

Subject Choice Booklet

Sligo Grammar School Subject Choice Booklet 2025

Leaving Certificate Subject Choice

Information Booklet for Students and Parents

This Subject Choice Booklet Includes:

- Note from Career Guidance Teacher
- What to consider when choosing your subjects
- Tips for subject choice
- Entry to 3rd Level (college & course entry requirements and the points system) including the third language requirement
- Commonly Asked Questions and Answers
- Examples of essential and helpful subjects for a range of careers
- Subjects available in School
- Information on Post Leaving Certificate Courses
- Final Summary Guidelines and Quick Reminders
- How to further research my L.C. subjects' options online

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Subject Choice in Sligo Grammar School

The purpose of this booklet is to provide students with the necessary information to choose subjects for the Leaving Certificate which suit their needs and interests. Choosing subjects to study in the Leaving Certificate isn't easy, and students must consider their possible future careers when doing so. Consultation with parents/guardians, teachers, parents, and the Guidance Counsellor is essential.

STUDENTS SHOULD READ THIS BOOKLET FULLY! One should never choose a subject without knowing what one will be studying. It is important to note that some future careers require certain subjects at Leaving Certificate.

As the Guidance Counsellor, I must ensure that each student is informed about the subjects available to them. However, students must take a certain level of responsibility for their career development also and should speak to their teachers and parents about these choices.

There are many factors which must be considered when choosing subjects, most notably whether you like the subject or not and, of course your ability in the subject. As mentioned earlier, one should consider their possible or preferred future career when making choices also. Research into college courses which may lead to these careers will reveal the essential subjects required. Students should also refer to the results of their Career Interest investigations during Careers classes (and DAT aptitude test carried out by TY students) completed during the year.

In general students' study seven subjects for Leaving Certificate. English, Mathematics and Irish (unless exempt) are compulsory. The remaining subjects on offer are organised into option blocks. Much work goes into the development of these blocks in order to best suit the requirements of the students. In order to derive maximum benefit from the process it is important that students give some thought to their strengths, abilities and where known, future career and university aspirations in advance of making their subject choices.

Students entering 5th Year in September 2025 will be given a complete list of the available optional subjects and asked to choose 4. The blocks are arranged to best meet the needs of the students. Students then choose one subject from each block. These final choices are signed off by the students and their parents.

The remainder of this booklet will try to explain the process involved in making subject choices in Sligo Grammar School and will provide detailed information on each subject available in the school, both compulsory and optional.

Please do not hesitate to contact me at the school should you require clarification on anything contained in this information booklet.

Cecilia Mc Guinness

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CONSIDER THE FOLLOWING FACTORS WHEN CHOOSING YOUR SUBJECTS:

When you are considering which subjects to take, remember this decision will have long-term consequences on what careers are open to you. A decision to drop all science subjects or continental languages will have major implications on the range of careers open to you later. The same does not apply to business subjects, as most business courses teach all subjects with the presumption that students know nothing. If a student is making subject choices and has not yet decided what career they wish to follow after school, we would advise them to keep all their options open by taking a science subject and a modern language from among their **four optional** subjects.

Remember that all third-level colleges and courses have minimum subject-entry requirements. If you do not meet them it does not matter how many points you receive overall in the Leaving Certificate, you will not get a place on the course if you do not meet the point's requirement for the specific subject.

It may seem very early to be raising the question of a career, but some are accessible only through particular courses, which are open only to students who have successfully taken particular subjects in their Leaving Certificates.

Unless you are certain that you want to pursue a career in a particular field and wish to concentrate on associated subjects, we would strongly advise taking a range of subjects from different areas of study.

The most important factor is whether you enjoy the subjects you have chosen. You are always going to work harder at subjects that you enjoy most.

TO SUMMARISE:

You should choose your subjects based on the following advice:

ABILITY & APTITUDES

All students have different strengths - you might love Maths but not languages or perhaps you prefer more practical subjects. Consider your abilities in the different subjects and choose subjects in which you are likely to get good grades. You are also more likely to want to continue with these subjects when you leave school.

INTEREST

Choose subjects that you are genuinely interested in as you are much more likely to study those subjects and do well in them.

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CAREER

In addition to the core subjects (Irish, English, Maths) there are other subjects that are essential for some courses and careers. **It is important to check out these subject requirements with a Guidance Counsellor or the course provider. Do not forget that it is your responsibility to do this.** Even if there are no essential subjects for the course you wish to follow, it is hugely advantageous to study subjects which are of interest to you.

IN ADDITION

Choosing subjects from different subject groups e.g. Science group, Language group.

Do not choose subjects based on what your friends are choosing - there is no guarantee you will be in the same classes. Similarly, it is unwise to choose a subject solely because of who teaches it - again there is no guarantee you will have that teacher.

TIPS FOR SUBJECT CHOICE

- Consult with your Parents/Guardians
- Look at Subject Textbooks
- Seek advice of older students
- Talk to your Guidance Counsellor
- Talk to the Subject Teachers (listed at the back of this booklet)
- TY's can review their DAT results
- Look up career websites; do some online interest tests- see www.careersportal.ie and www.qualifax.ie websites.

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Application procedures and entry requirements for 3rd Level Colleges

Information

Application for most full-time undergraduate courses (Honours Degree - Level 8, Ordinary Degree - Level 7 and Higher Certificate - Level 6) in the Universities and Institutes of Technology is made through the Central Applications Office (CAO). The CAO provides an applications pack with a handbook that lists all the courses on offer and gives information on how to apply. The closing date for applications from Irish and other European Union nationals is normally *1st February* each year. A student must have the particular academic entry requirements needed for the course she wants to take.

In addition, there is a wide and varied choice of other courses for which you apply directly to the college. These are known as PLC (Post Leaving Certificate) or FE (Further Education) courses and usually take one or two years to complete. In general, the entrance requirement for these courses is 5 passes in Leaving Cert and a suitability interview. The qualification awarded is FETAC and can lead onto further education in I.T.'s (or some universities) or into direct employment.

When choosing your Leaving Cert subjects it is vitally important that you are aware of the fact that you do need certain subjects in order to apply for particular 3rd level college courses. Below is a brief description of these Subject Entry Requirements and a brief guide to the Leaving Cert. Points System.

Entry Requirements for 3rd Level Colleges - Very Important

There are two sets of Entry Requirements which must be met before a student can apply for places in 3rd level colleges (i.e. before points can be considered).

These are:

1. *Minimum Entry* Requirements
2. *Specific Subject* Requirements

1. *Minimum Entry* Requirements:

These are particular subjects and numbers of honours/passes required to apply to an individual college or university.

Full details of the Minimum Entry Requirements and Specific Subject Requirements of any particular courses you are interested in should be researched in www.qualifax.ie and the college's prospectus or website as requirements are subject to change.

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The following are the **minimum entry requirements** of the main colleges in the CAO system.

Abbreviations:

H Higher Level Grade	O Ordinary Level Grade
H5 is generally the minimum grade requirement	

Dublin City University	DCU
Technological University Dublin	TUD
National College of Art and Design	NCAD
University College Galway	UNIVERSITY OF GALWAY
University College Cork	UCC
University College Dublin	UCD
University of Limerick	UL
National University of Ireland Maynooth	NUIM
Royal College of Surgeons	RCSI
Trinity College Dublin	TCD

National University of Ireland NUI

NUI Colleges (UCC, UCD, UG, NUIM, RCSI, NCAD)

- ☐ O6 ≥ Irish, English & Modern Language.
- ☐ 2H5 + 4O6
- ☐ Maths is essential for a number of courses.
- ☐ Important: A Modern Language is essential to gain entry to a number of courses in the NUI universities with the exception of Science, Agriculture, Nursing and Engineering courses. A modern language or Art is required for entry to all courses in NCAD.

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TCD

- ☐ O6 \geq English, Maths & Another Language (can be Irish)
- ☐ 3H5 + 3O6

UL

- ☐ O6 \geq English, Maths & Irish OR Another Language
- ☐ 2H5 + 4O6

DCU

- ☐ O6 \geq Maths & English OR Irish
- ☐ 2H5 + 4O6

INSTITUTES OF TECHNOLOGY (e.g. IT Tallaght)

- ☐ O6 \geq Maths & English OR Irish
- ☐ 2H5 + 4O6 (Honours Degree - Level 8 courses)
- ☐ 5O6 (Ordinary Degree/Higher Certificate - Level 7/6 courses)

2. Specific Subject Requirements

(In addition to the minimum entry requirements mentioned previously, certain additional subjects may be required to gain entry to specific courses in a college.)

For most University & College courses, there are no specific subject requirements. This includes courses in Arts, Business, Computing, Law, Psychology, Design, Social Science and many others.

The following are **EXCEPTIONS** and for the most part are required at **Honours (Higher) Level**.

SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS, PHYS/CHEM & AG. SCIENCE)

The following rule is unique to TRINITY College, Dublin:

Two Sciences with **Ordinary Maths** or **one** Science with **Higher Maths** are required for:

Physiotherapy; Medicinal Chemistry;

Pharmacy (Chemistry must be one) Human Genetics;

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Science Earth Science

Physics and Chemistry of Advanced Materials

(SCIENCE generally refers to laboratory sciences i.e. Biology, Physics, Chemistry, Phys/Chem or Ag. Science however, Geography can count as a science for some of these courses in TCD only)

Two Science subjects are required for:

Medicine (TCD), (UCC specifies Chemistry must be one of them)

Dentistry (TCD) (UCC specifies Chemistry must be one of them)

Pharmacy (UCC and TCD specifies that Chemistry must be one of them)

Human Health and Disease (TCD specifies Biology must be one of them)

One Science subject is required for:

- All Nursing degrees (O/H accepted), it does not have to be Biology
- Occupational Therapy
- Speech & Language Therapy
- Radiation Therapy, Radiography, Physiotherapy
- Medicine (Chemistry required for 5 yr programme, NUIG, RCSI)
- Veterinary Medicine (UCD-**Chemistry is essential** and 2 sciences are recommended)
- Engineering (in Universities)
- Agricultural Science
- Sports Science
- Nutrition & Dietetics (**Chemistry is essential**)
- Science
- Applied sciences (E.g. Clinical Measurement, Pharmacology, Optometry)
- Beauty Therapy (Biology is useful but not essential for many courses)
- Vet Nursing and Dental Nursing
- Home Economics Teaching

However, many of the courses available in science, engineering and electronics in the Institutes of Technology do not require a science subject.

