- Have a greater understanding of French Film.
- Be able to write a critique of a novel studied.
- Be able to present a project in French.

## French Department Resources:

- Internet / Teacher's own notes / French films / French music / the library/ French literature/ Easi-Speak Pro microphones.
- French Textbook: "Making the Transition".

## **Module 1: “Group Talk” and Oral Fluency: (to be done with all three TY classes).**

Aim: this module focuses on improving the student’s oral confidence, proficiency and fluency. Students will also explore the following topics: Moi-même, Ma Famille et Mon Quartier.

### Objectives:

After completing the module, students should be able:

- To demonstrate a clear ability to hold an organic and spontaneous conversation on various topics as well as speak more fluently on basic oral topics.
- To answer questions on a variety of simple conversation topics to include the following: moi-même, la famille, mon quartier. This is in keeping with Department guidelines that pupil’s competencies in the target language must be developed.

Project work: Projects must be printed out and presented to the teacher on October 5th. Themes may include: La France et la francophonie /French cities /French writers/ sports people /film stars / French politicians / Napoleon / French Revolution /Louis 16th/ Robespierre etc.

Once the project is corrected, students must mount the project on A3 card and part of the project must be typed and presented orally in French. A reference and bibliography is also required.

### Assessment Module 1, 2, 3:

- Project Work due October 5th. (10%)
- Group Talk – Moi-même printed work and recording (20%)
- Group Talk – Ma-famille printed work and recording (20%)
- Group Talk – Mon Quartier printed work and recording (20%)
- Grammar class tests carried out as grammar topics are covered. (10%)
- Homework – (20%)

## **Module 2: Le Verlan (Slang) et les Informations:**

### Aim:

- To introduce some Slang to the students; further increasing their fluency in the language. Students will be given lists of slang on a thematic basis.
- Students will also be exposed to authentic up-to-date news articles in French.

Objectives: At the end of the module, students will be able to:

- Identify some common French slang words and phrases.
- Identify these words and phrases in texts and music.
- Use these phrases to role play various scenarios.
- They will be able to scan long text and edit it.

Film: « Banlieue 13 » - A carefully prepared review will be completed by students as well as a Group Talk discussion on the film.

### Assessment:

- Using [www.voki.com](http://www.voki.com) students will create their own personal avatar. They will choose from a list of topics and use the slang they now know. (30%)
- In pairs students will create news articles, which will be posted on the French Notice board. (30%)
- Homework (20%)
- Oral examination (20%)

All work in these modules is based on: Make the Transition French by Lucy Hamill, with CD.

## **Module 3 & 4**

- The French novella *Peur sur la ville*. The book is accompanied by the soundtrack on cd. Each boy in the class will borrow the book and CD from the College library. While reading and listening to the novella in class and at home, vocabulary and phrases will be assigned and studied each day.
- The film *Jean de Florette*, based on the novel by Marcel Pagnol and featuring Gérard Depardieu.

### Aim:

To expose the student to the richness and variety of French culture, through literature and film.

### Objective: by the end of the Module the student will:

- Have read a French novella, and followed the soundtrack on cd
- Have enriched his vocabulary and his ability to express himself through the medium of French both orally and in writing.
- He will get to understand that French cinema is as rich and varied as that of Hollywood
- Be able to write a critique of the novel read and, or, the film viewed during this module.

### Assessment

- 40%- homework assigned each night (see boy's journal) revision of what has been read in class, new material to be read while using a French dictionary to look up new vocabulary.
- 60% Test on novella including;
  - Multiple choice questions;
  - Vocabulary and phrase test;
  - Short critique of the novella.

## **Module 5: La Coupe du Monde de rugby**

This is a standalone module to coincide with the Rugby World Cup. This module will be taught to Group A. Module 2 will be taught to Groups B, C, and D.

### Aims:

- To use the World Cup in rugby to learn the vocabulary of rugby.
- To speak about personal participation in sport, the importance of sport.
- To revise and extend the knowledge of “Le Passé composé” “l’Imparfait”

### **Objectives: At the end of this module, the student should:**

- know the vocabulary of rugby;
- be able to discuss his interest or not in sport;
- know how to access French newspapers, Radio and Television websites to follow the coverage of the World Cup;
- to report using the Passé Composé and imparfait on a match;
- to follow a simple commentary in French on a match.

### **Assessment:**

- This will be in the form of final exam (40%), listening test (20%), oral presentation on rugby (20%), and homework (20%).
- In conjunction with this module, students will study Unit 1 *Rentrée Zen* from “Make the Transition” and Unit 8 “Passionné par le sport.”

## **Modules 6: La Classe**

### **Aims:**

### Cultural awareness.

- to introduce students to the problems of integration of immigrants into French Society.
- To introduce the law on “Laïcité” and create an awareness of the problems it creates in Education.
- To learn about Verlan.
- To create awareness of French cinema.

### Language:

- To teach the vocabulary of education and schools.
- To write an autoportrait which includes likes, dislikes, interests and a future career/job.
- To create an awareness of register of language, this is an important theme in the film.
- To be able to discuss current issues affecting schools in France.
- To learn some of the more current words of Verlan, slang language.
- To be able to discuss good and bad students and teachers.
- To be able to discuss rules in school and contrast schooling in France and in Ireland.
- To learn vocabulary to express an opinion on a film.

### Objectives: the student will:

- be aware of cultural difference and the challenge of integration for French society.
- will be able to write an autoportrait and present this in class
- be able to recognise and understand “Verlan”.
- be able to discuss problems in the classroom including register of language.
- be able to talk about the advantages and disadvantages of rules in school.
- be able to express an opinion on a film.

Time permitting the students will watch “La Haine” to reinforce the study of the difficulties of integration of immigrants and the use of “ Verlan”

### Assessment:

- This will be in the form of final exam (40%), listening test (20%), oral presentation on rugby (20%), and homework.
- In conjunction with this module, students will study Unit 3 Rentrée Zen from “Make the Transition”

# Geography

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## Module 1: Cartography

This new Geography module will focus on the development of maps and map making over the centuries and the biggest revolutions that have occurred during different time periods. Particular attention will be given to the developments of Ptolemy as the first to illustrate the earth as Spherical and introduce latitude and longitude. Students will be asked to produce 3 essays throughout the module and several mapping tasks both at home and in class.

Week 1. Introducing Cartography and the History of Map Making.

