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FOREWORD

The cover picture was painted in 1982 to celebrate the 125th anniversary of the foundation of the school. It represents the process by which dispersed light is refracted through a prism into the spectrum of well defined primary colours. This is a very good representation of the educational processes in operation in Transition Year.

The concept of Transition Year presents significant contrasts and is much more expansive than the Junior Certificate cycle. There is greater exposure to a variety of educational experiences. The student is presented with many new challenges and opportunities. There is a strong emphasis on achievement, interest and involvement. The student will gain optimal benefit by engaging fully in the wide programme and by committing energy to reaching new levels of performance. They will experience new learning strategies such as research, discovery and self directed learning. The students will need to prioritise commitments and improve the management of time and study.

The curriculum is designed to strengthen academic achievement, allow students experience the content of optional subjects, so as to improve the subject selection process at senior cycle and to include specially designed modules which should appeal to individual interests and skills. There is also a strong vocational basis underlying the whole programme.

The syllabus for each subject is designed and written by the teachers at CUS. These courses therefore are geared to respond to the needs of the students. In the case of elective modules, students to some degree design their programme.

Research conducted by the ESRI concluded that students who had taken the Transition Year programme had a higher grade points average in the Leaving Certificate as well as a greater level of ambition to attain to higher education. As a group they also tended to select a broader range of courses. It also did warn about the negative effects of engaging in part-time work during the year.

Many third level colleges are changing programmes to create greater flexibility by introducing a modular and semester basis. It is becoming more common for course structures to consist of core modules, optional modules within the main study and elective modules from across a wide range of external options.

In the modern world there are very many demands and pressures on young people. There is an increase in the number who are not happy or who have lost direction in their life. The best preparation for leading a life of contentment and fulfilment is to develop interests in an active positive way, to develop a value system based on sound Christian principles, to be more discerning in the selection of options in life style rather than rely on the false promises of the quick-fix culture. Staff in general would approach the delivery of the programme while keeping this balance very much to the forefront.

It will be necessary to monitor continuously the students response to this new flexibility. Students would be expected to use free time in a productive way. It is a year when students should take up new hobbies and engage in development of new skills. The Presidents Award Scheme (Gaisce) is a particularly useful means of achieving this objective.

While reading through the following pages, you might conclude that Cardinal Newman would be advising students that 'if opportunity doesn't knock, then go build a door'.

Martin Freeman
Programme Co-ordinator

INTRODUCTION
MISSION STATEMENT

The Transition Year programme at CUS aims to promote the personal, social, educational and vocational development of students and to prepare them for their role as autonomous, participative and responsible members of society.

AIMS OF THE TRANSITION YEAR PROGRAMME

The aims could be considered as presenting the student with opportunities to discover and develop his own individual gifts and strengths and to become more independent. It places an emphasis on individual responsibility and nurtures new modes of thinking, caring, articulation and confidence building.

1. Maturity

This age is a very important time in the developmental process of the student's life. Transition Year is focused on promoting maturity. Reaching an adequate self-concept and developing a proper appreciation of self-worth will help the student to cope positively with the decisions and options which life presents. The experiences and opportunities presented in Transition Year allow for the development of ambitions on the basis of more comprehensive information. Students are prepared for leadership by theoretical and experiential learning and are encouraged to take on roles of responsibility within an organizational context.

2. Learning

The broad scope of Transition Year probably is best understood in the context of what Gardner describes as the existence of multiple intelligences. These are logical-mathematical, linguistic, musical, spatial, bodily-kinaesthetic, inter-personal and intra-personal. The way in which individual sets of abilities, talents or mental skills are used will be expressed in the context of specific tasks, disciplines and crafts.

Learning styles will include assigned exercises, negotiated learning, activity based learning, group work, project work and research supported by access to a variety of resources. This variety will facilitate the student stretching to new horizons.

Students will recognize their own learning processes, recognize and value their strengths, identify how they can build on these while developing areas which are less strong.

3. Communication

The variety of curricular options brings the student into a new contract with teachers. This introduces a new quality of communication between adult and student. The increased emphasis on group work places an onus on the student to co-operate, to discuss, to see other points of view, to initiate with a number of his peers. They will be introduced to a variety of modes of communication e.g. verbal, art and craft, drama, writing and music. Work experience, social education placements and educational visits give the student the opportunity of a new type of interaction with significant adults.

4. Religion

The growth in self-awareness and self-assessment gives the student the chance to develop more positive relationships with others and with God. Every effort is made to help them deepen their faith commitment and internalise Christian values within the context of real life experiences. Students will be encouraged to examine the morality of actions and behaviour and to come to an understanding of topical issues in a Christian context. They will be helped to develop tolerance and understanding of others in an increasingly multi-racial, multi-cultural society.

5. Guidance

The OECD definition of guidance places emphasis on a whole school approach in laying the foundations for life long career development, including knowledge and competencies regarding self-awareness, the world of work and making decisions and transitions. Across the curriculum the teaching personnel of Transition Year play an important role in these areas whether in terms of advice about general progress, effort and attitude or encouragement in developing skills and guidance on appropriate subject selection. A formal programme on career exploration and planning is included. Time is spent on the identification of appropriate third level courses.

6. Health Education

Great emphasis is placed on healthy living. It is important that health is seen in a positive context. Nutritional and physical aspects of health are covered in a number of sections of the programme. Consideration is given to the development of sensible approaches to use and abuse of substances such as tobacco, drugs and alcohol. Increased emphasis will be placed on importance of good mental health. Students are encouraged to seek a balance in life and develop responsible attitudes and values as so to better deal with life stresses and demands.

7. Personal and Social Development

Developing a positive self-concept and respect for the human person are a fundamental part of the ethos of Transition Year. Students are given the opportunity to develop an awareness of the society in which they live from a number of viewpoints. These include issues of disadvantage, poverty, social injustice and human rights as presented in

- Involvement in the CUS Hamper Fund
- Participation in the Society of St. Vincent de Paul
- Work with children in schools in disadvantaged areas
- Visitation with patients at Donnybrook Hospital
- Involvement in collections and promotional work for selected charity organizations
- Special project work in Human Rights and Social Innovators

8. Enterprise and Organizational skills

The formally structured programmes underlying Student Enterprise and Mini-company create a chance to translate tentative ideas into structured reality. Many of the societies and clubs in CUS draw the secretarial support from Transition Year. This presents the student with an involvement and interest in ensuring the continued success of the particular society. It also introduces the student to a variety of skills such as accountability, necessity for proper recording, promotional requirements, report writing, managerial skills and project continuance or development.

ASSESSMENT

Assessment is seen firstly as diagnostic, providing accurate information about strengths and weaknesses. It is also formative, in endeavouring to improve student performance through feedback, guidance and affirmation.

End of module examinations indicate to students and parents the ease or difficulty with which the standard was achieved. These are supplemented by the issuing of a monthly report based on weekly marks. Other forms of assessment include project work, presentations, and production of a portfolio or display of work.

Project work facilitates effective learning by combining theory and experience. It ensures greater levels of participation in mixed ability classes. It provides practice in locating,

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summarizing, analysing and presenting information. It develops teamwork and promotes the development of multiple intelligences. It allows the student to demonstrate and develop particular abilities and to experience a sense of success on completion.