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ART

If you wish to take a course at third-level in Art, some colleges/courses require that you have studied Art, others may not. However, a substantial portfolio of work is usually required, and this is difficult to complete if you are not doing Art.

MUSIC

If you wish to take a course at third-level in Music, many courses require that you have studied Music, others may not. Some courses may require you to perform an audition or sit a music test.

LANGUAGES

A modern language is required for **some** faculties in the National University of Ireland (UCC, UCD, UG, NUIM). There are some language courses you can enter without having previously studied the language, but generally speaking you will be required to have studied a particular language to Leaving Cert in order to study it at third level and some language courses will require a H5 in a modern language.

ACCOUNTING, BUSINESS, ECONOMICS

There are some courses that specifically require accounting as an entry requirement. These subjects are useful for many courses and careers.

GEOGRAPHY, HISTORY, HOME ECONOMICS

There are no careers/courses that specifically require these subjects as an entry requirement. However, they are useful for many courses and careers.

ENGLISH

Almost all universities, colleges and employers require a pass in Ordinary level English though some will accept Irish instead (e.g. the Institutes of Technology and DCU). H5 in English is essential for a small number of courses like Journalism, Communications, Media studies, Creative Digital Media and Speech Therapy.

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IRISH

Irish is required for **all** faculties in the National University of Ireland (UCC, UCD, UG, NUIM, NCAD) but you can be exempt from it under certain conditions e.g. being born outside Ireland or having a specific learning difficulty (dyslexia). The Gardai require a B in Foundation or a D on Ordinary Irish. Irish satisfies the requirement of a Modern Language for TCD and the language other than English requirement for UL and DCU. **Primary Teaching requires a minimum H5 in Irish.**

MATHEMATICS

The mathematics courses are designed to accommodate the needs of students with various levels of ability and interests, emphasising college preparatory mathematics. Course offerings aim to teach and reinforce an appreciation of mathematics as a system and develop skills which can be applied to the sciences.

Foundation level Mathematics

This course is designed for students who find mathematical concepts overwhelming. The course deals with the study of mathematics in the real world. The course places great emphasis on the use of a calculator.

Ordinary Level Mathematics

Approximately 65% of students in Ireland study the Ordinary Level mathematics course.

The Ordinary Level Mathematics course exposes students to a diverse range of topics. It is allocated 6 class periods per week, and success here is an essential entry requirement to many third-level programmes.

This is a more suitable option for students who find higher level either too challenging or time-consuming.

Higher Level Mathematics

Students need to have a high level of commitment to succeed in this course, as it is generally considered very time-consuming.

The honours level examination requires mastery of individual topics and their interconnectedness. The students will be introduced to a detailed study of Probability and Statistics, Geometry and Trigonometry, Numbers, Algebra and Functions, including Calculus.

Recommendation: Due to the demands of the Higher Level course, a certain level of prior knowledge and understanding is assumed. We recommend students have achieved Higher

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Merit in Higher Level Junior Cycle mathematics and successfully completed higher level TY Modules.

The points allocated for Leaving Cert. Subjects

<i>Percentage</i>	<i>Grade</i>	<i>Points Value</i>
90-100	H1 / O1	100 / 56
80-89	H2 / O2	88 / 46
70-79	H3 / O3	77 / 37
60-69	H4 / O4	66 / 28
50-59	H5 / O5	56 / 20
40-49	H6 / O6	46 / 12
30-39	H7 / O7	37 / 0
0-29	H8 / O8	0 / 0

Some Commonly Asked Questions and Answers

If you are taking more than one ordinary level paper e.g. Maths and Irish and want the option of having six higher level subjects for point's purposes, you may be considering taking an extra subject. Considering this option carries some risk. There is no such thing as an easy honour and every subject requires a certain amount of study on a daily basis. Taking eight Leaving Certificate subjects is a major undertaking. The eighth subject has to be taken outside of school so you will have to consider the time involved in travelling to and from such a grind. All this distracts from the time available to work on the seven subjects you are taking in school.

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LCVP is a subject that can help students gain points also and is accepted by all colleges in the CAO system. 60% of the marks available are awarded for a portfolio of work, compiled during the two years of the programme, with the remainder being awarded for a short written paper, taken in mid-May of your Leaving Certificate year. Students awarded a distinction in the LCVP, will gain 66 points or the equivalent of a H4 on an Honours Leaving Certificate Paper. This can be a particular bonus to students in vital need of points that they may need for entry to a particular course later on.

And last but not least . . . A pass in ordinary-level maths is required for most College courses. Grade F2 and above in Foundation Level Maths is sufficient to meet minimum entry requirements for some courses. Upward to 5,000 students each year fall below this level to foundation level Maths and a further 5,000 fail ordinary level. Whatever you do over the next two years, don't neglect your work in this subject.

Different colleges and courses have different requirements when it comes to languages. Again, if in doubt check it out!! Make sure to research your preferred courses and meet the language requirements for them. I would recommend that the majority of students should take up a third language as not only is it desirable for future travels and careers, but by dropping a language going into 5th Year (especially if you are uncertain or undecided as to your future career path) you may be making yourself ineligible for many courses on the CAO, which you may later regret. A third language is also necessary for entry into the Cadetship in the Army or the Air Corps.

As mentioned earlier for entry into any NUI college (University of Galway, University College Dublin, National University of Ireland, Maynooth, University College Cork, St. Angela's College Sligo, Shannon College of Hotel Catering and Management, Royal College of Surgeons in Ireland, National College of Art and Design), English, Irish and a third language is necessary (unless exempt). Recent exceptions have been made, however, Science, Agriculture, Engineering, courses in Nursing and some business and maths courses (NUIM) no longer require a third language. Students entering the National College of Art and Design (NCAD) can select Art instead of a third language.

Outside of the NUI colleges, two languages are most often desired. Trinity College (TCD) and University of Limerick (UL) and Dublin City University (DCU) each accept Irish as a second language and therefore students can get away with not choosing a third. A third language is also not required for entry into any of the Institutes of Technology.

You do NOT need a European language as a minimum entry requirement to study at NUI Colleges if:

- You have a hearing problem or are dyslexic.
- Applying for Nursing courses
- Applying for Science or Engineering in NUI colleges (UCD, NUIG, NUIM, UCC)
- Applying for Agricultural Science courses at UCD.

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Subjects in Sligo Grammar School

Students are normally expected to choose seven subjects to study for the Leaving Certificate

Compulsory Subjects in the Leaving Certificate

- English
- Irish (Unless exempt based on a number of criteria)
- Mathematics

Optional Subjects

Students choose four of their remaining subject choices from the following list of subjects:

SUBJECTS AVAILABLE IN SLIGO GRAMMAR SCHOOL AND TEACHERS WHO TEACH THEM

- ACCOUNTANCY – MR. HENRY, MRS GALLAGHER
- APPLIED MATHS- MR WHITE, MR MCCORMACK
- BUSINESS – MR HENRY, MRS. GALLAGHER
- ECONOMICS – MR HENRY
- GEOGRAPHY- MS. O'NEILL, MRS. MOORE
- HISTORY- MR. BRANDON, MS CALDWELL
- HOME ECONOMICS – MS. KILROY. MS. HARNEY
- AGRICULTURAL SCIENCE – MS. HIGGINS, DR. TIERNAN
- BIOLOGY – MS. REDDY, MS. HIGGINS
- CHEMISTRY – DR. TIERNAN
- PHYSICS – MS. SHANNON
- CONSTRUCTION STUDIES – MR. CASSIDY, MR. GERAGHTY
- DCG – MR GIBLIN
- ART – MS. MACGOWAN
- MUSIC – MR. O'DONNELL
- LCVP – MR. CUMMINS, MRS. GALLAGHER
- FRENCH – MS. MCMANUS
- SPANISH – MS. MCINTYRE, MS. MARTIN
- GERMAN – MS. TANSEY
- L.C.P.E. –MR CRADOCK
- CLIMATE ACTION AND SUSTAINABLE DEVELOPMENT- MS MOORE

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Irish

To gain entry to any NUI College (UCD, UCD, UG, NUIM) you must pass Irish in the Leaving Cert. However, there are a few exceptions if you are eligible for an exemption including (1) if you were born outside Ireland (2) if your last three years of second level education were outside Ireland (3) if your primary level of education up to age 11 was outside Ireland. (4) Some students have been granted an exemption by their secondary school on the grounds of dyslexia. If this applies to you will need to inform NUI of this, there is a form for this that you will get from nui.ie when you include your CAO number.

NOTE: The value of the Leaving Certificate oral exam is 40%. There are three sections in the Irish paper: oral, written and aural.

Ardleibhéal/Higher Level (600 Marks) It is advisable for students who wish to do Higher level to have obtained at least a C but preferably a B in Junior Cert Higher level. The course is taught in conjunction with the four main skills of learning a language: listening, speaking, reading and writing. (i) The Oral exam is an important part of the exam containing 240 Marks (40%) and takes place before the final June written exams.