Week 2. The earliest Maps, symbols and decoration. How do these maps differ from modern day map

Week 3. The Greek and Roman Influence and Claudius Ptolemy.

**Essay 1 due 30%**

Week 4. Medieval and Renaissance Maps and the revolutionary changes of the time. Globes and Portolans.

Week 5. 1970's developments and onwards: GIS, GPS, Smart Phones.

**Essay 2 due 30%**

Week 6. Where has map making got us and the future of Paper Maps?

Week 7. Ordnance Survey Maps/ sketching and mapping.

**Essay 3 due 30%** Mapping tasks 10%

## Module 2: Geography of Popular Music

**Module notes:** This is a form of social geography which also has elements of political & multi-cultural Geo as studied on the Leaving Cert. curriculum. Its aim is to show students the possibilities for radical social change that can be inspired by music.

**Module work & assessment:** The homework consists of assignments set in class on each topic. The students are encouraged to use PP presentations for h/w to showcase their conclusions but more importantly the music they have researched using a variety of mp3 & mp4 sites.

There is class time dedicated to the end of year project which would use the computer rooms to create presentations that are audio visually based.

### The Classes.

**Class 1:** Different types of music from different countries. The different ways in which people enjoy music & why.

- Music from Ireland, England, USA, India, Iraq, China, Russia – does it conform to politics, religion etc of these countries?
- Enjoying opera – sitting down & in control. Why?
- Enjoying rave – jumping around, wild & often uncontrolled movement. Why?

- What are the implications of controlling ones reaction to music? What are the implications of going wild?

**Class 2:** The politics of popular music. Music that is explicitly political. Music that is more subversive in its message. Conflict through music – how different regions use music to identify & differentiate themselves.

- Political music – Punk music, Grunge music, Bubble gum pop music, Traditional music Saudi Arabia.
- Conflict in song – football hooligans, Protestants & Catholics in Ireland.

**Class 3:** The power of music. How governments have used movements to influence its people. The use of music in geopolitical disputes.

- USA – The Mighty Eagle.
- England – Land of Hope & Glory.
- The function of National Anthems.

**Class 4:** Music causing social change. The hippy movement in 1960's America. Its influence on the opinions of the middle classes.

- The Vietnam war - How music changed the minds of one of the most patriotic nations in the world. Flower Power etc.

**Class 5:** The music of the recession: Music of the unhappy & disaffected youth. How music is used as a tool to rebel against the state.

- Oi Punk music. 1980's Britain. "There is no future for England's dreaming". Johnny Rotten, The Sex Pistols. The violent movement that arose in Thatcherite Britain – linked to hooliganism also.

**Class 6:** The evolution of music: How the spread of music around the global village has influenced its perception & the composition of new material.

- Influences of music – Rap & R&B influenced by Black America & Africa. Country music in the USA & Traditional Irish music.
- The Popular music of today & its corruption(?) of the masses? It is political but how?

**Class 7:** Project work.

- Students choose a topic they are interested in.
- They are given set criteria for an end of year presentation.

**Class 8:** Project work.

# German

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A communicative approach will be paramount during Transition Year with an emphasis being placed on oral proficiency and cultural awareness. The programme includes;

- A German Exchange with our partner school in Stuttgart
- Class contact time with German Assistant in Modules 1, 2 & 3.

## Course material

1. The teacher will provide the learning material but the emphasis and responsibility will be on the student. Essentially the student's folder should represent their content/ body of work from each module during the year. The use of I.T. will be necessary at home and in school.
2. During Transition Year the students are encouraged to interact with the German news website [www.tagesschau.de](http://www.tagesschau.de) on a weekly basis.
3. Students are also required to read the German novel "Die zweite Schöpfung, Perfect Copy" by Andreas Eschbach. (Details will be provided by the teacher).

Transition year German is divided into 4 modules. The content and assessment criteria for each module is outlined below.

### **Module 1**

1. This module consists of modern German history with particular emphasis on Reunification and the 50th anniversary of the construction of the Berlin Wall.
2. Students will view the film Goodbye Lenin which depicts one family's experience of life in East Berlin before and after the fall of the wall.
3. The first chapters of the German novel will also be completed with accompanying vocabulary sheets.

Assessment :

- A short presentation on the history element of the model, preferably Powerpoint (20%)
- A typed review on the film (30%)
- A written test examining new vocabulary and acquired cultural awareness during the module (30%)
- A short book review of the first chapters of the German novel (20%)

### **Module 2**

1. Schwäbisch vs Hochdeutsch !

Students become familiar with the different regional dialects spoken in Germany. The dialect "Schwäbisch" spoken in southern Germany will be explored in more detail.

2. Falsche Freunde !

This section highlights the more popular "false" translations of German words into English. Students will be "tested" on the more common mistakes made by students in the language.

3. Die mündliche Prüfung !

The topics of Familie, Wohnen and Schule will be explored and prepared for the oral exam at the end of this module.

4. Nichtakademische Aktivitäten !

Students are required to present orally, auf Deutsch and in written format an account of one activity they have participated in so far in Transition year. The aim is to be able to present a personalised account of the experience in the target language.

#### Assessment

- Oral exam (40%)
- Klassenarbeit on dialects and Falsche Freunde (30%)
- Nichtakademische Aktivität ( approx 2 A4 pages ) (30%)

### Module 3

- Grammatik. A deductive approach to grammar rules in the German language.
- Rollenspiele. Through pairwork students practice and role play typical everyday situations in the target language.
- Landeskunde. Students explore cultural differences between Ireland and Germany under the headings of; 1) Education, 2) Food, 3) Teenage life(Alcohol/Driving/Pastimes)

German novel. Continuation of prescribed reading and review of German novel.

#### Assessment

- (a)Klassenarbeit (Grammar) 30%
- (b) Assessment of preparation and performance of Roleplays 30%
- (c)Report on Section 3 (minimum 3 A4 typed pages)20%
- (d) Book review 20%

### Module 4

1. Debattieren: Students prepare a debate on a prescribed motion. Debating language and idioms given by teacher. (Possible link with Mount Sackville T. Y. German class)
2. Die mündliche Prüfung: The topics of “Freizeit” and “Berufspläne” explored and prepared. Students are also required to be able to report on their Berufspraktikum(work experience) in the target language.
3. German novel: Continuation of prescribed reading of German novel.
4. “Das Wunder von Bern”: Football World Cup in 1956. Mini project on famous German footballers of today- link to Premier League.

