

# You are very welcome to our 1<sup>st</sup> Year Subject Information Night

**Please feel free to ask any  
questions at the end of the  
session**



**School** Ethos is how we live,  
work and relate to each other in  
our school community”

## **SCHOOL MOTTO**

***“LEARNING TOGETHER  
TO ACHIEVE AND  
SUCCEED”***













Students experience a sense of belonging and purpose as members of the school community

Average class size across the school is 24 and under



100% of 1<sup>st</sup> Years in previous years have got their subject choices



Each Year Group is a school within a school

Deputy  
Principal

Year Head

Connect  
Teachers

Student  
Mentor Groups

Own  
Area/Lockers

Induction  
Programme

## Junior Cycle (3years)

- Different from what has gone before:
  - Different type of learning experience
  - Different type of assessment
  - Different type of course content
- Driven by:
  - Core principles
  - Key Skills
  - Statements of Learning
  - Wellbeing





# •Junior Cycle

## •Key Skills

### MANAGING MYSELF

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

### STAYING WELL

- Being healthy, physical and active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

### COMMUNICATING

- Listening and expressing myself
- Using language
- Using numbers and data
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

### BEING CREATIVE

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

### WORKING WITH OTHERS

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

### MANAGING INFORMATION AND THINKING

- Being curious
- Gathering, recording, organising, and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

New Junior Certificate Grading System

Percentage %	Grade Descriptor	Abbreviation <small>(what you will see on your JC profile of achievement)</small>
90-100	Distinction	DN
75-89	Higher Merit	HM
55-74	Merit	MT
40-54	Achieved	AC
20-39	Partially Achieved	PA
0-19	Not Graded	NG

## Final Examination Grading (Includes Assessment Task)

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- English
- Irish
- Mathematics
  - Are taken at Higher or Ordinary Level
- All other Subjects are taken at Common Level

# Junior Cycle Profile of Achievement Certificate

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- **Final Examination Results including Assessment Task**
- **Classroom-Based Assessments (CBA) Results**
- **Reporting on Wellbeing Programme**
- **Other Areas of Learning**



## School Based Screening:

- a. Cognitive Ability Testing
- b. Literacy Testing

- Cognitive Ability Testing and the Literacy Testing are not tests in traditional sense they along with Educational Passports from primary school provide us with solid information to assist our students
- Helps guide us to see if students are achieving academically but it does not measure effort or hard work
- We will share results with parents/guardians



# Coláiste Dún lascaigh



CAT 4

Sex: Female

	Below average	Average	Above average
Verbal			
Quantitative			
Non-verbal			
Spatial			

## Summary

Verbal	<div><div></div></div>	
Quantitative	<div><div></div></div>	
Non-verbal	<div><div></div></div>	
Spatial	<div><div></div></div>	

Sex:	
------	--

Verbal		
Quantitative		
Non-verbal		
Spatial		

Your profile of scores from CAT4 suggests you may have a slight preference for learning by using pictures, diagrams and other visual ways of learning rather than by reading, writing and discussion.

- You may prefer learning that uses visual clues. If so, make sure you use online resources, videos and books with plenty of pictures that will help you remember key facts and information.
- You may find much of your schoolwork difficult, particularly if it involves lots of reading and writing.
- Do you find reading difficult? If so, you may need some extra help working one-to-one with a teacher.
- Make sure you understand what you are learning, step-by-step, as it is important for you to learn at a pace that is right for you.
- Always ask your teacher to explain anything that is not clear. If you don't understand the meaning of a key word in a lesson, do ask what it means.
- Do you find maths difficult? Again, always ask if you don't understand what you have to do.

Note: In the table above, the yellow shading represents the average range

# Curriculum: Core Subjects



English



Mathematics



Irish



History



Geography



Science

ICT Class

Religious  
Education

Learning  
Zone



- **Wellbeing Subjects:**
  - **SPHE Programme**
  - **CSPE Programme**
  - **PE Programme**

# Option Subjects: Rank choices 1 to 4

- ART
- Business Studies
- Modern Foreign Language
  - Spanish
  - French
  - German
- Technical Graphics
- Materials Technology (wood)
- Materials Technology (Metal)
- Technology
- Music
- Home Economics