(ii) There are two written papers totalling 360 Marks Paper one - 160 Marks: A) Composition Section with a choice from the following: Write either an essay, a story, an article for a newspaper or a debate/speech. (100 marks)

B) The Aural/Listening exam. 60 marks (10%)

Paper Two - 200 Marks (i) Two reading comprehensions usually connected to cultural affairs, famous people, current affairs, etc; [Students are free to quote directly from the examination paper in both comprehension tests].

(ii) There are four stories and one film/drama on the prose course which are also on the ordinary level paper. One piece of prose will be examined with a broad question on a theme/ character /social or cultural context/ film portrayal/ film technique (iii) There are five poems studied; one of these will be examined but be printed on the paper. General questions examined are subject content/ feelings/ poetic techniques/ biography of poet

(iv) Choice Section: 'An Triail' is the text chosen in S.G.S. The candidate is required to have an in-depth knowledge on characterisation/themes/ social and cultural context. Students attempting Higher level are advised to go to An Ghaeltacht.

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English

English is a core subject and is compulsory in all schools. At Leaving Cert level, the English course aims to develop:

- The ability to critically analyse information, as preparation for the responsibilities and challenges of adult life;
- A respect and appreciation for language used accurately and appropriately, and a competence in a wide range of oral and written language skills;
- An awareness of the value of literature for widening horizons, for enhancing their sense of cultural identity, and for personal enjoyment.

The exams at both higher and ordinary require students to sit two papers. Junior Cert. results are often a good indication of what level a student should choose for English. A large number of students take English at higher level but should not underestimate the amount of work required to obtain a high grade.

Third Level Entry Requirements

Universities generally require a student to pass English.

This subject is a requirement for entry into a number of third level courses.

Subject content:

Core Elements

- Language
- Literature: students are required to study one literary text from a list of prescribed texts.

Students are required to study three other texts in the Comparative manner, according to the comparative modes prescribed for that year.

Students are required to study at least six poets from the eight poets

Compulsory elements: At Higher Level a Shakespearean Play must be one of the texts chosen for study on its own or as an element of the Comparative study.

Optional Elements: At Ordinary Level the study of a Shakespearean play is optional.

Exam Structure

Paper I: Higher and Ordinary Level - 170 mins. - 200 marks.

Paper II: Higher and Ordinary Level - 200 mins. - 200 marks.

The study of English at Higher Level places significant demands on the Leaving Certificate student.

The syllabus is very broad in its range of prescribed materials and can be quite time consuming.

The Higher Level (course) exam rewards good writing skills and an independent learner.

The extended composition features largely on both papers at Higher Level and students are expected to write between 750-1000 words in the time available, in these compositions.

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There is the assumption at Higher Level that students will read widely and independently over the two years.

An interest in social, political and current affairs is vital and highly developed writing skills and critical analyses skills are prerequisite at Higher level.

There is a vast difference in the study of English at Higher Level for Junior Certificate and the Study of English at Higher Level for the Leaving Certificate.



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Mathematics

The mathematics courses are designed to accommodate the needs of students with various levels of ability and interests, emphasising college preparatory mathematics. Course offerings aim to teach and reinforce an appreciation of mathematics as a system and develop skills which can be applied to the sciences.

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This course exposes students to a diverse range of topics. It is allocated 6 class periods per week, and success here is an essential entry requirement to many third-level programmes.

This is a more suitable option for students who find Higher level either too challenging or time-consuming.

Higher Level Mathematics

Students need to have a high level of commitment to succeed in this course, as it is generally considered very time-consuming.

The honours level examination requires mastery of individual topics and their interconnectedness. The students will be introduced to a detailed study of Probability and Statistics, Geometry and Trigonometry, Numbers, Algebra and Functions, including Calculus.

Recommendation: Successful completion of Higher level Junior cycle mathematics and higher level TY Modules.

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German

German as a Leaving Cert subject aims to bring students closer to fluency in the German language, as well as developing a good knowledge of literature, culture, geography, and national history to provide a context for communication. As Germany is now a major player in the wider European context, German as a language is becoming ever more important in the lives of Europeans in offering career opportunities that will be available in the years ahead.

Third Level Entry Requirements

This subject is a requirement for entry into a number of third level courses. These include European studies, Languages, Tourism, Marketing and International Business/Law.

Subject Content

Modern languages require students to be proficient in the following skills

- * Oral/speaking
- * Written
- * Aural/listening
- * Reading

Grammar and Cultural Awareness are essential elements of these courses.

Exam Structure

Mark Allocation for L.C. German

<i>Section</i>	<i>Higher Level</i>	<i>Ordinary Level</i>
-Speaking	25%	20%
-Listening Comprehension	20%	25%
-Reading Comprehension	30%	40%
-Writing	25%	15%

Oral examination consists of a fifteen minute interview where students are examined in three different sections. German Interview with examiner, presentation of project or picture sequence and role play. At higher level the exam is worth 25% and at ordinary 20%.

Aural/Listening Exam (40 mins)

This exam takes place after the written examination in June. It involves listening to a variety of dialogues and news items in the target language and then answering in English. One section on the German paper requires answers in German.

Written Exam (2 ½ hours)

At Higher Level Reading Comprehension involves a literary and a journalistic reading text, followed by questions testing comprehension, language awareness, applied grammar and the student's ability to give an opinion on a topic raised. The written section consists of a formal or informal letter or an essay-type response to a picture.

At Ordinary Level students do one literary and two journalistic comprehensions with similar exercises to Higher Level. Written exercises include letters, telling a story from a given series of pictures, writing a dialogue.

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French

French as a Leaving Cert subject aims to bring students closer to fluency in the French language, as well as developing a good knowledge of Francophone literature, culture, geography, and history. It builds on the knowledge acquired at Junior Cycle with students working toward an equivalent of B1 on the CEFR scale. (Common European Framework of Reference for Languages.) Students who are considering working in France, Switzerland, Africa, Canada, or in international relations in the future would benefit from studying this at Leaving Cert level. French is an official working language of several international organisations such as the UN, WHO, WTO, Médecins sans Frontières, the International Olympic Committee, and the ICRC, all of which are based in French speaking regions of Switzerland.

Career Possibilities

Specific careers in which French would be of benefit include international development or aid, humanitarian work, teaching, translation, interpreting, journalism, media, business and marketing.

Third Level Entry Requirements

This subject is a requirement for entry into a number of third level courses. These include European studies, Languages, Tourism and International Business/Law.

Subject Content

Course content for Higher and Ordinary levels is similar. However, oral and written skills are particularly important at higher level.

Modern languages require students to be proficient in the following skills

- * Oral/speaking
- * Written
- * Aural/listening
- * Reading

Grammar and Cultural Awareness are essential elements of these courses.

Exam Structure

Mark Allocation for L.C. French

<i>Section</i>	<i>Higher Level</i>	<i>Ordinary Level</i>
Speaking	25%	20%
Listening Comprehension	20%	25%
Reading Comprehension	30%	40%
Writing	25%	15%

The Oral Exam

This takes place in March/April of 6th year. 12-15 mins

Interview in French with examiner; students may also choose to prepare a document to discuss. (recommended)

Aural/Listening Exam (40 mins)

This exam takes place after the written examination in June. It involves listening to a variety of dialogues and news items in the target language and then answering questions in English.

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Written Exam (2 ½ hours)

Reading Comprehension is worth 30% of total exam at Higher Level and 40% at Ordinary Level. There are literary and journalistic passages at both levels.

For Higher Level the written section involves writing 3 pieces with the choice of a formal letter, diary entry, email or personal opinion piece.

Spanish

Exam Structure:

Exam	Higher Level	Ordinary Level
Oral Examination	100 marks (25%)	80 marks (20%)
Reading Comprehension	120 marks (30%)	160 marks (40%)
Written Production	100 marks (25%)	60 marks (15%)
Listening Comprehension	80 marks (20%)	100 marks (25%)
TOTAL:	400 marks	400 marks

Oral Examination (15 min)

The Leaving Certificate Oral Examination in Spanish is common to Ordinary Level and Higher Level. The oral examination accounts for 20% of overall marks at Ordinary Level and 25% of marks at Higher Level and is conducted in the same way for Ordinary Level and Higher Level candidates. The oral examination consists of two distinct parts: Section A General Conversation and Section B Role-Play marks. The candidate's performance is assessed on communicative competence, pronunciation, fluency, range of vocabulary and grammatical accuracy. The oral examination consists of a one-to-one interview with an oral examiner lasting approximately fifteen minutes. The General Conversation lasts a minimum of ten minutes while the role-play takes 5 minutes.

Aural/Listening Exam (40mins)

It involves listening to a variety of dialogues and news items in the target language and then answering questions in English.

Written exam (2h 30 min)

This section is vital for all candidates, carrying 100 marks (25% of the overall exam) for Higher Level and 60 marks (or 15% of the overall exam) for Ordinary Level.

Higher Level : Candidates must write three pieces of written work: an essay/opinion piece, either a formal letter or a dialogue construction and a note or diary entry.

Ordinary Level: Candidates are required to write two pieces: an informal letter and a note/diary entry.

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Accounting

Career Possibilities

Accountancy provides a valuable foundation for all business functions and many top executives have an accountancy background. Accountancy is also a recognised qualification that can be used abroad.

Third Level Entry Requirements

This subject is a requirement for entry into some third level courses, relating to this area.

Subject Content

Accounting is a business studies option within the Leaving Certificate programme. It covers aspects of business and social life which are not dealt with in any other subject in that programme. It is concerned with the preparation, recording, extraction, presentation and analysis of financial information for the purpose of making economic decisions. The course also involves a Management Accounting section where the student will learn how to analyse business costs and how to prepare budgets.

Topics covered include:

Financial Statements Preparation, Farm Accounts, Club Accounts, Company Accounts, Manufacturing Accounts, Financial Statements Analysis and Interpretation, Budgeting, Break-even Analysis, Cost Classification, Accounting Theory and Principles.