#### Assessment

- (a) Speech on motion debated presented in typed format 20%
- (b) Oral Exam 40%
- (c) Final book review 20%
- (d) Presentation of completed folder 20%

# History

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## EUROPEAN HISTORY: THE HOLOCAUST

- The roots of Anti-Semitism in Europe and in Germany.
- Anti-Semitism in Nazi Germany; Concentration camps, The Nuremberg Laws, Kristallnacht and the origins of 'The Final Solution'.
- The Wansee Conference, Transportation of victims, Warsaw Ghetto.
- The victims: Jewish victims and others.
- The Holocaust – translating statistics into personal testimonies.
- Lessons of the Holocaust.

*Aims: To inspire critical thought and personal growth.*

The Holocaust provides one of the most effective subjects for an examination of basic moral issues. A study into this history yields critical lessons for an investigation of human behaviour. It also examines what it means to be a responsible citizen.

*Objectives: That students gain an understanding of the causes, course, context and consequences of the Holocaust.*

As students gain an insight into the many historical, social, religious, political and economic factors that cumulatively resulted in the Holocaust, they gain an awareness of the complexity of the subject and a perspective on how a convergence of factors can contribute to the disintegration of democratic values in one of the world's Superpowers.

## A STUDY OF LOCAL HISTORY: 176 YEARS OF CASTLEKNOCK COLLEGE.

A brief examination of the local heritage site that is Castleknock College. Students will develop an awareness of the History of the College through their work in developing the College Heritage Trail. They will have the option of studying their local area and presenting some information on the study to the class or doing some further work in the college archives.

## THE JOB OF THE HISTORIAN:

Through their investigation of the Holocaust and Local History modules, students will become more familiar with the job of the historian. Reference: College Library, local library network, national archives, national museum etc. Students will be introduced to the Dewey Classical System and learn how to use it.

## ASSESSMENT:

Written homework will be assigned to students in every lesson. 25% of the final grade will be awarded for the quality and standard of the homework. Students will be advised on the standard of work expected and written and/or verbal feedback will be given to each student in order to enable him to evaluate his progress.

Students will research an individual PowerPoint assignment on a particular topic/aspect of The Holocaust that has been approved by the teacher. Each student will present his PowerPoint assignment to the class and this will be worth 75% of the final grade. (60% awarded for content, 15% **awarded for presentation skills**). The teacher will monitor the research process and offer assistance and guidance to students in locating resources, researching relevant material and assembling

Some of the available resources:

- History Department Documentary & Film Archive (e.g. The World at War DVD series).
- Castleknock College Library.
- Guest Speaker from the Holocaust Educational Trust of Ireland.
- Internet:
- Imperial War Museum Online.

- www. hist.ie;
- www.heti.ie
- www.ushmm.org
- www.remember.org
- www.irishtimes.ie/archives ;
- www.scoilnet.ie/lookathistory/
- www.national archives.ie

College History Week in November will involve TY students in organising and participating in its events. Holocaust Memorial Week in January will again be acknowledged in the College. A selection of projects by TY students will be displayed in the foyer and there will be break-time readings by students from the works of Primo Levi and other writers on the Holocaust.

## **MODULE 2- USA IN THE 1960'S – POLITICAL & SOCIAL ISSUES-**

**Aim:** To provide students with an overview of political & social issues in the United States of America and to analyse how these factors culminated in the assassination of John Fitzgerald Kennedy.

**Objectives:**

1. Students should be able to present short lessons on the key factors that contributed to the death of JFK including the 1960 election, his private life, his public life, his role in the civil rights movement, the Cold War, Cuba and Vietnam.
2. Students should be able to critically analyse the aforementioned factors and provide a lesson for the class in what they believe was the most important factor that contributed to his death.
3. Students will act as investigators and decipher for themselves who was most likely responsible for the death of JFK.

**Assessment:** Students will be assessed by a project that will contribute to their folder of excellence & homework assignments that will be given on a weekly basis.

**Resources:**

- Articles from key literature; Rush to Judgement, The Warren Report, The Mafia Killed JFK, Corridors of Power.
- Internet & computer room
- DVDs & Youtube clips.

**Course Outline:** The first weeks will be dedicated to providing an overview to the entire decade.

1. Introduction & Overview of 1960s USA. The 1960 election & the closest vote in Presidential history. JFK – the man.
2. The 'Decade of Love'. This lesson provides a look at rock & roll, the hippy movement, the sexual revolution against a backdrop of Cold War manoeuvring. 1964/65 Beatles become popular in USA.
3. Civil Rights movement: Malcom X & MLK assassinations. MLK links to JFK. Establishment of Black Panthers.
4. The Cold War: Berlin Wall erected. Relations in the Far East & Fall of Batista in Cuba.
5. 1962 – Cuban Missile Crisis & preparing for Nuclear War. 1962 JFK announces policy of not escalating US presence in Vietnam. Marilyn Monroe dies & links to JFK are publicised more than ever tarnishing the image of the Office of the President.
6. The Civil Rights movement & Martin Luther gives 'I have a dream' speech in 1963 in front of 200,000 people. JFK assassinated in Dallas. LHO assassinated by Jack Ruby.
7. 1964 – Warren Report into the death of JFK.
8. 1961 – The Bay of Pigs & the USSR launch a man into space.

# Information Technology

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In this Module students will learn the basics required of them in Microsoft Office. While this is prolific in Irish work places the current Junior Certificate and Leaving Certificate does not incorporate such practical learning and as a result it must be taught explicitly in Transition Year.

Students will be shown the fundamentals of the Office package so that they can produce quality work for all their subjects throughout the year as well as assisting their further studies in Leaving Cert and University. This module will require students to complete four assessment pieces in class, two for Word and two more for PowerPoint.

Assessment Criteria:

Students follow instructions to prepare a Concert Programme	/25
Students write a letter using the techniques they have developed in class.	/25
Students prepare a Power Presentation in Class.	/25
Students create a PowerPoint mystery games using the full features of the program.	/25

Later Modules will involve Computer Game programming, relevant to today's modern economy as one of the fastest growing sectors in Ireland.

Video Editing module will use footage from the TY course to create short movies that develop students' skills, knowledge and confidence.

Image editing will improve students creative abilities, allowing students to use photographs from the photography course or others they take themselves.

Assessment Criteria for each will be published at the beginning of each course.