REVIEW AND EVALUATION PROCEDURES

The programme will be reviewed regularly and evaluated by the Co-ordinator, working in close co-operation with school management, staff, parents and students. The review will take the form of:

- Review with teachers at the end of each module and an in-depth evaluation of the Transition Year programme at the end of the academic year.
- Review with students at the end of each module and an overall review at the end of the year.
- The Co-ordinator will have frequent meetings with class heads and management for planning and review purposes.

CERTIFICATION

Students are awarded a Transition Year Certificate from the Department of Education and Science, on satisfactory completion of the programme.

Courses such as Marketing, Student Enterprise, Mini-company and ECDL receive certification from external bodies.

The elective modules are supported by school-based certificates.

Presentation of awards and certificates takes place at the end of the year.

WORK EXPERIENCE

Two separate weeks are allocated for students to engage in Work Experience.

Where possible they secure placements in areas of future career preference. There are many learning points in terms of the ethos and discipline of the working world in any approved work placement. It may be seen as giving the student an introduction to the expectations and demands of the work environment. The basic goal is to encourage students to learn by reflection on their experience.

1. Primary responsibility for making arrangements for placements will rest with the student and/or parents. Students will be prepared for drafting suitable applications and curriculum vitae.
2. Parents will be requested to complete a Form outlining the arrangements made and indicating the identity of the person responsible for monitoring the placement.
3. It will be the responsibility of the student to ensure that a Report Form is completed by a representative of the organization and returned to the class-head.
4. The Board of Management's Legal Liability Insurance Policy is deemed to include liability arising from any work experience approved by the school.
5. De-briefing will take place on the student's return from the placement.

CAREER GUIDANCE

OBJECTIVE

Transition Year is very important for the student in allowing time to explore strengths and weaknesses, in identifying skills and in recognizing aptitudes and abilities. Many subjects make a contribution to this process. The many opportunities for interaction and practical experience give the student a great insight into his own reactions and preferences. The feedback from many sources develops the self-confidence and so enables the students to make independent and realistic choices about his future.

Students have access to the Guidance Counsellor for help in the resolution of problems or difficulties and for the provision of personal advice and counselling.

Preparation for the future will require the development of skills and competencies, which will be more adaptable and transferable than was required in the past. Career management is about equipping people with the skills, knowledge and attitudes, which will improve their ability to make the many choices which they will face as adults in all aspects of their lives.

CAREER INFORMATION

Students will be introduced to a variety of sources of information on Careers and Third Level study. There is now extensive use of the Internet as a means of making information available on careers and courses.

Qualifax (www.qualifax.ie) gives detailed information on courses, points requirements, special subject requirements and course content in many institutions throughout Ireland.

Career Directions (www.careerdirections.ie) guides students to assess suitable career categories and contains detailed information on a comprehensive database of careers. Each third level college provides up to date information on all its courses and current developments on its own website. The **Central Applications Office** website (www.cao.ie) acts as the means of on-line application for third level courses. It also contains useful information on courses. The search may be carried out by 'course title' or by 'subject area'.

During the year students will have the opportunity to familiarise themselves with these and other programmes.

A comprehensive library of information will be retained in the career guidance office. Provision will be made to use these facilities in the school for students who do not have Internet access at home.

This information is supplemented by objective tests in the following areas

1. **Aptitude Tests.** A full range of aptitude tests will be administered to every student. This is useful in constructing a profile of differential abilities. These results will help the student to be realistic in establishing goals based on measured potential and future expectations.
2. **Interest Inventories.** These will help the student clarify and prioritise his ambitions.
3. **Personality Profile.** This will explore basic personality characteristics. It will communicate the wide range of individual differences as well as similarities within the group.

CAREER EXPLORATION

The reduced frequency of the traditional vertical career ladder has meant that the trait and factor model whereby the client's personality and skills are matched to work roles and environment has its limitations. A more viable proposition for developing a career plan requires students to make some preparation for the unexpected and while keeping an open mind they may engage in an active process of curious exploration in developing tentative preferences.

Rather than waiting for a clear and perfect match one must start with provisional options through engaging in learning activities, temporary and voluntary work and sifting through a vast array of information currently available.

The FAS Careers Exhibition is an excellent introduction to give the students an overview of the world of work and third level opportunities. This becomes the base from which students progress to completing a special Careers Project. The general aim of the project is to help and encourage students to focus on particular aspects of career choice and to use the information from many sources to establish a tentative direction for future career plans.

Resources used should include:

- Library
- Qualifax website
- Career Directions website
- FAS website
- Specific HEI websites
- Appropriate HEI literature about courses, entry requirements and course content
- Information gathered at Career Exhibitions or Open Days
- Supporting evidence from Work Experience
- Other published information

Students will be given direction on the use of the various resources and guided in the process of identifying the most relevant information. Through discussion and instruction they will learn how to interpret and collate information from different sources.

Project Assessment

The project should be submitted in the format outlined in the specially designed guidelines. A grade will be assigned to reflect the depth of research and the quality of presentation.

SUBJECT CHOICE

Throughout Transition Year a lot of emphasis is placed on preparation for the final years of the Senior Cycle. An integral part of this is familiarizing the student with the scope and content of all the subjects available in the Senior Cycle.

It is also very important that the student takes full advantage of the time at his disposal to absorb the information in regard to subjects, which may be **specifically required as conditional** for entry to third level courses.

At the end of each module, the results for each subject in the examination will be transferred into the equivalent points format. This is designed to increase the awareness of the connection between academic performance and Third level options.

Option groupings will be finalised in the April/May period of the year in question.

RELIGIOUS EDUCATION

Mission Statement

From the very beginning, Jean-Claude Colin, founder of the Marist Fathers, regarded education as 'entrusted by Providence to the Society of Mary'. From him, Marists have inherited two keynotes of his educational aspiration: the high importance of the educational task and the personal value of the individual pupil. Education is understood by the Marists as a work of "formation of the heart, mind, character and virtue", in short, the formation of the whole person, which prepares the young to be not only citizens but disciples as well: Catholic members of society. In this context we wish to offer pupils the opportunity to consider the values espoused by the Catholic Church in regard to key aspects of their experience.

As in other ministries, Marists derive a particular style and approach in education, from their fundamental conviction that theirs is the work of Mary. In schools we see ourselves called to be, in Colin's words, instruments of mercy, reflecting Mary's maternal concern for all, especially the weak and disadvantaged. From this concern emerges a school community based on the ideal of family spirit where listening, respect, patience and a caring approach guarantee justice and dignity for all.

1. **Parish** – Learning about the history, liturgies and voluntary services available; involvement in Faith Friends and St Vincent de Paul.
2. **Owning our Christian Heritage** – Monasticism; Celtic culture; Pilgrimages & customs, examination of the life of individuals such as Frederic Ozanam, Jean Vanier and Therese of Lisieux.
3. **Exploring Faith & Worship** – Looking at the phenomenon of religious belief and common characteristics of all world faiths and in particular the three great monotheistic faiths Christianity, Judaism, and Islam. Some examination of the great mystical faiths of the East – Buddhism and Hinduism.
4. **Prayer** – Exploring various prayer forms – meditation, Taize, etc. which encourage the development of personal prayer and familiarity with Scripture.
5. **Justice Issues** – National & international justice issues; development education; women's issues; practical experience of voluntary community service as a class; justice dimensions of environmental issues; justice issues rooted firmly in the Gospel message.
6. **Personal Development** – Building of self esteem; personality types; psychology of adolescence; helping students to recognize and cope with the change from junior to senior cycle school programme.
7. **Self Awareness** – Beliefs, Values, Gifts & relationships. Who am I? Where am I going? How am I going to turn my vision into reality?
8. **Relationships** – Building healthy relationships at home; Peer Friendships; Dealing with Conflict; Developing a relationship with God.
9. **Moral Decision Making** – The students will learn the steps for making a moral decision and will be made aware that every action has a consequence or reaction.