Coláiste  
Dún  
Iascaigh

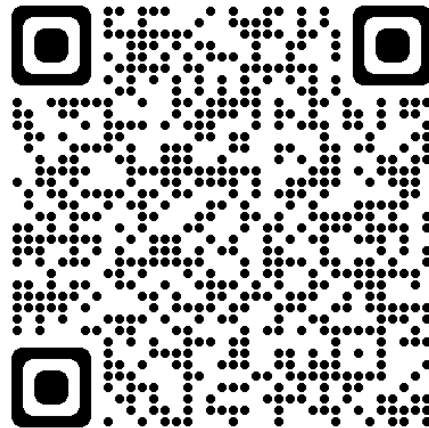
CLASS  
CAPTAINS  
2023-2024



# Picking Subjects

## Information in the booklet-

1. Course Content
2. Who would this subject suit?
3. Type of Homework Projects/Assignments
4. Career note- what is the subject required for...
5. Progression after Junior Cycle

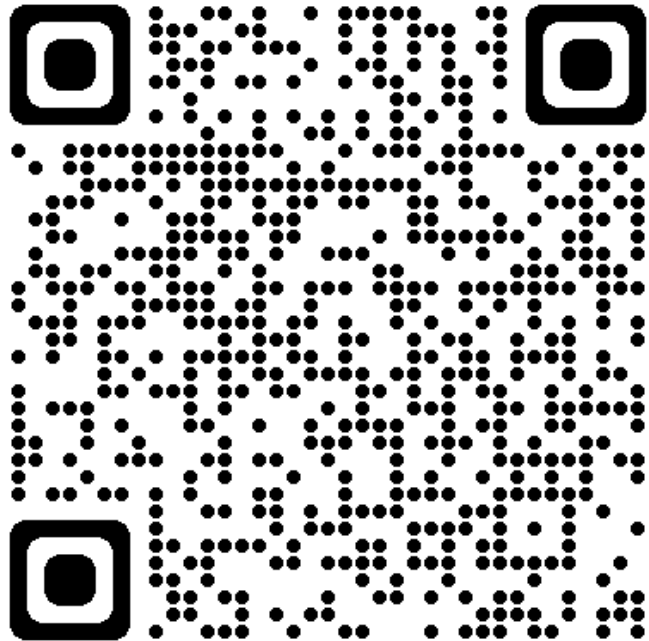


## In the following slides...

How will each of the option subjects be assessed/what will you be doing.

*You can write notes onto the booklet-digital copy here>*

# Modern Foreign Language page 1 of booklet 90%exam



- [Link to Qualifax subject choice checker](#)

## COURSE AND ASSESSMENT INFORMATION

The Specification is organised around three integrated strands: **Communicative Competence:** Listening, reading, spoken production, spoken interaction and writing; **Language Awareness:** which enhances the students' general awareness about languages and **Socio-Cultural Knowledge and Intercultural Awareness:** which encourages students to develop their knowledge of the countries and culture of their target language, and make comparisons with their own country and culture.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper (including aural)  Taken at Common level  Worth 90% of overall grade  (aural component worth 35% of overall grade)	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1- <b>Oral Communication</b>  CBA 2- <b>Student Language Portfolio</b>	Students complete a specified written <b>reflection task</b> which is sent to the SEC for marking.  Worth 10% of overall grade

# Modern Foreign Language - example

## Section A

## Compréhension Écrite

60 points

Répondez à la Question 1 OU à la Question 2.

Lisez les passages suivants et répondez aux questions. Dans le cas des questions à choix multiple, indiquez la bonne réponse en cochant (✓) la case correcte. Aux autres questions en français, il faut répondre en français. Aux questions posées en irlandais/anglais, il faut répondre en irlandais ou en anglais.

**Q.1 Linda a découvert sa vocation lors d'un remplacement d'été, après des années à tenter sans succès d'intégrer une école d'infirmière.**

1. Linda avait toujours eu pour projet de travailler dans la santé et de devenir infirmière. Depuis son bac, elle essayait pendant trois ans d'intégrer une école d'infirmière. N'ayant plus d'emploi et plus d'école, elle a essayé de trouver un petit job d'été pour dépanner financièrement. Elle a envoyé une centaine de CV et heureusement, elle n'a pas dû attendre longtemps. Ce job d'été lui permettrait d'élargir ses horizons.