Exam Structure

The subject is examined at higher and ordinary level. Both levels involve one exam of three hours duration. The exam paper is made up of three sections, the first two are based on the Financial Accounting section of the course and the third covers the Management Accounting section. Questions must be answered from all sections of the exam paper.

The course is numerically based but theory and procedures must be learned also. While the student needs to be comfortable with numbers he or she does not need to be at higher maths level.

While the Junior Certificate Business Studies Course provides a foundation for this course, it is not essential and it is possible to take it up at senior cycle.

This course offers a hard working student the real possibility of high grades because of the unambiguous nature of the questions.

An organised student with a likeness for order will be particularly suited to this course.

Subject Choice Booklet

Economics

Leaving Certificate Economics aims to stimulate students' curiosity and interest in the economic environment and how they interact with it. It develops a set of skills, knowledge and values that enables students to understand the economics forces which affect their everyday lives, their society and their economy at local, national and global levels, making them more informed as decision-makers.

Economics is assessed at two levels, Ordinary level and Higher level, by means of two assessment components: a research study, and an examination paper. Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

Why study economics for the Leaving Certificate?

Economics opens the door to a range of excellent careers in areas such as accounting, government, taxation and entrepreneurship. It is also important to a person's day to day life, helping them to make informed decisions in areas of taxation, prices, costs etc.

What sort of student does economics suit?

Economics is particularly popular among students who are interested in politics and current affairs. Students who were good at Junior Cycle business studies and who enjoyed the economics section will enjoy this subject at Leaving Certificate level.

Examples of Topics

- What is economics about?
- How are economics decisions made?
- Markets
- Policy and economic performance
- How the economy is influenced by international economics.

Subject Choice Booklet

Business

A new Leaving Certificate Business specification will be introduced for fifth year students in September 2025 and will replace the current Leaving Certificate Business syllabus.

Leaving Certificate Business develops students' awareness of the significance of business for the Irish and international economy and helps to foster an understanding of how the world of business works. Students learn how business is relevant to their own lives, develop financial and business literacy, appreciate business in the world around them and how business is shaped by those who work, lead, and manage within the business environment. The study of Leaving Certificate Business supports students in becoming informed decision-makers and supports the development of a wide range of key competencies.

The course is underpinned by four strands.

Strand 1: Exploring the business environment

Strand 2: Understanding Enterprise

Strand 3: Leading in Business

Strand 4: Being Informed and making informed decisions

The new course will see the business paper go from **100% examination to 60% examination**. There will be a project worth **40%**

Career Possibilities

Business is useful for careers in areas such as Banking, Administration, Industrial relations, Enterprise Insurance, Management, Marketing, Law, International Business or Global Business.

Third Level Entry Requirements

This subject is not a requirement for business courses nor is it an essential requirement for any courses in the CAO system. However, this subject is of benefit to anyone who studies it for the Leaving Cert. whether or not a career in business is what they desire.

The subject is suited to students who are willing to work hard and caters for all abilities.

It is not necessary for students to have studied Junior Cycle Business Studies, but this would be a help. The course content is factual and requires a lot of learning, containing only a few mathematical elements. Ideally, students would have an interest in business and current affairs and would have an up to date knowledge of economic environment. An organised and consistent attitude to homework and study would be essential in this subject.

Subject Choice Booklet

Chemistry

Chemistry is the study of matter. Chemistry is everywhere in our natural world. Everything around us is made from atoms and molecules, from the food that we eat to the clothes that we wear and the air that we breathe. Studying chemistry involves understanding how atoms and molecules make up all matter. Chemistry explains how all matter in the universe behaves and how atoms and molecules interact. Chemistry has, for example, transformed medical practice, changed the way food is produced, led the way in forensic science and has created and solved environmental problems.

What type of student might Chemistry suit?

Leaving certification chemistry is ideal for students who are logical thinkers, enjoy problem solving and are curious about how things work. A chemistry student has a strong interest in science and a good grasp of maths. The study of chemistry involves hands on practical investigations, where students will gather data, learn practical skills, analyse and evaluate their data and engage with the safe handling of chemicals. Chemistry is ideal for those students who are interested in medicine, pharmacy, veterinary, engineering, environmental or other science careers.

Career possibilities

A student who studies **Leaving Cert Chemistry** in Ireland opens the door to a wide range of career possibilities, especially in science, **healthcare** (medicine, dentistry, pharmacy, veterinary medicine, medical laboratory science), **science and research** (biochemistry, forensics and toxicology), **engineering** (chemical engineer, biomedical engineer, environmental engineer and material science), and **environmental sectors** (environmental science, food science and agricultural science).

College Courses That Require or Benefit from Chemistry

Chemistry is a requirement for certain third level courses as part of their entry requirements. The following are some examples: Medicine (e.g., UCD, Trinity, RCSI, UCC, UL, NUI Galway), Pharmacy (UCC, Trinity, RCSI) and Veterinary Medicine (UCD).

Subject Content

The leaving certificate chemistry specification is composed of five interrelated strands.

Unifying strand: The nature of science – continuation from Junior Science.

Strand 1: Nature of Matter – Particular nature of matter.

Strand 2: Behaviour of Matter – Properties and behaviour of matter.

Strand 3: Interactions of Matter – transfer of energy in chemical reactions.

Strand 4: Matter in our world – stoichiometric principles and laboratory techniques.

Subject Choice Booklet

Additional assessment component: chemistry in practice investigation

The chemistry in practice investigation provides an opportunity for students to display evidence of their learning throughout the course (Common 40%). Written exam (Higher and Ordinary level – 60%)

Biology

Biology is defined as the scientific study of life. Nature is remarkable and composed of a wide variety of simple and complex systems. Biology attempts to describe and explain these systems with regards to the organisation of life, its structures and processes and the interactions between living things and their environment. In doing so, biology allows us to understand all of life in the past, present and future. The structures and processes of the cell are shared by all living organisms. Leaving Certificate Biology students develop an understanding of the cell as the unit of life. They are expected to understand the core concepts that govern the living world and apply them to various contexts within biology. They apply scientific knowledge and skills to solve problems and generate solutions. They develop representations of the structures, functions and interactions of living things using the best available evidence as gained through scientific inquiry. The exploratory nature of Leaving Certificate Biology is experienced by students in both practical and theoretical terms. They have the opportunity to manipulate and use tools, equipment and materials safely, as well as generate and analyse data to answer their questions

Leaving Certificate Biology students develop a critical awareness of the impact of humankind's decisions on the living world - from our societal impact on species and ecosystems to the personal decisions that influence our health and wellness. They draw on their knowledge and understanding of a number of specified core concepts from different areas of biology to evaluate and use arguments about the place of biology in society. They develop an appreciation of the significance of biology in personal, social, environmental, economic and technological contexts and an awareness of advances in technology, relevant to biology.

What type of student might Biology suit?

Students who enjoyed science might wish to consider studying biology at Senior Cycle. Junior Cycle Science has close links with Leaving Certificate Biology in helping students to continue to develop their evidence-based understanding of the natural world; to develop their capacity to gather and evaluate evidence; to consolidate and deepen their skills of working scientifically; to make them more self-aware as learners and to become more competent and confident in their ability to use and apply science in their everyday lives. Students build on these scientific concepts, processes and practices as they progress through the two years of Leaving Certificate Biology.

Subject Choice Booklet

Career Possibilities

Biology builds a solid foundation for students to progress to diverse futures, including participation in society, the worlds of work, further education and training, and higher education, in specialised areas such as science, engineering, technology-related jobs, computer science, education, mathematics, medicine, agriculture, business and finance. The learning experienced while studying biology can lead to many exciting and rewarding careers in the discipline and provide a foundation for a diverse range of opportunities in related areas, including biomedical, environmental, agricultural, food, health, sports, forensic sciences and biotechnology.

Subject Requirement for 3rd Level

It is counted as a science subject in any course which has a science subject as a requirement.

Third Level Entry Requirements

This subject is a requirement for entry into several third level courses. Examples include Genetics in UCC and Human Health and Disease in TCD.

Subject Content

The course is divided into four strands:

Unifying strand – Nature of Science

Strand 1 – Organisation of life

Strand 2 – Structures and processes of life

Strand 3 – Interactions of life

Exam Structure

The examination in Biology consists of (a) a terminal examination paper worth (60%) and (b) an additional assessment component (40%). It involves students completing a piece of work during the course and, in Year 2, submitting for marking to the State Examinations Commission (SEC). This AAC will be in the form of a written report that displays evidence of their ability to conduct scientific research on a particular issue and to use appropriate primary data to investigate aspects of that issue. It has been designed to be naturally integrated into the flow of teaching and learning and to exploit its potential to be motivating and relevant for students, to draw together the learning outcomes and cross-cutting themes of the course and to highlight the relevance of learning in Biology to their lives.

The examination is at higher and ordinary level. This new specification will be introduced to 5th Year students in September 2025 with the first exam in June 2027.

Subject Choice Booklet

Agricultural Science

Agricultural science is the study of the science and technology underlying the principles and practices of modern agriculture. It is recognised as a laboratory science subject for almost all 3rd level courses including nursing. There is some overlap with other leaving cert courses e.g. Biology and Geography. Some experience of farming would be desirable.

The Programme covers the following four strands:

- Strand 1: Scientific practices
- Strand 2: Soils
- Strand 3: Crops
- Strand 4: Animals

Subject Content

A range of topics are covered under these four strands including: properties of soils, animal production systems (cattle and sheep), crop production, breeding and genetics, agriculture and the environment, farm safety, sustainability, technology in agriculture, agricultural policies and economics.

Students also must complete 22 specified practical activities. Students must maintain a portfolio in which they keep a record of all these activities.