ENGLISH

AIMS & OBJECTIVES:

- (a) To develop an appreciation of the English language.
- (b) To further develop students' proficiency in expression, both written and oral.
- (c) To study a range of literary genres focusing on theme, character, imagery and language.
- (d) To develop vocabulary usage, skills in note-taking and creative expression.

COURSE CONTENT:

The year is divided into three modules and students will complete the following course work.

1. Personal and Functional Writing

Students will develop an appreciation of the major language styles such as narration, information and persuasion.

- (a) Students will engage in a range of creative writing tasks. These tasks will focus on the aesthetic use of language.
- (b) Students will complete tasks that require a functional use of language. These tasks will focus on the language appropriate for writing letters, diaries, reviews and advertisements, speeches.

2. Poetry

A selection of poems from three poets will be examined. This will allow students to develop the interpretative and analytical skills necessary to approach both unseen and prescribed poetry. Emphasis will be placed on students' personal engagement with the texts.

- (a) The aim is to develop students' ability to comprehensively explore themes and issues.
- (b) Students will analyse the poetic techniques used to develop these issues and comment on their effectiveness.

3. Drama

- (a) Students will study one core text, preferably a short modern play. Their study will focus on an understanding of theme, character and stagecraft.
- (b) Students will be introduced to Shakespearean drama by studying extracts from a selection of plays.

4. Fiction

Students will study one text in detail. Their study will focus on

- (a) theme;
- (b) the social setting of the story;
- (c) the author's style of writing.

Student will submit one book review per module. The review may be presented as

- (a) a typed or hand written critique;
- (b) a power point presentation;
- (c) a taped transcript in the format of a radio presentation.

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Review Structure:

- a. Title: Name the book (in inverted commas) and the author.
- b. Introduction: Identify the genre of the book: fiction (spy thriller, fantasy, science fiction, historical, war), travel literature, autobiography, biography.
- c. Brief resume/synopsis of the plot. This should be no more than a paragraph.
- d. Analysis: The focus here is on aspects of the book worthy of comment or criticism: characterisation; plot; key moments; narrative style; theme/message.
- e. Final recommendation.

Methodology:

- (a) Teachers will encourage focused and lively discussion on studied texts.
- (b) Where possible, DVD or audio versions of plays should be used to encourage students view a play as an example of performance art.
- (c) Teachers will invite students to read selected extracts from their own work and from studied texts.

Assessment:

- (a) Weekly exercises will be assigned. These will be graded according to
 - Purpose (30%)
 - Coherence (30%)
 - Language (30%)
 - Mechanics (10%)
- (b) Marks will be awarded for book reviews.
- (c) The material studied in each module will be assessed by a formal exam.

Below is a list of suggested texts that may be chosen:

Fiction:

James G. Ballard	'Empire of the Sun.'
Sebastian Barry	'A Long Long Way.'
Peter Carey	'Oscar and Lucinda'
Sebastian Faulks	'Bird Song.'
Mohsin Hamid	'The Reluctant Fundamentalist.'
J.D. Sallinger	'Catcher in the Rye'
Joseph Heller	'Catch 22.'
Kalid Houssaini	'The Kite Runner.'
Kazuo Ishiguro	'Never Let Me Go.'
Cormac McCarthy	'The Road.'
	'No Country for Old Men.'
Iain McEwan	'Amsterdam'
George Orwell	'Nineteen Eighty Four'
Erich Maria Remarque	'All Quiet on the Western Front'
John Steinbeck	'East of Eden.'
	'The Grapes of Wrath.'
Markus Zusak	'The Book Thief.'

Travel Literature:

Paul Theroux	'The Happy Isles of Oceania'
	'The Old Patagonian Express.'
Tim Moore	'French Revolutions'
	'Spanish Steps'
Bill Bryson	'Lost Continent'

Drama

Arthur Miller	'Death of a Salesman'
	'A View from the Bridge'
	'The Crucible'

GAEILGE

AIMS & OBJECTIVES

- (a) To develop the students' oral and aural skills.
- (b) To develop the students' comprehension and writing skills.
- (c) To introduce the methodology and approach required for answering poetry and prose questions.

COURSE CONTENT (Higher Level)

Module 1

A selected piece of contemporary prose and poetry and will be covered. Writing skills and answering techniques will be developed.

Module 2

Students will read a drama. They will study the main characters in the drama and analyse various themes. Students will cover some topics of the history of Irish.

Module 3

Oral skills will be promoted throughout the module developing the competency to speak formally and informally on a variety of topics. This module will focus on the development and enhancement of the students' letter writing skills. The broadening and expanding of students' vocabulary and knowledge of grammar required for letter writing will be incorporated into the module. This module will also aim to develop students' comprehension skills and story writing skills.

COURSE CONTENT (Ordinary Level)

Module 1

Oral skills will be promoted throughout the module developing the competency to speak formally and informally on a variety of topics. Revision of regular verbs and development of vocabulary in preparation for oral and aural tests.

Module 2

This module will focus on the development and enhancement of the students' letter writing skills. The broadening and expanding of students' vocabulary and knowledge of grammar required for letter writing will be incorporated into the module. This module will also aim to develop students' comprehension skills and story writing skills. Revision of irregular verbs.

Module 3

A selected piece of contemporary prose and poetry and will be covered. Writing skills and answering techniques will be developed as well as continuing development of vocabulary necessary for oral and aural tests.

TEACHING METHODS

- (a) Use of DVDs and CDs will promote oral and aural awareness.
- (b) Provision and promotion of pair and group conversational situations.
- (c) Opportunities to look at the use of Irish in the media, i.e. Newspapers, movies, TG4 programmes.
- (d) Incorporation of ICT where possible.

ASSESSMENT

- (a) Writing techniques incorporating vocabulary and grammar knowledge will be assessed regularly.
- (b) Oral and aural skills will be examined in class.
- (c) Regular homework exercises will be integral to improving all skills.

MATHEMATICS

AIMS AND OBJECTIVES

The general objectives in the Mathematics module are:

- (a) To improve the understanding of mathematical concepts and principles and to encourage the application of mathematical knowledge and skill in a more practical way.
- (b) Contribute to the development of higher order skills, including logical reasoning and problem solving.
- (c) To give students a good foundation for the Leaving Certificate Course and to help teachers to decide on the suitability of individuals for Higher/Ordinary Leaving Certificate Mathematics.

More specifically, these objectives are served by

- Encouraging the recall of basic facts.
- Recognition and use of basic geometrical, trigonometrical, statistical and graphical figures and displays.
- Presentation of information in tabular, graphical and functional form.
- Interpretation of mathematical statements when presented in verbal or written form.
- The recognition of patterns, relationships and structure.
- Use of calculators and development of calculator skills together with practical use of a range of mathematical instruments.