# Irish

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## Module 1

### AN IDIRBHLIAIN – GAEILGE 2011/2012

**ÁBHAR:** Gaeilge – An Bhealtriail agus an Cluastuisicint.

**SUBJECT:** Irish – The Oral and the Aural.

**MÚINTEOIR:** An t-Uasal Ó Cuinneagáin. E-mail: [antuasalocuinneagain@gmail.com](mailto:antuasalocuinneagain@gmail.com)

**TEACHER:** Mr. Ó Cuinneagáin. *riomhphoist*

**ACHMHAINN:** *Resources* Students must have these items in class everyday: An dTuigean Tú – Gnáthleibhéal (Green book-old version), Fóclóir, Irish Copy, Irish only 60 leaf display folder, pens, Module Outline, School Journal with homework written in daily.

**MEASTÚNACHT:** *Assessment*

<b>Rannóg den Modúl</b> <i>Section of the Module</i>	<b>% den Grád Iomlán</b> <i>% of Overall Grade</i>	<b>Roinnt na Marcanna</b> <i>Breakdown of Marks</i>	<b>Spriocdáta</b> <i>To be filled-in, in class by student</i> <i>Due date</i>
1. Nótaí Bealtriail Aonad 1 – 6 <i>Oral Notes Chapters 1 – 6</i>	30% (6 x 5%)	Each chapter properly typed and printed. Corrections amended.	Every Sunday – email Every Monday – Typed & Printed in Folder
2. Postaer Seachtain3 200+ fhocal Poster Wk3 200 words plus. Typed	20% (10% + 10%) (draft+ finished poster)	Poster on person, group of own choice. Laoch / Hero  -key notes provided. Will be explained during module.	A4/A3 Card with: Pictures & Irish Text
3. Bealtriail Oral based on students individual notes.	30% (3x 10%)	- 10% if notes are not presented at oral.	Each student will be allocated a time slot. Compulsory
4. Aural homework adequately attempted Produced on time.	12% (6 x 2%)	2% given for each honest attempt that is submitted on time.	Every Wednesday in Class Completed in Book
Behaviour, diligence, class contribution Honesty of effort.	5% (5%)	This module is all about effort not ability.	Try your best throughout and you shall get your reward.
Setting up and sending e-mail. Sent on time	3% (3%)	In correct format, on time.  <a href="http://www.gmail.com">www.gmail.com</a>	

- Below is a table with a week by week breakdown of what work the boys must complete during the seven to eight week module.
- The new Irish senior cycle syllabus has put an increased emphasis on the importance of the oral aspect of the course raising the allocated marks from 25% of the overall grade to 40%. To reflect this change and to help the boys prepare for what I believe to be the most important, rewarding and enjoyable aspect of the course - I have developed a module which shall help them prepare for and improve their oral and aural Irish skills.
- I aim to facilitate an improvement in their understanding and speaking of Irish by giving them the chance to build up a store of personalised notes which can be continually updated and enhanced throughout the next three years.
- The Bealtrial / Oral notes shall be taken from the core text ‘An dTuigean Tú?’ –*chapters, topics and page numbers in table below* – and must be submitted both digitally (*email every Sunday before 10.00 p.m.*) and physically (*typed, printed and in display folder every Monday \_\_\_\_\_<sup>th</sup> period*).
- The Cluastuisicint / Aural shall also be taken from the core text ‘An dTuigean Tú?’ – chapters and page numbers in table below – and must be presented in class (*completed to the best of the students ability every Wednesday \_\_\_\_\_<sup>th</sup> period*).
- Your son **will** receive another copy of this module outline and **must** fill in the relevant submission dates with me in class. I would appreciate it if you could both (parent and son) **sign and date this module** in the bottom right corner and then hand it in to me in class, (*usually second class \_\_\_\_\_*). Go raibh maith agaibh!

Seachtain / Dáta  <i>Week / Date</i>	Aonad / Abhar  <i>Chapter / Topic</i>	Obair Bhaile Cluastuisicint – Cuid B (C1,C2,C3) <i>Aural Homework - Cuid B (C1,C2,C3)</i>	Spriocdáta  <i>Due Date</i>	Nótaí Bealtrial – Clóscríofa & Clóite <i>Oral Notes – Typed &amp; Printed</i>	Spriocdáta  <i>Due Date</i>
1	An Teaghlach - Mé Féin	Lch. 59 - 61		Lch. 53 – 57	
2	An Baile, An Ceantar - M'áit Chónaithe	Lch. 80 – 81		Lch. 68 – 77	
3	Saol na Scoile – Abhar Scoile	Lch. 96 – 97		Lch. 89 – 93	
4	Cúrsaí Oibre agus An Todhchaí	Lch. 111 – 112		Lch.104–109	
5	Spórt Caithimh Aimsire	Lch. 129 – 130		Lch.119–126	
6	Ceol agus Siamsaíocht	Lch. 143 - 144		Lch.137 -141	
7	An Bhealtrial Bheag	Staidéar - Study		Staidéar - Study	

**Tuismitheoir:** \_\_\_\_\_  
Parent

**Dalta:** \_\_\_\_\_  
Student

**Dáta:** \_\_\_\_\_

## An Modúl Seo

Tá muid chun diriú isteach ar **an gharthimpeallacht** le haghaidh an chúrsa seo:

-we are going to focus on the close surroundings for this course:

<i>Do shaol / teaghlach / cairde</i>	<i>An samhradh seo caite</i>
<i>An scoil</i>	<i>An samhradh seo chugainn</i>
<i>Caitheamh aimsirí</i>	<i>An ollscoil agus rás na bpointí</i>
<i>Áit chónaithe</i>	<i>An deireadh seachtaine / do shaol / gach lá / gach maidin</i>
<i>An teilifís / an phictiúrlann</i>	<i>Laethanta saoire</i>
<i>Spórt</i>	<i>Post sealadach</i>

### **'Preparation for the Scrúdú Cainte' - ó [www.skool.ie](http://www.skool.ie)**

*Remember that the scrúdú cainte represents a very large proportion of your overall Irish examination and should be prepared for on a daily basis in the weeks beforehand. If you prepare slowly and comprehensively in advance you will gain confidence and no doubt be successful in the examination. Preparation should also take place outside class in addition to formal class preparation.*

*Note the following points as you prepare for your scrúdú cainte:*

- *Watch TG4 as often as possible*
- *Watch An Nuacht*
- *Listen to Raidió na Gaeltachta*
- *Try to speak to your friends in Irish*
- *During class always try to ask questions in Irish*
- *Write out sample answers to some of the common questions asked in the **scrúdú cainte***
- *Take part in Irish debates*

*Practice is the most important preparation for the scrúdú cainte. As you build confidence your fluency will improve. Often minor grammar mistakes will correct themselves once you gain confidence and become less self-conscious.*

**Links**      <http://www.foinse.ie>      <http://www.beo.ie>

Improve your vocabulary by studying the articles posted on these online magazines.