Careers Possibilities

Careers in this area include: Veterinary, Veterinary Nursing, Horticulture, Food Science, Agricultural Advisers, Sports Turf Management, Environmental Science, Forestry, Farming, Marine Science, Careers in Renewable Energy and Teaching.

Third Level Entry Requirements

This subject is not an essential requirement for any courses in the CAO system.

Exam Structure

The examination in Agricultural Science consist of (a) a terminal examination paper worth (75%) and (b) individual investigative study (25%). The individual investigative study will be completed on a topic of agricultural significance that will be based on a thematic brief that is set by the State Examination Commission. Students will prepare a scientific report based on the brief and this will be assessed by the States Examination Commission.

Subject Choice Booklet

Physics

Physics is the branch of science that studies matter, energy in space and time and the relationship between them. Physics aims to enhance student's ability to think logically. It helps to promote problem-solving and critical thinking skills. There is a strong emphasis on practical work which reinforces concepts learnt. The course looks at applications of physics and how that affects our daily lives.

What type of student might Physics suit?

Leaving Certificate Physics is ideal for students who enjoy problem-solving, logical thinking, and understanding how the world works. It suits those with a strong interest in science, a good grasp of maths, and a curiosity for real-world phenomena. Physics is also a great choice for students who like hands-on experiments, are willing to tackle challenging concepts, and are considering careers in science, engineering, technology, or healthcare.

Careers Possibilities

Studying **Leaving Certificate Physics** opens up a wide range of exciting career opportunities in fields such as **engineering** (mechanical, electrical, civil, aerospace, and biomedical), **science and research** (physicist, astrophysicist, meteorologist, nanotechnologist), and **technology** (software development, robotics, AI, cybersecurity). It also provides pathways into **healthcare** careers like medical physics, radiography, and optometry, as well as roles in **aviation, automotive design, education, finance, forensic science, and architecture**. Physics develops problem-solving, analytical, and mathematical skills that are highly valued in many industries, making it an excellent choice for students looking to keep their future career options open.

Third Level Entry Requirements

Certain third-level courses require or recommend Leaving Certificate Physics as part of their entry requirements. Fields such as engineering, physical sciences, and technology often list Physics as a prerequisite. For instance, many engineering programs prefer applicants to have studied Physics. Additionally, some medical and health science courses may require or recommend Physics, depending on the institution.

Subject Content

Unifying strand: The Nature of Science

Strand 1: Forces and Motion: Kinematics and Dynamics

Strand 2: Wave Motion and Energy Transfer

Strand 3: Electric and magnetic Fields and their Interactions

Strand 4: Modern Physics Atomic and Nuclear

Additional assessment Component: Physics in Practice Investigation

Subject Choice Booklet

This investigation encourages students to explore physics in a way that aligns with their interests, make independent decisions, strengthen their understanding, and take responsibility for their own learning journey.

Exam Structure

Assessment Component	Weighting	Level
Physics In Practice Investigation	40%	Common Level
Written Examination	60%	Higher and Ordinary Level

Home Economics (Social and Scientific)

Students might be surprised to learn that this is predominantly a theory-based course and not a practical course like the Junior Cycle programme. Nevertheless, it does encourage students to apply theoretical knowledge to practical situations.

Career Possibilities

This subject provides a good foundation in careers including Health and Health Promotion, Nutrition and Dietetics, Sports and Sport Management, Education, Tourism, Hospitality, Culinary Arts to name but a few.

Third Level Entry Requirements

This subject is not an essential requirement for any courses in the CAO system.

Subject Content

The syllabus consists of Core Areas and Three Electives:

The Core Areas

1. Food Studies - 45%
2. Resource Management and Consumer Studies - 25%
3. Social Studies - 10%

Electives: One Elective is chosen.

1. Home Design and Management 20%
2. Textiles, Fashion and Design 20%
3. Social Studies 20%

In Sligo Grammar School we study Elective 3 Social Studies.

As part of the final examination students complete a *Practical Coursework Journal*, based on 4 pieces of practical work. This work is completed in class, under the supervision of the teacher. This work must be completed during the first year of the course. The coursework is sent to the State Examinations Commission in November of the second year for assessment. The completed *Practical Coursework Journal* is worth 20% of the final examination marks.

Exam Structure

Subject Choice Booklet

1. Written Exam paper 80%
2. Practical Coursework 20%

Students who have studied this subject to Junior Cycle will find this advantageous.

There is no practical exam and craft work component so students must be willing to undertake quite a substantial theory-based subject.

There is both an Honours and Ordinary level within the subject.

History

What is history?

History deals with the experience of human life in the past. Investigation of past events brings the student of history into contact with human experiences, which are often very different from his/her own. As a result, the student gains insight into other ways of life, other ways of thinking and other solutions to recurrent human problems. Through the study of evidence, the past experiences of his/her own community, the student gains valuable insights into the roots of his/her own identity and inherited traditions. The student will investigate aspects of humanity, including, politics, societies, economics, culture, religion, science, conflict and peace. A student undertaking history at senior cycle must be aware that the course work can be demanding and requires dedication throughout the two-year cycle.

Who is suited to history in Leaving Certificate?

- Students that want to deepen their understanding of national identities and societies and to investigate how these identities and societies have been transformed, for better or worse, over time.
- Students that appreciate the role history plays in helping us to develop our own awareness of historical identity, traditions and sense of place in the world.
- Students who want to develop their abilities to present facts without bias. History helps the student to question why people behave in a particular manner. Therefore, as future decision makers, history helps provide the tools to make factual judgments based on the happenings of events. By understanding the past behaviour, one can analyse the present behaviour without bias.
- History is suited to students that want to develop their writing technique, improve their vocabulary, develop research skills and to further expand their critical thinking.
-

What role can history play in third level or career opportunities?

- History in second level can help students in third level to be more tuned in to research for projects. History at second level helps students to attain vital skills in presenting projects. Research, a key skill in most third level courses, is honed at second level. History helps people to think with an open mind and to evaluate relevant facts. These key skills are increasingly important in the working world. History can directly or indirectly benefit in many potential professions, such as, law, education, research, journalism, marketing, politics, civil service, banking, accountancy, media, and many more...

Subject Choice Booklet

Is it required for third level?

- No, it is not required for entry into third level. However, it is important to consider history as it is important for certain courses.

What will students learn in Leaving Certificate?

The nature of the history syllabus is that the topics change every two years depending on the prescribed document question. The current document question is based on the Movement for political Reform

Below are the topics we cover:

1. Dictatorship and Democracy, 1920 – 45
 - In this topic students will study European history with special focus given to:
 - Communism (Tsars, Lenin and Stalin)
 - Fascism (Mussolini and Hitler)
 - Britain (Interwar period)
 - WW2
2. Pursuit of Sovereignty and the Impact of Partition, 1912 – 1949
 - In this topic students will look at Irish history relating to:
 - Unionism and Nationalism, 1910 - 1914
 - The Easter Rising, 1916
 - The rise of Sinn Fein
 - War of Independence, 1919 - 21
 - The Treaty Negotiations, 1921
 - The Irish Civil War, 1922 - 23
 - Cumann na nGaedheal and Fianna Fail, 1923 - 48
 - Promotion of Irish Culture, 1922 - 49
3. The United States and The World, 1945-89
 - In this topic students will look at Irish history relating to:
 - Introduction to US Politics
 - US Foreign Policy, 1945 – 1972-Vietnam War
 - Domestic Factors in US Foreign Policy, 1945 - 1972
 - US Foreign Policy, 1972 - 1989
 - Problems in US Society, 1945 – 1989-Civil Rights Movement
 - The Collapse of Consensus, 1968 - 1989
 - Technology in the United States, 1945 – 1989-Moon Landing
4. Movement for political Reform- Document based Questions
 - The elections of 1885 and 1886 issues and outcomes
 - Dublin 1913 – strike and lockout
 - The GAA to 1891

What is the exam format in history?

The exam format is as follows:

- Written examination paper at the end of sixth year worth 80%. In the written paper, students are required to write three essays.

Subject Choice Booklet

- The final 20% comes in the form of a pre-submitted research project. The project can be on a wide variety of topics of interest to the student, as long as it is not directly related to material covered in the syllabus. Word length of the project is around 1,500 words and is usually submitted at the end of April – start of May. This date changes year to year and is set by the Examinations Commission.

Geography

Geography is the study of people, their environment, and the interaction between the two. Geographers explore both the physical properties of the Earth's surface and the human societies spread across it. The course follows on from Junior Cert Geography and covers similar topics in more depth.

What kind of student might Geography suit?

Students considering further study in areas such as geography, economics, environmental science, or politics.

Career Possibilities

Geography is a useful subject for careers in teaching, town planning, surveying, environmental assessments and weather forecasting.

Third Level Entry Requirements:

This subject is not an essential requirement for any courses in the CAO system. However, it is worth noting that TCD accepts geography as a science subject for entry into both science and pharmacy faculty.

Subject content: Core Units:

- Patterns and processes in the physical environment
- Regional geography
- Geographical investigation

Elective Unit:

- Patterns and processes in economic activities (cross-curricular links with LC Business)

Optional Unit (higher level exam only):

- Geoecology (cross-curricular links with LC Agricultural Science)

The teaching of geographical skills is an important element of the course; students are encouraged to improve their ability to gather information (from map-reading, statistics, charts), present information (using diagrams, maps and writing), and evaluate information (separate fact from opinion, make informed judgements, propose sensible solutions to problems). These skills are assessed in the Geographical Investigation.