2. Linda a reçu un appel de son beau-frère. Il lui proposait un emploi dans un foyer d'accueil d'urgence pour enfants. Elle avait un contrat d'un mois, juste en remplaçante, mais elle y est restée tout l'été. Elle a commencé au foyer en tant que femme de ménage, s'occupant de l'entretien des locaux et des chambres. Elle



et toujours enfermée dans sa chambre, est venu parler à Linda dans le couloir. « Tu travailles ici ? Mais t'es super jeune non ? » Il était intrigué par son arrivée et sa coupe de cheveux le faisait rire (elle avait des tresses violettes). Il pensait qu'elle était une nouvelle jeune du foyer. Il s'est vite confié à elle sur sa vie, assez difficile. Tous les repas ensemble ont fini par devenir une routine, ils s'entendaient très bien et ils riaient beaucoup. Au bout d'un mois le patron a dit à Linda « Tu es faite pour ça, continue dans cette

d'où venait le problème, trouver une solution, discuter avec eux. Elle était étonnée du potentiel qu'elle avait à apaiser les disputes.

« J'avoue, j'en étais fière. J'avais presque un rôle d'éducatrice spécialisée. »

Elle a vécu des scènes difficiles, mais instructives. Plusieurs enfants ont eu des vies traumatisantes. Une fois, deux filles de 8 ans devenues meilleures amies ont été séparées car l'une d'entre elles est partie en famille d'accueil. Avec la colère, celle qui restait au foyer a cassé plusieurs fenêtres. Il a fallu une heure pour la pacifier.

5. Les moments de joie, et parfois ceux plus compliqués, ont convaincu Linda qu'elle voulait travailler dans ce domaine. Son orientation professionnelle s'est enfin éclairée. En septembre 2020, elle s'est

## SECTION A

You will now hear three people, Jeanne, Yannick and Gabrielle talk about the cinema.

You will hear the material **three** times: first right through, then in **three segments** with pauses and finally right through again.

### 1. Jeanne

Give **one** example of something that Jeanne tends to do when she watches a film at home.

# Should I pick a Modern Foreign Language?

## Technological Universities

- do not require a MFL in general for entry

## CAO Applications:

- Only 159 courses require MFL
- 1410 courses do not require MFL

## • NUI Universities

- MFL required for entry for courses in Arts, Social Science, Business, Law, Medicine, Veterinary, Physiotherapy, Occupational Therapy and Architecture
- MFL not required for courses in Science/Engineering/IT/ Nursing

Art- page 2  
of the  
booklet 0%  
exam

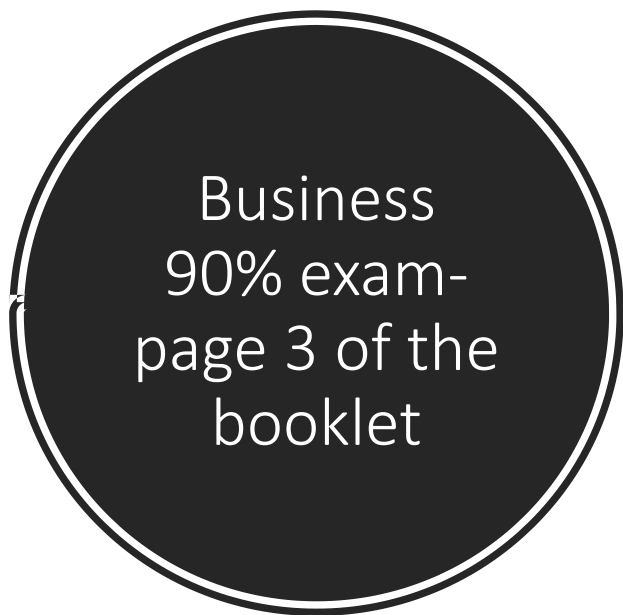
## COURSE AND ASSESSMENT INFORMATION

Junior Cycle Visual Art focusses on the interconnected strands of the disciplines of Art, Craft and Design. A student will experience learning in each of these as they progress through their junior cycle.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	There is no final drawing examination for Visual Art	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1-  <b>From Process to Realisation</b>  CBA 2- <b>Communicate and Reflect</b>	Students reflect on feedback received after CBA 2 and significantly develop their ideas to <b>create two artefacts</b> . These are then sent to the SEC for marking.  Worth 100% of overall grade

# Art Example (no exam- 100% practical/project- 2 artefacts)





COURSE AND ASSESSMENT INFORMATION

The Business Studies Specification has three strands:

**Personal Finance** - In this strand, you will learn about managing your finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

**Enterprise** - In this strand, you will learn about being enterprising, the functions of an organisation and the business environment.