<http://www.daltai.com/home.htm>

This interesting site includes a discussion forum, Irish Grammar, Irish phrases, games, proverbs and the *seanfocal* of the week.

Module 2

St. \_\_\_\_\_ 4 Weekly Plan

Graiméar

T.Brosnan

Seachtain	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	Dé hAoine
1	<b>An t-ainm Briathar</b> Réamhobair	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Scrúdú: 1	<i>Nil Rang againn Inniu.</i>
2	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Scrúdú: 2	<i>Nil Rang againn Inniu.</i>
3	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An t-ainm Briathar</b> Obair Bhaile	<b>An Aidiacht Briathar</b> Réamhobair	<b>An Aidiacht Briathar</b> Scrúdú: 3	<i>Nil Rang againn Inniu.</i>
4	<b>An Aidiacht Briathar</b> Obair Bhaile	<b>An Aidiacht Briathar</b> Obair Bhaile	<b>An Aidiacht Briathar</b> Obair Bhaile	<b>An Aidiacht Briathar</b> Scrúdú: 4	<i>Nil Rang againn Inniu.</i>
5	<b>An Aidiacht Briathar</b> Obair Bhaile	<b>An t-Alt</b> Réamhobair	<b>An t-Alt</b> Obair Bhaile	<b>An t-Alt</b> Scrúdú: 5	<i>Nil Rang againn Inniu.</i>
6	<b>An t-Alt</b> Obair Bhaile	<b>An t-Alt</b> Obair Bhaile	<b>An t-Alt</b> Obair Bhaile	<b>An t-Alt</b> Scrúdú: 6	<i>Nil Rang againn Inniu.</i>
7	<b>An Chopail</b> Obair Bhaile	<b>An Chopail</b> Obair Bhaile	<b>An Chopail</b> Obair Bhaile	<b>An Chopail</b> Scrúdú: 7	<i>Nil Rang againn Inniu.</i>
	<b>Beasaí/ Dearcadh</b> 10%	<b>Obair Bhaile</b> 30%	<b>Srúdaithe</b> 60%		<b>Iomlán</b> 100%

## Module 3

### CLÁR DON IDIRBHLIAIN.

Is i aidhm an chúrsa scileanna cumaráide na ndaltaí a chur chun chinn, sa scríobhneoireacht agus i labhairt na Gaeilge, araon le tuiscint níos fearr ar chultúr na Gaeilge agus a háit i gcultúr agus tradisiún na hEorpa.

Ag deireadh na bliana beidh sé ar chumasc an dalta

- i. Píosa cumadóireacht samhailteach a scríobh ar a shuaimhneas.
- ii. Labhairt ar chúrsaí laethuil go nádúrtha
- iii. An Ghaeilge a scríobh agus a labhairt níos cruinne ná cheana.
- iv. Béaloideas na Gaeilge a chur i gcomhthéacs idirnáisiúnta agus tuiscint níos fearr aige faoin oidhreacht saibhir a bhaineann le tradisiún na nGael.
- v. Staidéar neamhspleach a dhéanamh.

Sceim Oibre don Idirbhliain 2009-2010.

I ngach aon roinn den chursa beidh ar an dalta píosa litríochta a leamh agus leathanach A4 a scríobh ar (a) conas a chuaigh an píosa litríochta sin i bhfeidhm air nó leirmheas a dhéanamh uirthi mar píosa litríochta.

Roinn I: Tradisiún agus Oidhreacht na nGael.

Déanfar an Táin aistrithe ag Thomas Kinsella.

- i. Beidh ar na daltaí athchoimire a dhéanamh ar na mórpheintí gach seachtain.
- ii. Ag deireadh seachtain a trí beidh taighde déanta ag na daltaí ar duine díobh seo a leanas agus píosa le scríobh acu ar: *Conchúir Mac Neasa; CúChulainn; Conall Cearnach.*
- iii. Seachtain a ceathair beidh ar na daltaí comhrá a shamhlú agus a scríobh idir *CúChulainn agus Ferdia.*
- iv. An gaol idir scéalta móra eile na *Rúaríochta- Oidhe Clainne Uisnigh agus An Táin* a mhíniú mar shampla.
- v. Tréithe na Rúaríochta a mheas i leith an Táin
- vi. An bhaint idir saol laochra na Rúaríochta agus saol na Ceiltigh mar a fhaightear sna foinsí Clasaicigh a mheas

Modhanna Muinte.

Beidh an dalta ag léamh. Ag baint úsáid as leabharlann na scoile. Ag dul go suíomhanna idirlíon. Beidh an chuid taighde agus léann féin dírithe i gceist.

### MEASUCHÁN

Beidh 20% le fail do chumarsáid ranga.

Beidh 20% don léirmheas litríochta.

Beidh 60% ag dul do na píosaí scríobhneoireachta.

# Mathematics

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## Trigonometry

The TY Trigonometry module will introduce students to the major trigonometric techniques typically taught to senior secondary school students. Students will add to their Junior Cert. knowledge of trigonometry and there will be a focus on applying this knowledge to the answering of 2-D and 3-D problems of a practical nature. Towards the latter part of the course the focus will shift from classroom-based work to field and project work. At the end of the module all students should have developed a good working knowledge of the theory introduced in the module and should have developed a competence in approaching and solving practical problems using this theory.

## Syllabus

1. Right-Angled Triangles (Ratios and Pythagoras' Theorem)
2. Area of a Triangle
3. Sine Rule
4. Cosine Rule
5. Unit Circle (Ratios for all angles)
6. Radian Measure (HL only)
7. Sector of a Circle (Arc length and area)
8. 2-D practical problems
9. 3-D practical problems
10. Using clinometers and tape measures for field work

## Materials

1. A4 size copy (may be used for other Maths modules also)
  2. Basic geometrical set
  3. Scientific calculator (SHARP EL W531B)
  4. Mathematical tables
- No textbook is required.