Exam Structure: Leaving Certificate Geography is assessed at Ordinary and Higher level. There are two assessment components:

Written Examination (80%)

Subject Choice Booklet

Geographical Investigation Report (20%, completed early in 6th year)

ART

The Art course for Leaving Certificate consists of two main parts, practical art and History of Art. The practical side of the course is about developing the student's ability in a range of artistic fields and disciplines. The syllabus requires students to study fine art, design and craftwork. This will include drawing and painting in a variety of media, and crafts such as 3D work, Ceramics, Batik, Printmaking (block printing, collagraph, etching, screen printing etc), Creative Embroidery, Collage etc. Students are expected to spend the duration of the course practicing and developing their skills in these areas. History of Art is also an essential part of the course.

The practical examination takes place after Christmas of 6th year, when students produce work around a given theme. The work takes the form of a sketchbook of drawings from observation, experimental work and exploratory work to culminate in two finished pieces, one to be fine art and one to be craftwork/design.

Subject content:

The practical component of art is worth 62.5%. This is broken down into two elements

1. A practical Coursework Sketchbook (outlined above) which must be completed during class time. It is based on a coursework brief issued by the SEC. This element is worth 50%
2. A life drawing exam worth 12.5%

The art course also features a written examination on History and Appreciation of Art, which counts for 37.5% of the marks.

The exam is divided into three sections, one on Irish art, one on European art, and a final section on Art Appreciation.

Note that the Leaving Cert Art course has nothing to do with the portfolio submissions which art and design colleges often require. The course does not aim to build a portfolio. However, it is common to take Art while preparing a portfolio, and much of the work done in class can be included.

What kind of student might Art suit?

- Students who have shown an aptitude for and interest in art in Junior years.
- Those who, although they did not do art at Junior Cycle, have always had an interest in the subject may take it up at 5th year, but will have to work hard to develop their skills.
- Highly Academic students have typically found Art to be a very relaxing subject, which, although it requires work, exercises the right side of the brain and is a break from other subjects. It also develops their creative and critical skills.
- Anyone considering a career in a creative discipline such as Architecture, Marketing, Film and Entertainment, Web Design, Fashion, Game Design, Advertising, Interior Design, Photography, Animation etc.
- Anyone interested in a career working with children such as Primary Teaching, Childcare etc.
- Those interested in Psychology, including Art Therapy.

Third Level Entry Requirements

Subject Choice Booklet

For most level art and design courses, a portfolio is required as well as the Leaving Cert.

Note: Each college has its own date for submission of a portfolio and the college, or the CAO will not notify you, so you will need to research the deadline yourself.

Portfolios take a lot of time to complete and so some students take night classes or summer courses to complete them. There are also a number of portfolio preparation courses offered through PLC colleges.

Music

Leaving Certificate Music is a two-year course founded on the principles of listening, composing and performing. The Leaving Certificate syllabus provides continuity and progression from Junior Certificate Music. This subject is open to all students; those who have completed music at Junior Certificate level and those who have a high standard of instrumental performance in any instrument for example guitar, recorder, drums, piano, flute, violin and voice. The syllabus caters for the varying ambitions of all students, including those who wish to pursue further studies in music.

Career possibilities

Music graduates can pursue careers in journalism, broadcasting, publishing, teaching, the recording industry, arts administration, performance, composition, sound Engineering, public relations, communications, production and lecturing at third level.

Third Level Requirements

For some music courses Leaving Cert results are not the only factor considered for entry. Different colleges have different requirements. Depending on the music course, an entrance test, audition and interview might be required.

Subject Content

The course consists of three main components;

(1) Listening (2) Composing (3) Performing

The listening and composing papers contribute to 50% of the total marks. Students will acquire knowledge of music theory and composition, and will also study set works ranging from Bach to Queen and Irish music. There is a large amount of class-based performance also in this course. The performance elective contributes the remainder of the marks. Students can elect to perform solo and/or as part of a group for 50% of their Leaving Certificate. They can also opt for music technology as part of their performance programme.

Exam structure

Listening paper 25%: Four set works, Irish Music and general listening skills

Composing paper 25%: Melody writing and harmony

Performance 50%: Examined in April in 6th year

Subject Choice Booklet

Applied Maths

Leaving Certificate Applied Mathematics aims to develop the learner's capacity to use mathematics to model real-world problems. By focusing on all aspects of the problem-solving cycle it is envisaged that learners will move beyond calculating procedures and gain experience in asking appropriate questions, formulating mathematical representations of problems, and interpreting and verifying results. Through Applied Mathematics, students should learn to appreciate the extent to which mathematics is relevant in everyday life, generating engagement and interest in the process. It is anticipated that digital technology will be used as a learning tool in some aspects of this course. Anyone taking the course does need to have a strong grasp of maths and would need to be studying Higher Level Mathematics. It is how the mathematical knowledge is used that makes applied maths different. As well as having a very good mathematical ability, you will also need to be good at solving logic problems. Spotting clues in a question and working out how to use the clue to solve the problem. The maths only comes in, once you have worked out what logical approach you need to take. If you enjoy maths and have a good logical brain, then this is the subject for you!

Objectives

The objectives of Leaving Certificate Applied Mathematics are to develop applied mathematical problem-solving skills so that students will be able to:

- **Formulate a problem:** Consider the scope and detail of a real-world problem, and to define manageable questions to address.
- **Translate the problem into mathematics:** Create or choose a suitable mathematical model, and then formulate the question as a mathematical problem within the model.
- **Compute a solution:** Use mathematical techniques to solve the mathematical problem.
- **Evaluate the solution:** Interpret the mathematical solution in the original context.

Career possibilities

This subject comes highly recommended for students considering a career in any area of Engineering, Science, Information Technology, Business, Finance, Architecture or Education.

Third Level Requirements

This subject is not an essential requirement for any courses in the CAO system. It is worth noting that TCD accepts Applied Maths as a science subject for entry into both the science and pharmacy faculty.

Subject Choice Booklet

Subject Content

4 Strands:

Strand 1 – Mathematical Modelling:

In this unifying strand students learn about mathematical modelling as a process that uses mathematics to represent, analyse, make predictions or otherwise provide insight into real-world phenomena.

Stand 2 – Mathematical Modelling with Networks and Graphs:

In this strand, students learn about networks or graphs as mathematical models which can be used to investigate a wide range of real-world problems. They learn about graphs and adjacency matrices and how useful these are in solving problems.

Strand 3 – Mathematically Modelling the Physical World; Kinematics and Dynamics:

In this unit students explore the motion of a particle and how characteristics of this motion can be described by functions. They are introduced to displacement, velocity, acceleration and force as vector quantities and recognise vectors as useful and established representations of quantitative data in dynamical systems.

Strand 4 – Mathematically Modelling a Changing World:

In this strand, students learn about difference and differential equations and how useful these are for modelling, simulating and understanding phenomena in the real world that involve change.

Exam structure

Modelling Project 20%

Written Exam (2.5 hours) 80%

Subject Choice Booklet

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

LCVP

About the LCVP

This two-year programme's primary goal is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational (job) success. The skills and qualities learnt are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

Course Content:

Link Module I – Preparation for the World of Work

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

Link Module II – Enterprise Education

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

Assessment of the Link Modules (LCVP)

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

The Portfolio of coursework must be submitted on the first Wednesday in March. The written examination takes place the first Wednesday in May of the Leaving Certificate Year. The examination is of two and a half hours duration and consists of three sections which are outline below.

The structure of the Written Examination is as follows:

Section A Audio Visual Presentation

Section B Case Study (received in advance by students)

Section C General Questions (4 out of 6)

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

Subject Choice Booklet

Portfolio Content:

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

Optional Items: (any two)

- Diary of Work Experience
- Enterprise Report
- Recorded Interview/Presentation
- Report on My Own Place

Certification

LCVP students receive the same certificate as other Leaving Certificate students but their Certificate includes an additional statement of the results of the Link Modules.

Grades for the Link Modules are as follows:

Grade	Per cent
Distinction	80% – 100%
Merit	65% – 79%
Pass	50% – 64%

The Link Modules are recognised for points purposes by the Institutes of Technology and the Universities. The points are allocated as follows:

Distinction 66 points

Merit 46 points

Pass 28 points

Subject Choice Booklet

Design & Communication Graphics

Subject Overview

Design and Communication Graphics is one of the technology subjects offered at senior cycle. It is a follow-on subject from Junior Certificate Technical Graphics / Graphics. The subject provides students with the opportunity for visualizing and comprehending Information presented verbally or graphically. Beneficial subject combinations include Art. This is due to the high level of creativity, design, sketching integrated into the DCG project. Drawing skills learned in DCG are easily transferable to students studying Construction Studies.

Problem solving and creative thinking skills are developed through the analysis and solution of both 2D and 3D dimensional graphics. Graphics and design are communicated using freehand sketching skills, traditional draughting equipment and CAD.

There is a greater emphasis in the Leaving Certificate course on comprehension, analysis and problem solving. In simple terms you must be able to understand what has to be done, analyse how you are going to approach it and then proceed to solve the problem. It is a very suitable subject for either architecture or engineering. It is regarded as a useful asset if you are thinking of a technical course. It is an active class, each lesson you will produce a piece of work, drawing, etc.

It is recommended that you have completed Junior Cert Technical Graphics prior to picking DCG for senior cycle. If you are interested in selecting DCG without completing Junior Cert TG, discuss this with your DCG teacher. If you decide to pick up DCG it is **mandatory** that you complete the Pre DCG course during your TY year.

Exam Structure

1. Student Assignment 40%
2. Theory Drawing Exam 60%

The student assignment project is completed between September and Christmas of 6th year. Each year the State Exams Commission sets a brief on which the project is based on. Previous briefs include water bottles, drones, gaming headsets etc.

There are 16 weeks to complete this project, including research, product design, freehand sketching, and computer aided design/solid works. ICT skills are learned extensively, including file management, online cloud sharing, advanced features in PowerPoint, desktop publishing etc. Students are taught a high standard of Solid works (CAD), this will be beneficial for future study in third level/workplace. Students sit a three-hour drawing exam in the leaving cert based on the theory element of the course.