Each student will be expected to work to the maximum of his individual ability level.

COURSE CONTENT - HIGHER LEVEL

- (a) **Algebra:** The emphasis will be to revise some areas from third year and develop new ideas and concepts. Factors. Difference of squares and cubes. Simplification. Solution of quadratic and cubic equations. Sums and products of roots. Simultaneous equations in three variables. Solutions of simultaneous linear/quadratic equations. Re-arranging formulae. Factor theorem. Indices. Logarithms.
- (b) **Trigonometry:** Introduction to radian measure, Sine, Cosine and Tan written as ratios. Sine rule and cosine rule. Graphs of $\sin X$ and $\cos X$. Introduction to trigonometric identities. Sums and differences of compound angles. Special angles 30° , 45° , and 60° .
- (c) **Co-ordinate Geometry:** Basic formulae and applications. Parametric equation of a line. Concurrent lines. Perpendicular distance. Positive side of a line. Bisector of an angle between lines.
- (d) **Probability**
 - to familiarize students with the ways in which we talk about uncertainty and look at everyday situations in which probability arises.
 - To rehearse the language and patterns associated with probability.
 - Examples of lessons will include – fair trials with two dice / outcome of coin tosses / introduction to playing cards.
- (e) **Calculus:** Limit of a function. Differentiation from first principles. Rules of Differentiation. Product, quotient and chain rules.
- (f) **Statistics:** Frequency Distribution; Weighted Mean; Standard Deviation; Abstract Statistics

COURSE CONTENT - ORDINARY LEVEL

- (a) **Arithmetic:** Basic rules of addition, subtraction, multiplication and division. Hierarchy in maths. Indices and roots. Ratio and proportion. Significant figures.
- (b) **Algebra:** The emphasis will be to revise some areas from 3rd year and develop new ideas and concepts. Adding, subtracting, multiplying, dividing terms. Brackets. Long division of expressions.
- (c) **Probability** Probability & Relative Frequency; Fair Trials with two dice; Outcomes of coin tosses; Playing cards.
- (d) **Areas:** Tri-Angle, rectangle, circle. Use of Simpson's Rule.
- (e) **Trigonometry:** Sine, Cos and Tan as Ratios. Area of a Tri-angle, Sine Rule, Cosine Rule.
- (f) **Co-ordinate Geometry:** Length of a line, area of a tri-angle, mid-point and slopes. Axial and Central Symmetries
- (g) **Complex Numbers:** Definition. Addition, subtraction and multiplication.
- (h) Introduction to rate of change of two variables such as distance and time.
- (i) **Statistics:** Frequency distribution; Weighted Mean; Standard Deviation

METHOD OF TEACHING

The class teacher will control the direction of the programme. Emphasis will be placed on the student arriving at the understanding of concepts by building on basic principles through practical examples. Class work and homework of a high standard are regarded as vital in reinforcing the understanding which is communicated in class teaching. Computer Lab to be used when studying probability.

ASSESSMENT

An examination will be held at the end of each module. The emphasis will be on testing the student on what he has learned from his work within that period. The last week preceding each test will be devoted to revision of the material and compilation of notes on the important features.

Regular homework will be set. As with class work, a high standard of presentation will be required.

FRENCH

AIMS & OBJECTIVES:

- (a) To develop communicative competence in French by facilitating the acquisition of the four skills – reading, writing, speaking and listening.
- (b) To encourage independent learning and research in regard to selected topics.
- (c) To provide a solid foundation for Leaving Certificate.
- (d) To expose pupils to the countries and cultures of the French-speaking world.

COURSE CONTENT:

Topics are relevant to the students' everyday lives: family, home, leisure, school, holidays, health issues, media and technology. Listening exercises are integral to the course as is revision of basic grammar. Students learn how to write formal and informal letters, diary entries, postcards and emails.

METHODOLOGY:

Depending on the different skills of language being taught the following methods will be used:

1. Textbooks & CDs

The textbook used during Transition Year is designed to develop the knowledge that students acquired during the Junior Certificate cycle.

2. Film

Films are shown in order to improve aural comprehension and to broaden students' awareness and appreciation of French culture. The use of film provides opportunities to improve other language skills also - oral skills during class-based discussion, writing skills and comprehension skills. One or more of the following films may be shown: *Cyrano de Bergerac*, *Amélie*, *Les Choristes*, *Jean de Florette*, *Manon des Sources*, *Le Goût des Autres*, *La Gloire de Mon Père*, *Le Château de Ma Mère*, *Entre les Murs*, *La Haine*..

3. Other Resources

Other resources such as the Internet, magazines, newspaper articles, songs and so on provide a wealth of additional up-to-date material that can be used to complement the basic syllabus content.

4. Project

Students are normally expected to do one or more projects on aspect(s) of *la Francophonie* (i.e. the French-speaking world). Students will participate in their own learning through pair/group and project work. The importance of independent note-taking and use of dictionary will be emphasized.

ASSESSMENT:

- (a) Class work will be reinforced through writing and reading tasks, vocabulary exercises and learning assignments to be completed as homework on a regular basis.
- (b) Projects on selected topics will be assigned in the course of the year (see above).
- (c) Tests in Listening Comprehension, Reading Comprehension, Written Comprehension, oral Production.
- (d) End of module examination

GERMAN

AIMS & OBJECTIVES:

Transition Year provides an ideal opportunity to explore the life, civilization and culture of the German-speaking world. The aim during Transition Year is to reinforce and consolidate what has already been learnt, while providing a solid foundation for senior cycle German by exploring new elements of the language and culture. The opportunity to participate in a German language exchange is offered.

COURSE CONTENT:

Typical topics covered during Transition Year include family, hobbies, school, urban/rural life, computers and technology, the environment, health and social issues. German-language films, the internet, magazine and newspaper articles as well as resources from the Goethe Institut are used to supplement the textbook and offer an insight into contemporary German culture. Emphasis is placed on eliciting and developing oral competence and confidence through conversation, debating and project work. Independent reading skills are fostered by an introduction to German literature. Aural and writing skills are also developed and enhanced. Students are encouraged to spend time in Germany where possible.

ASSESSMENT:

End of module exams take place to formally assess student progress. Students are encouraged to work autonomously during Transition Year on a project based on some aspect of Germany, Austria or Switzerland. The computer room is used to assist students in this endeavour. The project is assessed separately.

SPANISH

AIMS & OBJECTIVES:

The activities in Transition Year will allow students to consolidate their knowledge of Spanish and increase their awareness of life in Spain and Spanish speaking countries.

The main aims are:

- (a) Language proficiency
- (b) Language awareness
- (c) Cultural Awareness

The main objectives are:

- (a) Students will further develop their competencies in the four main skill areas – reading, writing, listening and speaking – that all students are in a better position to approach the Leaving Certificate course.
- (b) There will be a strong emphasis on the acquisition of oral skills preparing students for real life situations in Spain and for the Leaving Certificate Oral exam.

A project is undertaken on a topic relevant to the Spanish Speaking Word.