**Our Economy** - In this strand, you will learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland’s membership of the European Union (EU).

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper  Taken at Common level  Worth 90% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1- <b>Business in Action</b>  CBA 2- <b>Business related Presentation</b>	Students complete a specified written <b>reflection task</b> which is sent to the SEC for marking.  Worth 10% of overall grade

# Business Example

Question 1

The graph below shows the Cotter family household expenditure.

**COTTER FAMILY HOUSEHOLD EXPENDITURE**

Type of Expenditure	Percentage
Fixed Expenditure	54%
Irregular Expenditure	27%
Discretionary Expenditure	19%

(i) Which type of expenditure had the highest percentage of total expenditure in the Cotter household?

(ii) Give **one** example of each type of expenditure below.

Fixed expenditure:
Irregular expenditure:
Discretionary expenditure:

Graphics 70%  
exam- page 3 &  
4 of the booklet

The course consists of three strands:

**2D Graphics, 3D Graphics and Applied Graphics.**

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year	Students complete a <b>project</b> set by the SEC after CBA 2 in 3 <sup>rd</sup> Year.
	Taken at Common level	CBA 1-	Worth 30% of overall grade
	Worth 70% of overall grade	<b>Communicating through Sketching</b> CBA 2-	
		<b>Graphical Presentation Skills</b>	

# Graphics- example

2. (a) Categorise the shapes below based on their angles. Some shapes will fall into more than one category. Place the letter into the correct column.

Contains at least 1 right angle	Contains at least 1 obtuse angle	Contains at least 1 acute angle

(b) A 3D image of a child's pram is shown on the right. The manufacturer's logo, based on a square, is also shown. Points P and Q are already located. Redraw the logo in the square provided. Colour or shade the completed logo.

(c) A design for a pram is shown. A partially completed drawing of the pram is shown below. A tangent is drawn between point Q and Circle C. Draw a tangent from point Q to Circle C. Complete all other constructions to complete the design.

Woodwork  
30% exam-  
page 4 & 5 of  
the booklet

#### COURSE AND ASSESSMENT INFORMATION

In Junior Cycle Wood Technology students learn woodworking skills, use design thinking and finally create projects as well as learning about sustainability and the importance of trees to the world around us.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1hour 30min paper  Taken at Common level  Worth 30% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1-  <b>Wood Science in Our Environment</b>  CBA 2- <b>Student Self-Analysis and Evaluation</b>	Students complete a <b>project</b> set by the SEC after CBA 2 in 3 <sup>rd</sup> Year.  Worth 70% of overall grade

# Woodwork Example

VSware x Studyclix | W x 6c17ec9e-5db1-4c55-af7a-e950f514c98a.pdf

Question 1


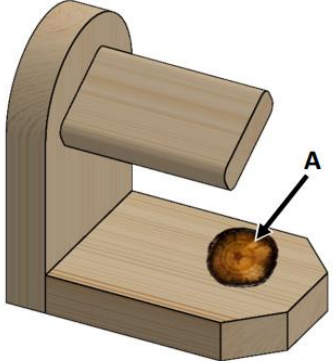
The image shows a watch stand which is made from solid wood as shown.

(a) (i) Name the wood defect, labelled A, on the base of the watch stand as shown.

Defect name:

(ii) Describe how this defect can affect wood.

(b) The image shows a piece of wood with the base of the watch stand marked-out on it. Give **two** reasons why marking out is an important process in the making of a Wood Technology project.



Music 70%  
Exam- page  
5 & 6 of the  
booklet

## COURSE AND ASSESSMENT INFORMATION

The course consists of three strands: **Procedural Knowledge; Innovate and Ideate and Culture and Context**. As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves emerge.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1hour 30min paper  Taken at Common level  Worth 70% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1-  <b>Composition Portfolio</b>  CBA 2-  <b>Programme Note</b>	Students complete a <b>practical examination</b> made up of three solo and /or group songs/pieces.  Worth 30% of overall grade

# Music Example

## Question 1

### (a) Excerpt 1, played three times.

Listen to the music in this excerpt and complete the following sentences. Choose your answers from the word bank provided.