## Assessment

- 10% - Attendance
- 10% - Application in class
- 10% - Quality of homework
- 15% X 3 – Continuous assessments
- 25% - Project, based on group field work

One of the continuous assessments will be a homework assignment.  
There will be no final exam.



"Just a darn minute – yesterday you said that X equals two!"

## Algebra

### Main Aims:

- To equip students with the knowledge and approaches that are now required for Project Maths
- To reequip and reinforce the students with the knowledge and skills learnt from the Junior Cert Course.

### Higher Level:

- To introduce students to a Higher Level topic in such a way that it is:
  - informative
  - interesting
  - gradual
- To encourage students to try Higher Level for their Leaving Cert, (being realistic of their ability)

### Higher Level students should also be able to:

- Factorise common factors, grouped common factors, quadratics, difference of two squares, sum and difference of two cubes and combinations of these.
- Reduce algebraic fractions by factorizing the numerator and denominator
- Evaluate and manipulate mathematical expressions
- Solve simultaneous linear equations with three unknowns
- Solve identities

### Ordinary Level:

#### Students should be able to:

- Develop their mental arithmetic and test their ability to multiply in their head, as well as their mastery of the multiplication tables
- Factorise quadratic expressions, common factors and difference of two squares
- Employ different strategies to
  - solve linear equations
  - solve simultaneous equations
  - solve quadratic equations
  - solve problems which lead to each of the above kind of equation

### Materials

- A4 size copy
- Basic geometrical set
- Scientific calculator (SHARP EL W531B)
- Mathematical tables
- No textbook is required.

### Assessment

- 2 – 3 tests per module
- -3% per homework not completed

## Statistics

Aims and Objectives:

### **Statistical reasoning with an aim to becoming a statistically aware consumer**

#### **Students should be able to:**

- engage in discussions about the purpose of statistics and recognise misconceptions and misuses of statistics
- discuss populations and samples
- decide to what extent conclusions can be generalised
- work with different types of data
  - categorical: nominal or ordinal
  - numerical: discrete or continuous in order to clarify the problem at hand
- work with different types of bi-variate data

#### **Finding, collecting and organising data:**

- clarify the problem at hand
- formulate one (or more) questions that can be answered with data
- explore different ways of collecting data
- generate data, or source data from other sources including the internet
- select a sample (Simple Random Sample)
- recognise the importance of representativeness so as to avoid biased samples
- design a plan and collect data on the basis of above knowledge
- discuss different types of studies:
  - sample surveys, observational studies and designed experiments
- design a plan and collect data on the basis of above knowledge (STATS POSTER PROJECT)
- recognise the importance of randomisation and the role of the control group in studies
- recognise biases, limitations and ethical issues of each type of study
- select a sample (stratified, cluster, quota – no formulae required, just definitions of these)
- design a plan and collect data on the basis of above knowledge

### **Representing data graphically and numerically**

#### Graphical

- select appropriate graphical or numerical methods to describe the sample (univariate data only)
- evaluate the effectiveness of different displays in representing the findings of a statistical investigation conducted by others
- use stem and leaf plots and histograms (equal intervals) to display data
- describe the sample (both univariate and bivariate data) by selecting appropriate graphical or numerical methods
- explore the distribution of data, including concepts of symmetry and skewness
- compare data sets using appropriate displays including back to back stem and leaf plots
- determine the relationship between variables using scatterplots
- recognise that correlation is a value from -1 to +1 and that it measures the extent of the linear relationship between two variables
- match correlation coefficient values to appropriate scatter plots
- understand that correlation does not imply causality

#### Graphical

- analyse plots of the data to explain differences in measures of centre and spread
- draw the line of best fit by eye

- make predictions based on the line of best fit
- calculate the correlation coefficient by calculator

#### Numerical

- use a variety of summary statistics to describe the data
- central tendency: mean, median, mode
- variability: range
- recognise standard deviation and interquartile range as a measure of variability
- use a calculator to calculate standard deviation
- find quartiles and the interquartile range
- use the interquartile range appropriately when analysing data
- recognise the existence of outliers

#### **Assessment:**

Various methods of assessment will be used as detailed below

Students studying at higher level will be expected to demonstrate greater in depth knowledge of course content in class discussions and project work.

Class participation in discussions	10%
Statistics Poster	70%
Class Tests (2)	20%

## **Probability**

### Topics covered

Experimental Probability, Theoretical Probability, Addition Rule, Multiplication Rule, Conditional Probability, Bernoulli Trials

### Background Information

Students will do the module for 8 weeks. The students are divided into 4 higher level groupings and two ordinary level groups. They have virtually all completed the Junior Cert maths course. Students have done probability as specified on the Junior Cert syllabus.

The intention with the 4 higher level groups is to cover as much of the planned content as they can understand. The pace will be slower in the ordinary level group with emphasis on experimental probability.

### Resources

- Worksheets
- Powerpoint
- Internet
- Dice, cards and other probability tools
- Scientific calculator (SHARP EL W53IB)
- A4 size copy (may be used for other Maths modules also)

### Assessment

- Discussion in class (10%)
- Quality of homework (10%)
- Class test every two weeks (80%)

# Media Studies

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Aim: Provide students with a clear understanding of some of the key factors that drive 'the Media'

Method: Weeks 1-2

Students are given a general understanding of the concept of the Media.

Students are asked to approach different forms of either information and entertainment and develop the ability to critically read what is going on.

Technical vocabulary will be developed.

Week 3

Students are divided into groups and then asked to generate the material that might be appropriate for a college magazine.

Week 4

Each student produces a piece which then is used to create a magazine which they print and distribute.

Week 5-6

Students produce second piece to be published.

Assessment:

Classwork 10 %

In-class assessment 20% (2x20)

Written assignment 40% (2x20)

Participation in group work (30)

# Music

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Background Information:

In this 7 week module, students are shown the links with the music they listen to today with hits from 50 years ago (Rock'n'Roll) and also music as far back as Blues songs from the 1920s.

Open discussion of musical extracts takes place. Students are also given information concerning the most important musical invention of the 20<sup>th</sup> Century: the Electric Guitar. The fundamental element of this module is to highlight that music exists in all our lives. The interesting aspect of modern music is that we rarely make comparisons between musical genres nor do we listen out for the “nuts and bolts” of the music.