COURSE CONTENT:

Topics covered will include the following:

- (a) Spanish grammar
- (b) Spanish Educational System
- (c) Tourism in Spain
- (d) The Family
- (e) Culture & Customs of Spain and Spanish speaking countries including Spanish cuisine and history.
- (f) Spanish cinema

METHODOLOGY:

- (a) Textbooks
- (b) CDs
- (c) Videos
- (d) Project Work
- (e) Group work / Pair work

ASSESSMENT:

- (a) Classwork is reinforced through homework assignments on a regular basis.
- (b) Project on a relevant topic
- (c) End of module examinations

PHYSICS

AIMS & OBJECTIVES

- (a) To indicate the relevance of Physics to modern living, i.e. science, technology and society.
- (b) To afford students a greater insight into Physics with a view to making a well informed subject choice for fifth year and to offer the students a better insight into science based careers.

COURSE CONTENT

- (a) Theory of current electricity and electronics
- (b) Examination of electronic components
- (c) Introduction to mechanics and nuclear physics
- (d) Laboratory Project, e.g. construction/soldering of an electronic device.

METHOD OF TEACHING

- (a) Class presentation and explanation for the theoretical parts of the module.
- (b) Experiments and projects to be undertaken by the student in the Laboratory.

ASSESSMENT

- (a) A laboratory project will be given to the student. This will be monitored by the teacher.
- (b) Problems and worksheets will be set and corrected by the teacher in class.
- (c) End of module examination on theory covered.

BIOLOGY

AIMS AND OBJECTIVES

- (a) To develop in pupils an awareness of the applications of science in their everyday life and environment.
- (b) To foster a genuine interest in Biology by studying areas of interest which are often neglected because of pressure of time.
- (c) To afford a greater insight into Biology with a view to making a well informed subject choice for the Leaving Certificate.

CONTENT

- (a) **Genetics and Gene Technology** – DNA structure, genetic inheritance, DEL.
- (b) **Forensic Biology** - DNA fingerprinting and applications
- (c) **Human Health & Fitness** – The importance of diet; Health & Lifestyle; Nutrients & Energy Calculations.
- (d) Environmental Awareness

TEACHING METHODS

- Theoretical parts – class teaching, necessitating accurate note taking
- Practical work
- Research & classroom discussion
- Project Work
- Use of DVD

ASSESSMENT

- (a) Theory Homework (written and oral)
- (b) Worksheets
- (c) Written examination

CHEMISTRY

AIMS AND OBJECTIVES

- (a) To bridge the gap between Junior and Leaving Certificate.
- (b) To introduce the students to areas of chemistry which emphasize its practical and applied nature, and to raise interest in the subject.

COURSE CONTENT

- (a) Environmental Chemistry – acid rain / greenhouse effect
- (b) Molarity – Making up Solutions (Experiment)
- (c) Acids and Bases – Introduction to Simple Titration (Experiment)
- (d) Analysis of vinegar
- (e) Introduction to Organic Chemistry (Research Project) – Alkanes. Alkynes.
- (f) Water – properties, treatment of drinking water - foul water, hard vs soft water.
- (g) Rates of Reactions (Many Experiments)
- (h) Periodic Table - Flame Tests (Experiment)

TEACHING METHODS

Presentation of theory, specific experiments to illustrate the theory and assignments to reinforce this.

ASSESSMENT

- (a) Writing up of practicals
- (b) Theory homework
- (c) End of module examinations

YOUNG SCIENTIST

The facility will exist for students to undertake study for the Young Scientist. For further information see Science Project in Section 2.

GEOGRAPHY

AIMS AND OBJECTIVES

- (a) To learn and apply a range of geographical skills that are central to the study of geography.
- (b) To teach students how to use and interpret O.S. Maps and Aerial Photographs.
- (c) To familiarize students with the use of Satellite Imagery
- (d) To help students analyse and evaluate information presented in the form of figures, graphs & tables.
- (e) To study Weather Maps and to examine the information shown and the symbols used.
- (f) To foster awareness in students of the world around them and their interaction with it.

COURSE CONTENT

CORE 1

- (a) Ordnance Survey Maps
- (b) Aerial Photographs
- (c) Satellite Imagery
- (d) Relief on O.S. Maps
- (e) Settlement Patterns
- (f) Weather Analysis
- (g) Statistical Analysis

CORE 2

- (a) Regions of the World
- (b) Ireland
- (c) Natural Disasters
- (d) Global Warming
- (e) Culture
- (f) Geographical Investigation Skills

TEACHING METHODS

- (a) Material relevant to particular topics will be viewed by students who will then be required to write a report on what they have seen.
- (b) Relevant articles from newspapers and magazines will be discussed.
- (c) Class discussion

ASSESSMENT

Assessment will be conducted through a combination of:

- (a) Written assignments for homework
- (b) Written Examination at the end of module.

Core 1 Text Book: Maps, Aerial Photos & Graphs, Fiona Fay, Gill & MacMillan 2007

Core 2 Text Book: Geography: Make the Transition. Caroline McHugh. EdCo 2009

HISTORY

AIMS

- (a) To develop skills appropriate to the study of history, e.g. interpretation, critical analysis, objectivity, research, etc.
- (b) To encourage where possible independent judgements based on the evidence provided.
- (c) To demonstrate how historical events have many different interpretations.
- (d) To introduce students to the use of the Internet as an aid to research in history.
- (e) To familiarise students with the new leaving Cert syllabus in both European and Irish history. This will help to give students an indication of the depth and study necessary for Leaving Certificate.
- (f) To give students the historical background to important contemporary events. This will give students an insight into the role of history in furthering our understanding of the contemporary world.

COURSE CONTENT

The course is divided into TWO sections. Section ONE is compulsory for all students while Section TWO is for those students who wish to make a deeper study of the subject.

Section One

- (a) Evidence for the historian
 - (i) Types of sources – documents, photographs, etc
 - (ii) Strengths and weaknesses of different types of sources
 - (iii) Practical examination: *Finding out about my Family – the 1911 Census.*
- (b) World War One
 - (i) Causes – an introduction to a Europe of Kings and Emperors
 - (ii) Course – KEY battles, conditions for soldiers, weapons, military blunders.
 - (iii) Results of the war: The Treaty of Versailles
 - (iv) Project on an aspect, battle or key personality involved in the war.
- (c) Northern Ireland
 - (i) The origins of the conflict in Northern Ireland
 - (ii) The Peace Process
- (d) Interpreting the evidence – Historical Controversies
 - ONE** of the following topics:
 - (i) Was the decision to drop the atomic bomb justified?
 - (ii) Should Ireland have stayed neutral in World War II?
 - (iii) Were the United States right to intervene in Vietnam?

Section Two

- (a) The Scramble for Africa
 - (i) European colonisation of Africa
 - (ii) The Belgian Congo – the worst excesses of colonization
 - (iii) How African states gained their independence after World War II?
- (b) Contemporary event / crisis
 - (i) Historical background
 - (ii) Current issues
 - (iii) The causes and outcomes of the 9/11 attacks
- (c) The end of the Cold War
 - (i) 1989 The Year of Miracles
 - (ii) The fall of the Soviet Union

C.U.S. TRANSITION YEAR SYLLABUS

- (d) The 1916 Rising
 - (a) The background to the Rising
 - (b) The main events during the Rising
- (e) Introduction to the Research Study Report

History project – see outline of structure in Part II.