### Word Bank

handclaps

soprano

guitar

tenor

piano

bass drums

(i) The main melody is sung by a \_\_\_\_\_ voice.

(ii) The \_\_\_\_\_ plays block chords.

(iii) There are \_\_\_\_\_ on the backbeats (beats 2 and 4).

### (b) Excerpt 2, played three times.

Select the feature performed by each of the following in this excerpt:

	Block chords	Ascending scales	Descending scales
(i) Backing vocals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Home Economics 50% exam- page 6 of the booklet

## COURSE AND ASSESSMENT INFORMATION

The Home Economics course consists of three strands: **Food, Health and Culinary Skills; Responsible Family Living and Textiles and Craft.**

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1 hour 30min paper  Taken at Common level  Worth 50% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1-  <b>Creative Textiles</b>  CBA 2-  <b>Food Literacy Skills Brief</b>	Students complete a <b>practical food skills examination</b> based on a chosen brief.  Worth 50% of overall grade

# Home Economics Example

3. Indicate with a tick [✓] whether **each** statement is true **or** false.

	True	False
(i) Apples are an example of a citrus fruit.		
(ii) Staple foods are those that are plentiful and most commonly eaten in a country.		
(iii) A vegan does not eat animal products.		

4. Give **two** rules to follow when storing milk.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

5. Give **two** reasons why convenience foods are becoming more popular.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

Technology  
30% exam-  
page 7 of the  
booklet

## COURSE AND ASSESSMENT INFORMATION

In Applied Technology there are three inter-connected strands:

- Principles and Practices
- Energy and Control and
- Technology and Society

Throughout each of the strands, there are four elements: Analysis and Problem Solving, Design and Innovation, Planning, Managing and Creating and Communicating which create a framework for student learning.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1.5 hour paper  Taken at Common level  Worth 30% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1-  <b>Exploring the application of controlled systems in a local context</b> CBA 2-  <b>Student self-analysis and evaluation</b>	Students complete a <b>project</b> set by the SEC after CBA 2 in 3 <sup>rd</sup> Year.  Worth 70% of overall grade

# Technology Example

VSware

Studyclix | Applie

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W26-JC-GRAPHIC



https://studyclixsaielive.azureedge.net/cms/media/papers/086b13e1-0759-43f1-8f0e-1449dbbe02ef.pdf

6. Name **one** synthetic material and **one** natural material used in the walking boot shown.





(i): \_\_\_\_\_  
\_\_\_\_\_  
(ii): \_\_\_\_\_  
\_\_\_\_\_

7. Explain the difference between thermosetting and thermoplastic plastics?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Name the tools shown:



(i) \_\_\_\_\_  
(ii) \_\_\_\_\_

Metalwork  
30% Exam-  
page 7 & 8 of  
the booklet

## COURSE AND ASSESSMENT INFORMATION

The Engineering Specification has three strands: **Processes and Principles; Design Application and Mechatronics.**

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1hour 30min paper  Taken at Common level  Worth 30% of overall grade	Two CBAs to be taken over 2 <sup>nd</sup> & 3 <sup>rd</sup> year  CBA 1- <b>Engineering in Action</b> CBA 2- <b>Research and Development</b>	Students complete a <b>project</b> set by the SEC after CBA 2 in 3 <sup>rd</sup> Year.  Worth 70% of overall grade

# Metalwork Example

- (e) (i) Explain why nylock nuts are suitable for the assembly of robotic devices.

Explanation:

Explanation:



*Nylock nut*

- (ii) Suggest one advantage and one disadvantage of using ribbon cable in robotic devices.