**“You see, Watson, but you do not observe.”**

## Overall Course Aims

- To create a musical awareness of older musical genres in the student as these are essential foundations of the music that they listen to today.
- To point out lesser noticed aspects of the rock'n'roll genre: bass lines, backing vocals and drum rhythms which are usually overshadowed by main vocals and electric guitar.
- To try and establish a family tree of musical genres: Elvis, Bob Dylan, The Beatles and Led Zeppelin being given special attention.
- To stress the importance of guitarists like Les Paul, BB King and Jimi Hendrix, each pushing musical boundaries in their own unique way.

Students are requested to present a project at the end of the module focusing upon their:

- Favourite artist
- Favourite group
- Favourite musical genre

# Physical Education

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## **Autumn Term**

### **Health Related Fitness**

VO2 Max Test

150 m shuttle test (IRFU)

Cooper test

Interval running

Circuit training

### **Strength and Conditioning**

Core strength

Correct weight lifting techniques

Injury prevention/recovery

### **Invasion Games**

Basketball:

Indoor/outdoor Football:

Olympic Handball

### **Spring Term**

Swimming, Water Polo, Diving Course

### **Summer Term**

Tip Rugby, Tennis, 5 a side, Baseball, Cricket, Athletics

In addition to the physical education programme the College offers students a module in Fencing and Martial Arts.

# Physics

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Keeping in mind that fact that students use 4<sup>th</sup> year as an opportunity to choose Leaving Cert subjects, we try to use the module to allow them an understanding of what this would be like as a LC subject. Also, we have to remember that a majority will not choose the subject and that this will be their last opportunity to study it. For these students, it is important that they are left with some understanding of the place of physics in both the natural world and in the world of modern technology

In summary, we have twin aims

- to allow students an understanding of what LC physics would be like as a subject to study
- to help students see the relevance of physics to both the natural world and to modern technology

## Course Content

We study a number of mini-modules, each requiring students to complete a small work booklet.

They focus on

- Product design, drawing on the Intel technology course
- Optics, including the uses of mirrors and lenses
- Newton, including the study of the moon landings and how they were based on

Newton's physics

- Electricity, including the building of simple electronic circuits
- Modern popular scientific writing, involving a review of a book from our library

## Assessment

The work done by a student in each of the 5 mini-modules is assessed at 20% each on the basis of effort and willingness to engage with the material and academic accomplishment.

# Religion

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Religious Education Programme. Four 7-week Modules

## 1. The Search For Meaning and the Origins of Religion.

- Original Quest for Faith
- Examining Aspects of Religious Faith
- Examining Aspects of Religious Doubt

## 2. Social Justice and Human Rights

- Understanding the processes of Social Analysis
- Justice in Action – Human Rights in our World
- Care for the Earth

## 3. Christianity

- Evidence for the life of Jesus
- Teachings and Impact of Jesus
- Jesus last Days
- The Identity of Jesus and the impact on followers.

## 4. World Religions and Contemporary Faith and Culture

- An Overview of the Similarities and Differences between the major World Religions
- Religious Faith and its Relationship to Irish Culture
- New Religious Movements and Cults

Resources:

**Textbooks** *The Inner Place* Tom Gunning; *The Challenge of God* Niall Boyle

*Reason to Believe* Ann Walsh; *Faith in Action* Niall Boyle (Textbook in Class)

**Assessment:** Homework and end of module typed assessment

PowerPoint Presentation including verbal presentation

# Spanish

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## Module 1:

**Materials in use:** “Vamos a escuchar 2” and cd., “Mirador” grammar book, photocopies of short reading comprehensions, short roleplays and vocabulary worksheets relevant to the topics, internet: [www.google.es](http://www.google.es), [www.wordreference.com](http://www.wordreference.com), for project research, [www.etwinning.net](http://www.etwinning.net) to link with other schools and exchange materials in the target language, Powerpoint for presentations of projects.

**Aims and objectives:** The students will learn how to hear and understand, read and understand, and they say and write detailed biographies of the famous Spanish-speaking people of their choice.

Focus on relevant vocabulary and structures will use all language listening, reading, speaking, writing and recall skills. The presentation of the project to their peers will increase their confidence in their written and spoken Spanish. Weekly vocabulary tests and regular written homework will help the students to learn and remember the relevant vocabulary and structures. They will learn a lot from each other about Spanish-speaking cultures.

## Module 2:

**Materials in use:** “Vamos a escuchar 2” and cd., “Mirador” grammar book, photocopies of short reading comprehensions, short roleplays and vocabulary worksheets relevant to the topics, internet [www.etwinning.net](http://www.etwinning.net) to link with other schools and communicate in the target language, film in Spanish: (title to be confirmed) with worksheets for listening comprehension, vocabulary, reading comprehension, spoken and written expression, all relevant to the film. If sufficient time and resources are available: a camera to film short roleplays in Spanish.

**Aims and objectives:** The students will learn to understand a film in Spanish, with the help of worksheets, to read, speak and write about the film and issues raised in the film. If sufficient time and resources are available: they will film short roleplays in Spanish which they will have prepared and practised.

## Module 3:

**Materials in use:** “Vamos a escuchar 2” and cd., “Mirador” grammar book, photocopies of short reading comprehensions, short roleplays and vocabulary worksheets relevant to the topics, internet: [www.languagesonline.ie](http://www.languagesonline.ie), short debating classes, ‘Gol’ reading book.

Focus will be on following oral topics - Yo Mismo, Mi Familia, Mi Barrio, Mis Pasatiempos & El Deporte. Students will have 3/4 oral exams based on above topics in addition to introducing themselves to their peers. Introduction to debating – Es importante hacer deporte? Read and understand a short Spanish novel, ‘Gol’ and be able to write and talk about their opinion on it and ‘mi novela favorita’ etc.

**Aims and objectives:** To increase confidence in oral & comprehension ability and to be able to speak on above topics with as little prompting as possible from the teacher.

## Module 4:

**Materials in use:** “Vamos a escuchar 2” and cd., “Mirador” grammar book, photocopies of short reading comprehensions, short debates and vocabulary worksheets relevant to the topic, internet: [www.google.es](http://www.google.es). DVDs supplied by teacher, newspaper articles.

**Aims and objectives:** Increase students’ cultural awareness of Spanish & Hispanic traditions and sports. Students will learn about the art of bullfighting and the many fiestas españolas. Main focus on students ability to express their opinion in Spanish on the above topics both orally (debating) and in written form (introduction to opinion pieces)

**Assessment:** Project: 50%; Oral work: 15%; Homework: 15%; Aural: 10%; Written tests: 10%

# Technical Graphics

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**Objectives:** The objective of this module is to introduce students to the basic techniques of technical drawing.