TEACHING METHODS

- (a) Photocopies.
- (b) Articles from newspapers or magazines, e.g. *Irish Times*, *BBC History* magazine.
- (c) Use of maps.
- (d) DVD and Internet resources.
- (e) Classroom discussion and group work.

ASSESSMENT

- (a) Homework assignments.
- (b) End of module written examination.
- (c) Project topics will be assigned in the first and third modules that will constitute a significant proportion of the marks.

CLASSICAL STUDIES

AIMS & OBJECTIVES

- (a) To give students an appreciation of all aspects of life in the Classical World concentrating on Augustan Rome and Classical Athens.
- (b) To use as much primary sources as possible.
- (c) To link the classical world to the world we live in today.
- (d) To develop an ability to critically analyse sources.
- (e) To understand daily life through a study of comic writers.
- (f) To be able to discuss the shortcomings of primary sources in portraying ancient women.

SOURCES

Petronius, Apuleius, Julius Caesar, Juvenal, Horace, Perseus, Cattauius, Aristophanes, Plautus, Plato

COURSE CONTENT

Rome:

The Punic Wars, The Farming Classes, The Graecia, Marius Sulla and Proscriptions, The Life and Campaigns of Julius Caesar, Civil War, The Social Class Structure.

Athens:

Cleisthenes, Social change, Themistocles, The Persian Wars, Pericles and the "Golden Age", The Peloponnesian War, Socrates and Philosophy of the fifth century.

Comedy:

The Satires of Horace, Perseus and Juvenal
The Novels of Petronius and Apuleius
The Drama of Aristophanes and Plautus

Ancient Women:

Aeschylus' "Orestia", Euripides "Medea", Helen of Troy, Classical Athenian Women, Juvenal, Euripides' "Electra"

RESOURCES

All extracts will be handed out in photocopy format. Video footage, slides, worksheets, primary sources, model reconstructions.

ASSESSMENT

All modules will include course work which will account for up to half the module marks. End of module examination will account for the remainder.

ACCOUNTING

AIMS AND OBJECTIVES

- (a) To give students an insight into Accounting theory and practical applications.
- (b) To develop the students' ability to understand the importance of financial recording in personal and business situations.
- (c) To develop students skills in the area of financial recording and analysis and interpretation of results.
- (d) To allow students who have not taken a Business subject before the chance to widen their knowledge and career choice.

COURSE CONTENT

- (a) Introduction to Accounting - Definition
- (b) Principles of Double Entry Accounting
- (c) Introduction to Compiling a set of Business Accounts
 - (i) Product Costing
 - (ii) Budgeting
 - (iii) Trading, profit and loss and balance sheet of a company
- (d) Club Accounts
 - (i) Analysed Cash Book
 - (ii) Income & Expenditure Account
- (e) Assessing a Business
 - (i) Developing Ratios
 - (ii) Project involving practical application to a company

TEACHING METHODS

- (a) The illustration of practical examples using
 - (i) White Board
 - (ii) Overhead projector
 - (iii) Photocopies
- (b) Setting and correction of questions directly related to taught examples. The subject requires regular practice to understand and improve the student's competence.
- (c) Work booklet for practice work.

ASSESSMENT

- (a) Regular homework assignments
- (b) End of module examination
- (c) Assessment of work book

BUSINESS

AIMS AND OBJECTIVES

- (a) The general aim of Transition Year Business is to give students a clear understanding of business concepts and how they relate to their everyday lives.
- (b) To provide students with essential information on how businesses are formed and organized.
- (c) To make them aware of the essential ingredients of a successful business i.e. Finance, Marketing, Industrial Relations.
- (d) To introduce them to their rights as consumers and the area of advertising.
- (e) To develop an interest in business by project work and case studies.

COURSE CONTENT

- (a) Compulsory: Company Profile
Project examining a major company chosen by the student with the approval of his teacher: 3 A4 Pages
Headings:
History of the company; Main products; Operations worldwide; Marketing; Sales turnover.
- (b) To identify and examine the roles played by stakeholders and interest groups
- (c) The Law of Contract
- (d) Contract Law in operation – Consumer Rights
- (e) Industrial Relations -
- (f) Introduction to management:
Skills – leadership; communication; motivation
Activities – Planning; organising; controlling
- (g) Business environmental and social responsibility
- (h) Researching the market
- (i) Major Brands today
- (j) Major business failures
- (k) Business on the Internet – an examination of the importance of the Internet for business
- (l) Contemporary Business issues, e.g. major takeovers etc.
- (m) Human resource management, e.g. recruitment and selection

TEACHING METHODS

A selection of the topics will be presented to the students in a class teaching context. This will be supported by:

- (a) Handouts
- (b) Analysis of case studies
- (c) Examination of topical issues
- (d) DVD and follow up worksheet
- (e) Possible visit to a suitable company/business

ASSESSMENT

The course will be assessed by an end of module examination. Students will be expected to complete a number of assignments during the module.

BUSINESS PROJECTS

There are three business projects which afford a practical dimension to the understanding of the dynamics of business to learn valuable lessons of teamwork and to explore the possible career paths for the future. (a) Student Enterprise; (b) Mini-Company; (c) Marketing. For further information see Section 2.

ECONOMICS

AIMS and OBJECTIVES

- (a) To give the students an insight into the world of Economics.
- (b) To give students an understanding of the workings and organisation of the Irish Economy.
- (c) To help students understand the major economic problems facing the world today e.g. unemployment, Third World poverty.

COURSE CONTENT

- (a) Introduction to Economics
- (b) The Law of Supply and Demand (Microeconomics)
- (c) The Role of the Government.
- (d) Inflation, Deflation & the Consumer Price Index
- (e) International Trade
- (f) Multinational Companies and Ireland
- (g) Third World Economies and the problem of poverty
- (h) Unemployment
- (i) From Boom to Bust
- (j) Procedures involved in the preparation of the annual budget
- (k) Inequality in Ireland
- (l) Different Schools of Economic Thought
- (m) Different Economic Systems

TEACHING METHODS

- (a) Handouts
- (b) Case studies
- (c) Assignment work
- (d) Use of Newspapers
- (e) Class Discussion
- (f) Weekly Business Investment Game
- (g) Use of Internet

EUROPEAN STUDIES

AIMS AND OBJECTIVES

- (a) To help students understand the way in which the European Union is organised and administered.
- (b) To heighten student awareness of the extent to which the European Union affects them and their country from an economic, social and political viewpoint.

COURSE CONTENT

- (a) European Integration from World War Two to the Present
- (b) Institutions of the EU
- (c) Budget of the EU
- (d) European Economic Integration
- (e) EU Treaties – Rome, Single European Act, Maastricht, Amsterdam, Nice & Lisbon
- (f) The Single Currency
- (g) The Common Agricultural Policy
- (h) The Common Fisheries Policy
- (i) The Structural Funds
- (j) Future Developments in the EU

TEACHING METHODS

- (a) Assignment Work
- (b) Case Studies
- (c) Analysis of Economic Statistics
- (d) Use of Newspapers and Business Magazines
- (e) Class Discussion
- (f) Audio Visuals
- (g) Weekly Business Investment Game
- (h) Internet

ASSESSMENT

Assessment will include

- (a) Written assignments for homework, and
- (b) Written examinations

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ART, CRAFT AND DESIGN

AIMS & OBJECTIVES

The objective of the art modules is to teach the students the necessary observational and practical skills required to execute a piece of work from initial concept to fully realized piece.