Advantage:

Advantage:

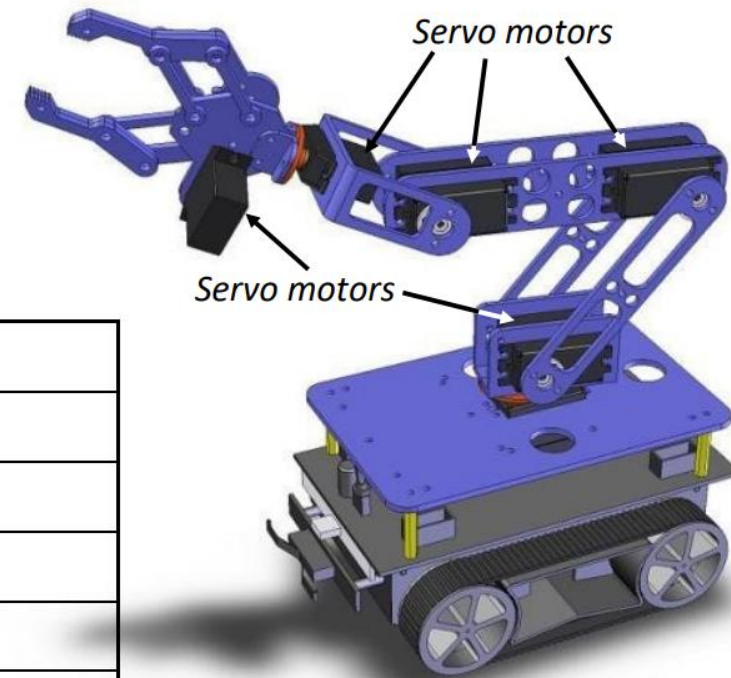
Disadvantage:

Disadvantage:



*Ribbon cable*

suitable

*RA-001 Six servo robot arm*

# Structure of a school day

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1
9.50	PERIOD 2	PERIOD 2	PERIOD 2 CONNECT	PERIOD 2	PERIOD 2
15 MINS	BREAK (LOCKERS)	BREAK (LOCKERS)	BREAK (LOCKERS)	BREAK (LOCKERS)	BREAK (LOCKERS)
11.05	PERIOD 3	PERIOD 3	PERIOD 3	PERIOD 3	PERIOD 3
12.05	PERIOD 4	PERIOD 4	PERIOD 4	PERIOD 4	PERIOD 4
40 MINS	LUNCH (LOCKERS)	LUNCH (LOCKERS)		LUNCH (LOCKERS)	LUNCH (LOCKERS)
1.45	PERIOD 5	PERIOD 5		PERIOD 5	PERIOD 5
2.45	PERIOD 6	PERIOD 6		PERIOD 6	PERIOD 6

# Extra- Curricular Clubs and Committees

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- Over 20 clubs and committees running in the school
- Clubs and Committees day run by our Transition Year Students
- Opportunity to visit stands for all Clubs and Societies in the school and sign up to those that are of interest.
- New clubs starting every year.



## ECA FIRST YEARS - Clubs and Committees

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH	Chess Debating Environmental Com. Musical	Chess Art club Music – ‘Trad Tues’ Musical	N/A	Chess Book club Musical	Chess ‘Build a band’ Soccer League Student Council Model making Musical
AFTERSCHOOL	<u>4.00 - 5.00</u> Rugby Junior Dún Musical	<u>4.00 – 5.00</u> Hurling Soccer girls Musical	<u>1.15 -2.15</u> Basketball girls Golf (golf club) Hockey (girls) Musical Soccer boys	<u>4.00 – 5.00</u> Athletics Badminton Girls Football Camogie Musical	<u>4.00 – 5.00</u> Basketball boys Musical