Subject Choice Booklet

Career Options

This subject will be beneficial in relation to the following careers.

- Architecture
- Interior Design
- Various Engineering Degrees
- Product Design
- The Automation Industry
- Animation
- Web Design
- Manufacturing/Production Technology
- Various Careers in the Construction Industry

Additional Information

Students have access to all lessons online, including video solutions, PowerPoints, exam papers/solutions etc.

80% of the Theory is covered in 5th year. Leaving Cert Project preparation is covered also. 50% of 6th Year is spent on completing the student assignment / project, remainder of time is spent on theory and revision.

Construction Studies

What is construction studies?

Construction Studies is a Leaving Certificate subject that has many interesting topics which engage the students' interest through hands-on learning and theory. It is a subject which aims to develop student's awareness of the built environment. A critical appreciation of quality in design and craftsmanship-knowledge of the principles and technologies involved in the construction of buildings and the provision of associated services. The course involves both the theoretical and practical elements.

Is it suitable for me?

The knowledge and skills developed in studying this subject are particularly useful for anyone interested in pursuing a career in the area of construction/engineering/architecture etc. There is a significant practical element to this subject so experience with Junior Certificate would be a distinct advantage, but it is not essential. Experience with Technical Graphics at Junior Certificate or completing the Leaving Certificate course 'DCG' alongside Construction Studies would be a significant advantage. This course is perfectly suited to both males and females.

Subject Choice Booklet

Construction Studies – Course Content:

- Redesigning/upgrading dwelling
- Passive design
- Renewable technologies
- Low energy building design and layout
- Sustainable building materials and techniques
- Site safety
- Foundations & walls
- Roofing
- Windows/doors
- Plumbing, electricity, heating etc

Exam Structure:

1. Project and Report 25%

Practical project completed usually during 6th year. A written portfolio accompanies this project and serves to highlight and explain the work completed during the projects manufacture.

2. Day practical exam 25%

Approaching the end of 6th year students are given 4 hours in school to complete a small but intricate artefact. In the completion of this project the student must interpret a set of working drawings and use appropriate woodworking tools to manufacture the artefact.

3. Written Exam 50%

Students are given 3 hours to answer 5 written and drawing based questions involving the course content as mentioned above. Q1 in the paper is compulsory and involves a sectional drawing of a Building component.

Useful Websites:

- http://constructionstudiesq1_.weebly.com/
- <http://www.t4.ie/>
- <http://www.constructiontechnology.ie/>

Subject Choice Booklet

LEAVING CERTIFICATE PHYSICAL EDUCATION (LCPE)

In Leaving Certificate Physical Education, learners have an opportunity to study physical education for certification. The specification is designed to appeal to learners who have an interest in and a commitment to participation and performance in physical activity. The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life. The emphasis is on providing learners with integrated learning experiences where there is a balance between developing personal performance in selected physical activities and deepening their understanding of the theoretical perspectives that impact on performance and participation in physical activity. These perspectives include learning in the humanities/social sciences and life sciences.

Objectives

The objectives of Leaving Certificate Physical Education are to develop the learner's

- performance in physical activity and an ability to reflect on performance in physical activity
- knowledge and understanding of the factors which influence performance and participation in physical activity
- appreciation of the benefits of physical activity for lifelong health and wellbeing
- capacity to undertake different roles in physical activities
- understanding of the principles underlying ethical participation in physical activity
- understanding of the role of physical activity and sport in the social and cultural life of Ireland.

Further study

Leaving Certificate Physical Education provides opportunities for learners to prepare for further study in a range of areas, for example, in the teaching, coaching and healthcare professions. In addition to its vocational value, students' learning in physical education provides them with knowledge, skills and understanding that will support lifelong informed participation and/or the pursuit of excellence in their own sporting and physical activity pursuits. The emphasis is on the development of key skills in Leaving Certificate Physical Education which will support learners' effective engagement in a variety of further education opportunities where self-direction, leadership, organisational skills, and reflection are important.

Overview/ Structure

The specification is presented in two strands. In strand 1, students learn about different theoretical perspectives that impact on optimum performance and how to apply this understanding to a range of different activities. In strand 2, students learn about contemporary issues in physical activity and how different people experience physical activity and sport.

Subject Choice Booklet

STRAND 1 Towards optimum performance	STRAND 2 Contemporary issues in physical activity
1. Learning and improving skill and technique	5. Promoting physical activity
2. Physical and psychological demands of performance	6. Ethics and fair play
3. Structures, strategies, roles and conventions	In addition, two of the following topics will be prescribed each year:
4. Planning for optimum performance	7. Physical activity and inclusion
	8. Technology, media and sport
	9. Gender and physical activity
	10. Business and enterprise in physical activity and sport

Learners' physically active participation is central to teaching and learning in Leaving Certificate Physical Education. To enable this to happen, students learn about the different theoretical perspectives through their participation in three different physical activities. These activities are selected from six distinct physical activity areas:

- Athletics
- Personal Exercise and Fitness
- Artistic and Aesthetic activities
- Aquatics
- Games
- Adventure activities

Assessment

Assessment for certification in physical education is based on the aim, objectives and learning outcomes outlined in the specification. There are three assessment components in Leaving Certificate Physical Education: A physical activity project, performance assessment and written examination. Differentiation at the point of assessment will be achieved through examinations at two levels, Ordinary level and Higher level. The performance assessment will be at a common level. The learner will be required to complete the physical activity project and performance assessment in two different activities.

ASSESSMENT COMPONENT	WEIGHTING	LEVEL
Physical activity project	20%	Higher and Ordinary
Performance assessment	30%	Common level
Written examination	50%	Higher and Ordinary

Subject Choice Booklet

Physical activity project – 20%

Learners are required to complete a physical activity project. Each learner can choose which activity to focus on for their physical activity project. However, it is recognised that the particular context of the school, the physical education programme it can facilitate and the level of community facilities, will have a bearing on the level of choice that can be managed. The physical education teacher, in consultation with the learners, will agree the range of activities that can be accommodated and supported for their physical activity project.

Learners may choose to complete the physical activity project in one of following roles (performer or coach/choreographer). The project should span an eight- to ten-week period and learners will be required to apply their learning from the specification to further develop their personal performance in their chosen role. The physical activity project is completed in a digital format. The four sections are:

1. Performance analysis
2. Identification of four performance goals
3. Evidence of ongoing training/practice and reflection
4. Concluding analysis.

Performance assessment–30%

Learners choose one of the three selected physical activities being studied by their class in Leaving Certificate Physical Education for their performance assessment. Learners are required to demonstrate the range of skills, techniques and/or compositional elements outlined for the physical activity in Physical Activity Areas in LCPE (p. 33). Learners are required to demonstrate knowledge and understanding of the principles of play/ performance, an understanding of the rules and conventions of the activity and adherence to safe practice before, during and after the performance. Learners are assessed in a variety of contexts including personal performance, fully competitive and/or conditioned practices. The performance is captured digitally by the learner and is captured in sessions designed to demonstrate the learner's best personal performance in fully competitive and/or conditioned practices or performance settings. The performance assessment is at a common level and is assessed by the State Examinations Commission.

Performing in a selected activity, learners are expected to:

1. show evidence of their capacity to select, apply and perform the skills and techniques outlined in the physical activity section in a conditioned practice, fully competitive version of the activity, or personal performance
2. demonstrate understanding and knowledge of the physical activity, including the ability to apply and adapt different tactics, strategies and compositional knowledge in response to different scenarios in conditioned or competitive environments
3. demonstrate knowledge and application of relevant rules, regulations and codes of practice in the chosen activity.

Subject Choice Booklet

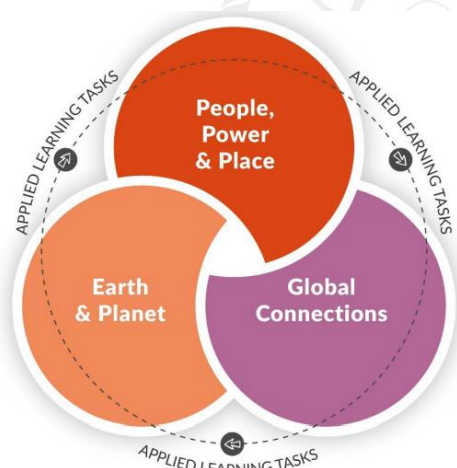
Written examination–50%

The written examination is based on the aims, objectives and learning outcomes outlined in the specification. It will examine the following:

- knowledge and understanding of the theoretical factors which affect participation and performance in physical activity and the relationships between them
- learners' concept and process knowledge in relation to the assessment criteria
- learners' engagement with a case study designed to require learners to apply their learning in a particular physical activity scenario
- clarity and coherence in management of ideas and answers.

CLIMATE ACTION AND SUSTAINABLE DEVELOPMENT

This new subject has been developed to address the many complex and relevant sustainability challenges, including the climate crisis and global inequalities. It aims to enable students to apply a solutions-focused approach to living in a sustainable world.



The subject will provide students with opportunities through action to work towards a more just and sustainable world. Our students' future studies and careers will be based on responding to climate action and ensuring sustainable approaches to areas such as agriculture, housing, infrastructure, energy supplies, manufacturing and flood defences.

Earth & Planet

- Learn that a healthy environment is vital to sustainability
- Environmental damage and loss caused by human influence
- Builds students' knowledge of climate science and environmental systems
- Up to date scientific evidence and models
- Causes and effects of environmental change
- Understanding of ways in which those changes can be measured
- Recognise environmental limits and appreciate the risk of damage once pushed beyond certain thresholds.