- (a) To promote in the student an informed, enquiring and discriminating attitude to the environment and to help the student relate to the world in visual, tactile and spatial terms.
- (b) To foster the sense of personal identity and self-esteem through practical achievement in the expressive, communicative and functional modes of art, craft and design.
- (c) Exploration of art elements – line, shape, form, colour, texture, pattern, tone.
- (d) To develop an understanding of art, craft and design in a variety of contexts: historical, cultural, economic etc. and including cross curricular reference.
- (e) To develop the ability to apply evaluative criteria to ones own work and that of others.
- (f) To develop through practical work the students aesthetic sensibilities and powers of critical appraisal, appreciation and evaluation and to enhance imagination, creativity, originality and ingenuity.

OPTION ONE: METAMORPHIC PORTRAITURE

- (a) The emphasis will be on the design/creative process. The theme of the module is metamorphosis and the final pieces will be three-dimensional masks.
- (b) The module begins with an introduction to portrait drawing.
- (c) There will be a visit to the National Gallery of Ireland (portrait section), where the students will study work of other artists throughout history right up to modern day interpretations of portraiture.
- (d) The module will also incorporate a visit to the Natural History Museum where they will gather further research material and develop their drawing techniques.
- (e) On the basis of their research, the students will complete the mask using plaster-of-Paris and other found materials.

OPTION TWO: INVESTIGATING ARCHITECTURE

- (a) The module begins with a discussion-based session on 20th Century architecture and landmark building and the role of architecture in our lives. The understanding of architecture is further developed through drawing, both freestyle and technical.
- (b) There will be a visit to the Irish Architectural Archive to investigate conservation and research architecture of personal interest. A tour of the Adelaide Road area is used to investigate the history and context of various buildings and to raise visual awareness.
- (c) Photographic research is also gathered from the area.
- (d) The research and exploration culminates in the design and construction of individual architectural models using both traditional methods and experimental materials.

OPTION THREE: MODEL SET DESIGN

TASK: To design and create a model set using film as a source of inspiration. The design aspect is explored through a storyboard format, using a graphic novel approach, and the set is then built with mixed media material.

- (a) The students must choose a genre of film, e.g. Horror, Thriller, Documentary, Animation, etc. and then create a storyboard based on this genre. The first class is dedicated to ideas, drawing and research using books, graphic novels and magazines, film and imagination.
- (b) A visit to Sub-City and to theatres such as the Abbey or the Gate will take place to give students an insight into the history and development of the graphic novel and to introduce students to the nature of theatre set design, in conjunction with the Theatre Education Department.
- (c) On completion of the storybook, students will devise a list of materials required to create the model set and then develop a design for the model set from the storyboard.
- (d) Both the storyboard and the model set will be assessed and then exhibited/presented at the end of the module.

OPTION FOUR: PUPPETRY

- (a) The task is to design and create a puppet in marionette form using nature and the natural world as a source of inspiration. A discussion of the 'design of a puppet' based on the theme of 'Weird and Wonderful' will take place. For the first practical session students will engage in an exploration of the human face and head using mixed drawing media. These drawings will serve as the basis for puppet designs.
- (b) Visit to the Lambert Puppet theatre in Dun Laoghaire to observe and learn about the history, development, purpose and appreciation of puppetry.
- (c) Visit to the National History Museum. Here students will look at different kinds of creatures and create some reference observational drawing from animals/mammals/insects.
- (d) Back in the art room the design process begins. Students will look at their drawings of both the human head and creatures' heads and bodily features and design new 'weird and wonderful' creatures based on the amalgamation of human with animal/mammal forms.

ASSESSMENT

Criteria for Assessment of written work:

- (a) The degree of personal response to area of investigation in homework and schoolwork.
- (b) The quality of visual analysis, ability to describe and explain what they see.
- (c) Helpfulness of diagrams/photos and their labeling.
- (d) Overall presentation.

Criteria for Assessment of practical work (home and schoolwork):

- (a) Commitment: participation, application, attitude to learning and initiative.
- (b) Research: gathering information, information analysis, process, development of ideas and imagery.
- (c) Creativity: experimentation, originality and inventiveness.
- (d) Technical ability: skill in the manipulation of materials techniques and general presentation.

COMPUTER STUDIES

AIMS AND OBJECTIVES

- (a) To complete the ECDL course and exams.
- (b) To increase student's awareness of commercially available software packages commonly used in commerce and industry.
- (c) To develop keyboard skills.
- (d) To show how computers are used in many areas of everyday life.
- (e) To promote a genuine interest in computing.

COURSE CONTENT

The course is based around the syllabus for the European Computer Driving Licence (ECDL) course. This is an internationally accepted qualification and is based on a single agreed European syllabus, a copy of which will be sent to parents at the start of the Transition year.

The course is taught in seven modules. There is an exam at the end of each module. When all seven exams are passed, the student is awarded the ECDL certificate.

The seven modules are:

- (a) Word processing.
- (b) Spreadsheets.
- (c) Databases.
- (d) Using the Internet
- (e) Power Point
- (f) Using the computer and file management
- (g) Basic concepts of Information Technology

There is a fee attached to the course. This includes the administration fee payable to ECDL (Ireland) as well as all course and examination materials.

TEACHING METHODS

This is a mainly practical course. Hence, all work will be undertaken in the Computer Laboratory. There will be no set homework. However, students with access to computers at home are encouraged to practice what they have learnt in school.

ASSESSMENT

Assessment is by examination. Students are kept informed of their progress and can re-sit exams if necessary. Successful completion of the course will entitle the student to external certification.

COMMUNICATIONS

AIMS & OBJECTIVES

- (a) to encourage the student to become assertive and confident when presenting himself
- (b) Interpersonal communication. Oral communication and listening skills. Non verbal communication. Understanding the importance of the role of gesture, facial expression and signals in communication.
- (c) to examine what might facilitate and obstruct good communication

COURSE CONTENT

1. **Interviews** – An assessment of personal skills. Creating a positive impression with a prospective employer. CV – substance and style. Preparation – reason why I should get the job, presentation of proof that supports the character, personality and skills. Identification of a suitable job. Find a detailed advertisement which outlines specific skills. Write a letter of application in response to that advertisement.
2. **Non-Verbal Communication** – Understanding the importance of the role of gesture, facial expression and signals in communication.
3. **Anxiety and Aggression** – These tend to change our normal ways of interacting with other people. It is necessary to develop coping skills and strategies so that channels of communication operate at a positive level. Practical examples could be taken from the family, school, peer or work situation.
4. **Power of the Media** – How do we assess the objectivity and truth of what is communicated to us? Fact, opinion and bias. Use of newspaper articles, TV or magazine advertisement to assess how messages can be subtle and subliminal. 'Every day, we are bombarded with one persuasive communication after another. These appeals persuade, not through the give and take of argument and debate, but through the manipulation of symbols and of our most basic human emotions'. Propagandists achieve their aims by agitating emotions, by exploiting insecurities, by capitalizing on the ambiguity of language and by bending the rules of logic.
5. **Written Communication** – Students will be set the task of preparing a report on a selected topic. How to identify the main points and to select for relevance? Exercise could be set on writing a report of practical situation. Interview someone and write a record report on the interview or write a Personal Statement.
6. **Oral Presentation** – Devise a 3-minute presentation to be delivered to the class on a selected topic. Students will develop listening skills, relationship building, group dynamics, conflict reduction and negotiation techniques. They will also be more aware of the procedures for conducting meetings.