# JUNIOR DÚN

After School Club

1<sup>st</sup> years ONLY

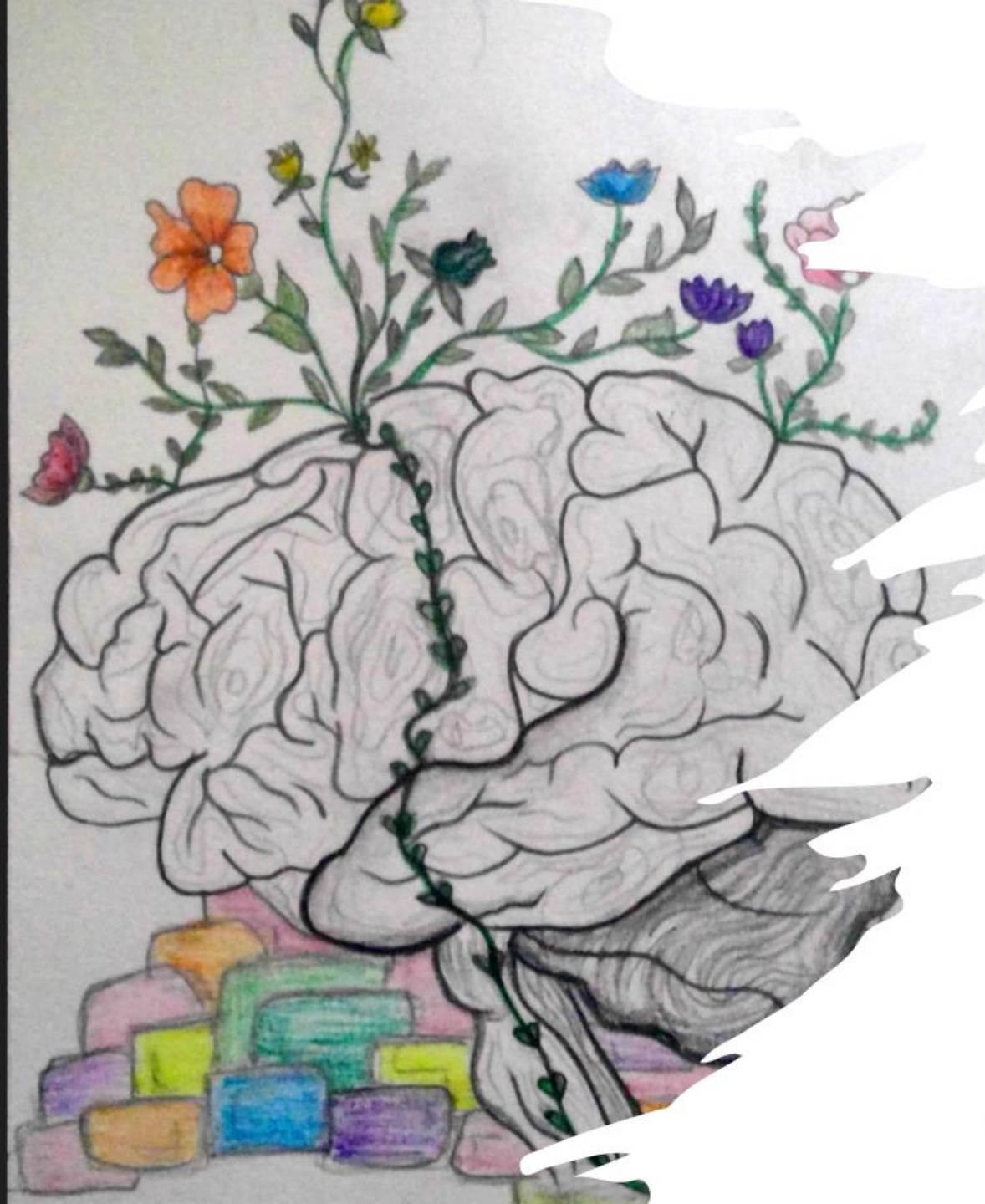
3.45-5:45

every MONDAY

Leading learners and teachers carry out activity for first hour with students – baking, sport, art, games etc.

Followed by a healthy snack.

Then study guided by our leading learners.



# Timeline

Date:	Event
February	Primary School Visits by Deputy Principal and school SEN co-ordinator
February 22nd	Subject Information Night
March 4th - 8th	One to One Meetings with Principals and SEN co-Ordinator ( <b>Form Issued in advance</b> )
March 15th - 22nd	CAT testing takes place in Coláiste and parent information sheet issued to parents
March 23rd	Subject Option form Issued and to be completed by the 6 <sup>th</sup> of April
May	Additional visits for some of our incoming 1 <sup>st</sup> years
May	Educational Passports received from Primary Schools
June	Information Pack issued late June
August	Book Collection, PE Uniform and Vsware support
End of August	Return to school Induction –Parent / Guardian and 1st year Assembly, Mentors.
September	Information feedback meeting for parents and guardians. Literacy and numeracy testing

# Questions asked

- Curriculum
  - Subject Levels
  - Differentiation
  - Change of option subjects
- Exemptions –assessments / reports
- Health Form
- Policies
  - Code of Behaviour
  - Anti Bullying Policy
- Food facilities
- Bus Transport