People, Power, & Place

- Explore our place in climate action and sustainable development
- Place refers to students' school, local community and country
- Individuals, groups and political values

Subject Choice Booklet

- Explore community, decision making, energy usage and root causes of environmental change
- Actions of individuals and groups in their school, their locality and across Ireland
- Power of community in instilling a spirit of sustainability through collective endeavour

Global Connections:

- Global thinking and actions
- Decision making and power as evidenced through governance, economic forces and global inequality
- Climate justice
- Real world examples
- Role of technology and innovation in imagining alternative futures

Over the two years of study, students engage in four **Applied Learning Tasks** carried out in small groups. Students plan, design, and carry out tasks which they deem relevant to them or their peers, their local community, or to society more broadly. The Applied Learning Tasks will be assessed by the teacher.

Applied Learning Task 1: Engaging in dialogue about climate action & sustainable development

- Plan and facilitate a dialogue on an issue related to climate action and sustainable development.
- The format and nature of the dialogue can be decided by the students
- A small group discussion, a classroom debate, a conversation with an elected official or with students from another school or country.

Applied Learning Task 2: Researching a movement, students will learn about the actions of others.

- Qualities of effective action
- Reflecting upon the action
- Consider how climate justice relates to equality and human rights as well as the climate.

Applied Learning Task 3: Designing a nature based experience

- Students create an experience for others to connect with nature in their surroundings.
- Outdoor activity/fieldwork

Applied Learning Task 4: Organising action:

- Effectively organise themselves to take action
- Students work in groups to organise an action on a matter related to climate action and sustainable development which they have democratically decided on.

Subject Choice Booklet

Leaving Certification: Set and examined by the State Examinations Commission (SEC)

Assessment Component	Weighting	Level
Action Project	40%	Higher and Ordinary
Written examination	60%	Higher and Ordinary

Students will engage in an action of their choosing that relates to a topic issued by the SEC. Students will work with others in carrying out their Action Project, but their project is assessed individually. They will research an issue they wish to address and identify ways others have engaged with similar issues.

Career Possibilities

This is an area that is becoming more central to all careers:

- Engineers and engineering systems are focused on eliminating fossil fuels, transition to renewable energies and a low carbon future.
- Building systems are looking at natural materials, low in carbon/energy that are reusable and recyclable.
- Business and marketing are looking at products that are not only financially sustainable but also ecologically and socially sustainable.
- Product design, including software and IT systems are all about circular economy and how we can use less resources and energy, and use them for longer.
- Accountancy is expanding from financial accounting to include sustainability and environmental accounting.
- Food and agricultural systems are going through a fundamental change, which is very challenging, but must continue to feed society while working with nature.
- Science is all about using nature and natural solutions to solve climate issues.
- Social care is developing into societal care and how us humans manage to adapt to climate changes.
- Journalism and languages are all about international communications, including engaging in dialogue about climate action and climate solutions.

CASD will also build skills in dialogue, communications, working with international multi-disciplinary teams. Future careers require students to know about climate, and the changes/challenges it will bring.

Subject Choice Booklet

Information on 3rd Level and Post Leaving Cert Options

When you leave school there are many different options open to you, ranging from apprenticeship training to P.L.C. courses to Honours Degree programmes. Under the National Qualifications Framework students can study for level 5, 6, 7 or 8 qualifications.

Level 5: One or two year Post Leaving Cert courses.

- Available in many Second Level schools and colleges around the country.
- Can lead on to level 6 courses in Institutes of Technology.

Level 6: Two year Higher Certificate Courses available in the Institutes of Technology.

- Can lead on to Level 7 and 8 courses in the same field.

Level 7: Three year Ordinary Degrees available in the Institutes of Technology.

- Can lead on to Level 8 courses in the same field.

Level 8: Three or four year (with some exceptions such as medicine) Honours Degrees available in all of the Universities and the Institutes of Technology.

- Having completed Level 8 students can continue on to Level 9 (Postgraduate Masters) and Level 10 (Doctorate)

Remember: it is your responsibility to check course requirements!

List of Third Level institutions in Ireland

Universities:

- University College Dublin
- Dublin City University
- Trinity College Dublin
- NUI Maynooth
- University of Limerick
- University College Cork
- University of Galway

Technical Universities:

- Atlantic Technical University (ATU)
 - Sligo

Subject Choice Booklet

- St. Angelas, Sligo
- Letterkenny
- Galway City
- Letterfrack
- Killybegs
- Castlebar
- Mountbellew

- Technical University Dublin (TUD)
 - Blanchardstown
 - Tallaght
 - Dublin City – Aungier Street, Bolton Street, Grangegorman

- Munster Technical University
 - Tralee
 - Cork School of Music
 - Crawford College of Art and Design
 - National Maritime College of Ireland
 - Bishopstown Campus (Cork City)

- South East Technical University (SETU)
 - Carlow
 - Waterford
 - Wexford
 - Wicklow
 - Kilkenny

- Technical University of Shannon (TUS)
 - Athlone
 - Limerick City
 - Thurles
 - Clonmel
 - Ennis

- Dundalk Institute of Technology

Other Colleges and Private Colleges:

- All Hallows College (fees apply for some courses)
- American College Dublin (private-fees apply)
- Carlow College
- Church of Ireland College of Education (primary teacher training)

Subject Choice Booklet

- College of Computer Training (private-fees apply)
- Dublin Business School (private-fees apply)
- Dun Laoghaire Institute of Art, Design & Technology
- Grafton College of Management Sciences (private-fees apply)
- Griffith College Cork, Dublin & Limerick (private-fees apply)
- IBAT College (private-fees apply)
- ICD Business School (private-fees apply)
- Independent Colleges Dublin (private-fees apply)
- Irish College of Humanities & Applied Health Sciences, Limerick (private-fees apply)
- Marino Institute of Education (primary teacher training)
- Mary Immaculate College, Limerick (primary teacher training & arts)
- National College of Art & Design
- National College of Ireland
- Pontifical University, Maynooth (theology)
- Portobello Institute (private-fees apply)
- Royal College of Surgeons (Medicine, Physiotherapy & Pharmacy)
- Shannon College of Hotel Management
- St. Patrick's College, Drumcondra (primary teacher training & arts) (DCU)

See **www.cao.ie** for contact details of all the colleges listed above as well as the 1300 courses on offer and the points requirements from previous years.

Students can apply for courses in all of the colleges listed above through the C.A.O. from November- January of their Leaving Certificate Year. Students applying to medicine should register with the CAO in early November in order to secure a suitable location for the HPAT exam which takes place in February or March.

Students wishing to apply for Level 5 P.L.C. Courses apply directly to the Course Provider from December of their Leaving Cert year- each college has different application dates so check the websites or ask your Guidance Counsellor for further details.

If you have any queries relating to subject choice or study skills you should make an appointment to see the Guidance Counsellor.

Students during TY, 5th and 6th year will have Careers Classes as well as one to one meetings with their Guidance Counsellor.

Subject Choice Booklet

HEAR & DARE:

The **Higher Education Access Route** (HEAR) is a college and university admissions scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds.

The **Disability Access Route to Education** (DARE) is a college and university admissions scheme which offers places on a reduced points basis to school leavers with disabilities. DARE has been set up by a number of colleges and universities as evidence shows that disability can have a negative effect on how well a student does at school and whether they go on to college. See www.accesscollege.ie for more details.

Final Summary Guidelines:

1. Keep career options open by choosing a broad range of subjects for Leaving Certificate that interest you.
2. Choose subjects that you have an aptitude/ability for, enjoy and have an interest in as a way to maximise your points.
3. Final decisions on Career plans should be delayed as long as possible, what you want to be at 16 may not be what you want to be at 18!
4. There are certain subjects that are essential for entry into particular courses, colleges and careers e.g. Biology for Nursing. Therefore ensure that you have the essential subjects for your job/career. The various third level colleges all give the subjects requirements necessary for entry into their colleges and courses in their prospectus and on their college website. Also use Qualifax to check matriculation and course requirements.
5. It's impossible to pursue any Science course or Science related course in Third Level unless one has at least one Science subject to Leaving Cert. Level.
6. Honours Maths is necessary for most degree courses in Engineering.
7. A European Language is necessary for many degree courses at University.
8. For all Third level courses points are scored on the six HIGHEST GRADES OBTAINED in one sitting of the L.C.
9. When deciding your subject options never pick a subject believing that it is easy or a doss.
10. Never pick a subject because, your friends are doing that subject; your future career path may be totally different to your friends, and do not hesitate to ask for advice.
11. Subject choice should not depend on what teacher is teaching a certain subject at Leaving Certificate level.

Subject Choice Booklet

12. Talk to your teachers, past students, students in 5th and 6th year currently studying the subjects that interest you, older brothers and sisters and parents/guardians to help you make a more informed subject choice.
13. Always, always get your information through RESEARCH and more RESEARCH.
14. Use Useful Guidance websites: www.qualifax.ie, www.careersportal.ie and www.careerdirections.ie.

How to Further Research my L.C. Subjects Options Online:

This is also demonstrated for you on the following few pages.

1. To see the effect of taking/not taking particular subjects at Leaving Certificate follow the instructions below:

Log onto www.qualifax.ie

1. Click on 'students'
2. Then click 'useful tools'
3. Then click 'minimum subject requirements' and select 'Leaving Certificate Requirements'.
4. Select a Leaving Cert subject and continue to search for courses in third level that do require, may require or don't require that particular L.C. subject to meet matriculation and courser entry requirements.

To research each of the Leaving Cert subjects in more detail follow the instructions below:

Log onto www.careersportal.ie

1. Click on tab: 'Course Search'
2. Then click on 'Guide to Subject Choice' on the left
3. Click into each Leaving Cert subject on the right-hand side that you would like to investigate further, read about it in detail.
4. Within that subject click on 'CAO Entry Requirements' to check out what careers require/may require or don't require that L.C. subject (it's a link to the Qualifax activity above in 1).