**Aim:** The aim of the module is to give students an appreciation of the subject and to cover basic skills to enable them to pursue the subject at Senior Level.

**Duration of the module:** The module is a seven week course in which all students will participate in the subject. 3 periods per week. 1 single period and a double period

**Materials required by students:**

- 2H and 4H pencil.
- Mathematical set.

**Week 1.:** Introduction to basic techniques:

- Bisecting the line.
- Bisecting an angle.
- Dividing a line into a number of parts.
- Introduction to plan, elevation and end-view drawings using a square based pyramid as an example.

**Home-work:** Complete drawing of a square based pyramid.

**Week 2. :**Introduction to drawing a plan, elevation and end – view of a truncated square based pyramid.

**Introduction to developments:** A demonstration of the drawing will be shown to the students. During the double period students will complete a drawing in class and individual tuition will be given to students. Students will be shown how to draw the development of the drawing.

**Home-work:** Students will complete a drawing and also produce a 3D model of a truncated square based pyramid.

**Week 3. :**Introduction to spirals.

**Class 1:** Students will be introduced to the technique of drawing spirals in both plan and elevation on a cone.

During the double period students will complete a drawing and proceed to drawing a development.

**Home-work:** Students will complete a drawing.

**Week 4. 3 periods per week. 1 single period and a double period.**

Class 1: Students will be introduced to the technique of drawing an ellipse.

The following terms will be explained.

- Major and minor axis.
- Focal points.
- Point of contact.

During the double period students will complete a drawing and during the period students will be introduced to how to construct a tangent to the ellipse.

Home-work: Students will be given a Junior Cert question to complete.

Week 5. 3 periods per week. 1 single period and a double period.

During this week students will be given a drawing to complete.

The aim of the drawing is to reinforce the techniques and skills learned to date. Students will need to pay attention to detail and also draughtsmanship.

Home-work: Complete drawing or re draws the assignment.

Week 6. 3 periods per week. 1 single period and a double period.

Class 1: Students will be shown the plans of house and introduced to civil engineering drawing.

During the double period students will complete a detailed drawing.

Home-work: Students will have to complete a drawing.

Week7. 3 periods per week. 1 single period and a double period.

Final assignment which will have to be completed by the end of week.

Assessment: This is based on continuous assessment.

Students are assessed on their homework drawings.

Students will receive an average mark.

The following criteria are used to assess drawings:

- Layout of the drawing.
- Drawing technique.
- Completion of the task.

# MISSION

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To promote the personal, social, educational and vocational development of the students and to prepare them for their role as autonomous, participative and responsible members of society.

## OVERALL AIMS

- (i) Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- (ii) The promotion of general, technical and academic skills with an emphasis on interdisciplinary and self-directed learning.
- (iii) Education through experience of adult and working life as a basis for personal development and maturity.

In summary, the Transition Year offers the students a broad educational experience with a view to the attainment of increased maturity, before proceeding to further study. It facilitates the students in enabling them to take greater responsibility for their own learning and decision making. It helps them to discover their own talents, aptitudes and abilities. It provides opportunities for those who have been under-achieving to improve their performance. During the year students will participate in learning strategies which are active and experiential and which help them to develop a range of transferable critical thinking and creative problem-solving skills. The year also provides an opportunity for the students to reflect on the world outside of school, the work dimension, the importance of good relationships, and the need for tolerance and service in a truly Christian community.

# TRANSITION YEAR IN CASTLEKNOCK COLLEGE

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The Transition Year is a year which enables the boys to mature and develop in an environment which is not stressful. Within this context, core elements of the Programme are highlighted below. Those elements are mutually interdependent and they support and complement each other.

## **INITIATIVE and SELF-CONFIDENCE**

The Programme facilitates the development of initiative, learning skills and self – confidence. There is a freedom in the year for both boys and teachers to innovate and to participate in activities which is not so easily organised in the other years. The following elements should be noted particularly in this regard:

**Social Concern:** A very important aspect of the year is the social concern programme through which the boys are encouraged and facilitated to help, in a practical and structured way, those in the community who need support and assistance. The work of the St. Vincent de Paul conferences and the efforts of the boys, under the direction of the College Chaplain, assist hugely in broadening the boys' outlook and in heightening their awareness of the needs of others. This expression of community service greatly enriches their own spiritual lives.

**Language Exchange Programmes:** These provide a great opportunity for the young person to broaden his outlook, both in terms of language assimilation and of being exposed to continental Europe. They also give the boy the confidence necessary to expand his language experience during the following summer holidays. A College programme of work is prescribed which is required to be presented on return.

**Work Experience:** Two periods are allocated for work experience from 21<sup>st</sup> - 25<sup>th</sup> November 2011 and from 27<sup>th</sup> February - 2<sup>nd</sup> March 2012. For students to be covered by College insurance while on work experience consent forms must be completed and signed by parents. Parents of students arrange the placements. The college communicates with participating firms during the period of work experience and after its completion. Work experience has proved invaluable in assisting the young person to test his aptitudes and abilities in a practical way as well as helping him to appreciate the discipline, pressures and satisfaction of the adult workplace.

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## **ORGANISATION**

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The Transition Year in the College involves a whole-school approach. The overall success of the programme is determined by the combined efforts of parents, boys and teachers. Planning and evaluation are at the core of the Transition Year ‘process’ and this is reflected in on-going changes and improvements as the College constantly seeks to ensure that the programme offered continues to fulfill its aims and objectives.

## **PARENTS**

Considerable emphasis is placed on self-directed learning during the Transition Year and parents should note that, in addition to normal day-to-day home-work and assignments, the boys are required to meet non-immediate deadlines and to plan accordingly. There is, therefore, a long-term as well as a short-term view to be taken. Parents will also receive regular reminders of tasks and target dates.

The students are encouraged to consider carefully potential career options in Transition Year. By discussing career options and by encouraging students to avail of all opportunities presented throughout the year parents can be of considerable help in helping students to make realistic career decisions.

The normal co-curricular programme of the College - including games and music activities - continues to apply to Transition Year and parents’ support is appreciated in ensuring that there is no diminution of participation in this facet of College life.

## **OUTCOME**

The Castleknock experience of Transition Year has been a very positive one over a number of years. It bridges very successfully the transition from junior to senior cycle. On completion of the Transition Year, Castleknock students — in our experience embark purposefully and confidently on their Leaving Certificate programme

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