Assessment

Regular practical assignments will be set where the emphasis is on learning by doing. There will be an end of module examination.

DRAMA

This programme offers an excellent introduction to Drama. Drama classes offer the students the opportunity to learn more about their own voices and movements as well as observing others through interaction and theatre games. By focusing on the experience of theatre, we nurture each individual's uniqueness encouraging both the discipline and freedom that are essential to the art of the theatre.

AIMS and OBJECTIVES

- (a) To build confidence through performance.
- (b) To broach social issues through performance, creating self-awareness within students.
- (c) To broaden and develop communication and social skills.
- (d) To encourage students to work on their own initiative but also work as a team member.

COURSE CONTENT

The course will provide a solid foundation in the skills of performance which will equip each student with a working frame that they can develop. Content will include script research and analysis, script writing, drama games and exercises, physical theatre training and workshops in acting techniques, improvisation, voice, movement, scene study, speech and stage craft.

ASSESSMENT

The students are continually assessed throughout the course and results are based upon their strengths and weaknesses.

Certificates are awarded to students on satisfactory completion of the module. The students create and perform their end of module performance to an audience showing themselves to be creative and confident individuals.

ENVIRONMENTAL STUDIES:

Environmental Studies includes the systematic study of human interaction with the environment. It is a broad interdisciplinary field of study that includes the natural environment and the built environment and the sets of relationships between them.

1. **Sustainable Development:** meeting the needs of the present without limiting the ability of future generations to meet their own needs.
2. **Greenhouse Effect:** global warming and climate change.
3. **Ozone Depletion:** chlorofluorocarbons, ozone hole and the Montreal Protocol.
4. **Acid Rain:** causes, consequences and cures.
5. **Desertification:** gradual spreading of deserts.
6. **Deforestation:** destruction of a vital ecosystem.
7. **Overfishing:** the depletion of fish stocks. Is fish farming the solution?
8. **Boglands:** preservation or exploitation.
9. **Soil Erosion:** saving the earth
10. **Renewable Energy in Ireland:** water, wind and waves.
11. **Waste Disposal:** down in the dumps or incineration.
12. **Radioactive Pollution:** Chernobyl and Sellafield

FILM STUDIES

AIMS & OBJECTIVES

The Film Studies module is designed to increase both the students understanding of how movies are made and how the camera is used to explore universal themes/issues. It is hoped that students will develop their love of film while learning many important cinematic techniques. The role of the director as author will be studied in great depth. Students must be able to analyse three texts (a play, a movie and a novel) by either comparing or contrasting at leaving cert level. It is vital, therefore, that students in TY learn the difficult concepts explored in this module. The difficulties of moving a script from the written page to the acted stage will also be explored in this course.

Areas for Study:

Students will learn how the director uses various cinematic techniques to convey a theme or issues being explored in the movie. Students will learn

- (a) Camera angles; long shot, close up, extreme close up, wide shot and angled shot.
- (b) Camera movement; Dolly shot, panning, hand held shot and Crane shot.
- (c) Music – how a director uses music to back up the theme being examined, e.g. Alfred Hitchcock and Guiseppe Tornatore.
- (d) Lighting – A study of how lighting adds to the overall atmosphere of a scene.
- (e) Cinematic Techniques: The many techniques a director uses to capture a specific moment in time, e.g. Mise-En-Scene, dissolve, montage and the use of literary techniques, e.g. Flash backs and deconstruction of time.

End of Course Examination & Presentation:

Students will be required to give a presentation on the use of camera angles in key scenes and how they reveal the theme being explored by the director. There will also be an examination on the course material studied. A scene will be shown and then students will be asked to answer questions on camera angles, camera movement, music and lighting.

Movies studied are:

1. 12 Angry Men
2. Citizen Kane
3. Shawshank Redemption
4. Vertigo
5. Some Like It Hot
6. Annie Hall
7. Cinema Paradiso
8. Il Postino

GEOGRAPHY PROJECT

A number of studies/experiments will be conducted, all of which are relevant to the Leaving Certificate geography syllabus.

1. **Leaf Study:** use of biology indicators to detect air pollution.
 - (a) This study must be conducted in September.
 - (b) Each student procures a number of leaves, in the vicinity of their own home, from deciduous trees, preferably Ash.
 - (c) Circular segments are cut using a section of ½ inch copper pipe and stuck to the lid of a Petri-dish with pre-prepared Agar. The disk is sealed. After 2-4 days there should be evidence of growth of yeast.
 - (d) Records and conclusions should be recorded appropriately.
 - (e) Suitable resource material used in class work.

2. **Traffic Census:** Measure the traffic flow in the vicinity of St Stephen's Green. More extensively it could undertake an inflow/outflow study of the traffic in the area.
 - (a) Data should be collected at four locations for inflow study, i.e. Leeson Street, Harcourt Street, Cuffee Street, Kildare Street & Hume Street at three separate time intervals – 8.45-9.45 am, 10.00-11.00 am and 12.00-1.00 pm. Outflow locations are Earlsfort Terrace, Cuffe Street, Dawson Street, Merrion Row and York Street.
 - (b) A group of four (two at each side of the road) should record each set of measurements.
 - (c) Results should be recorded, calculated and presented graphically by all members of the class. Each student should compile a report of deductions and analysis.
 - (d) The study should be supported in class by video and other graphical presentations on traffic problems, management and solutions in the Dublin area. Extensive information is available through ENFO.

3. **Acid Rain Test:**
 - (a) A sample of rainwater is collected in the school environment. In turn each student collects a sample in his home area.
 - (b) Using the 'universal indicator paper' a series of readings are recorded.
 - (c) Each student is supplied with A4 size map of Dublin and a map of his own postal area. Ph readings are recorded on both maps.
 - (d) Each student should return maps and the written report of conclusions in a private portfolio.
 - (e) Suitable resource material used in class work.

1. **Lichens as indicators of air quality:** Lichens establish themselves in environments where few other plant species are able to survive. They are able to adapt themselves to any kind of surface. They are highly sensitive to industrial pollution and in particular to levels of sulphur dioxide in the air. Lichens can be used as biological indicators to detect air pollution.
 - (a) This study can be conducted at any time of the year.
 - (b) Students should find 10 samples of lichens within their study area using a Lichen Identification Chart. Lichens may be found on trees, fences, walls,
 - (c) Lichens should be photographed and the exact location of each lichen should be plotted on the study area map. Students should note the object on which the lichen was growing.
 - (d) Photographs of all lichens should be developed.
 - (e) Using a Lichen Identification Chart all lichens should be categorized as either "SHRUBBY", "LEAFY" or "CRUSTY".
 - (f) A dominance of "crusty" lichens is an indicator of pollution.

5. **Assessment:** Students will record the results and write a report on each of the topics.

C.U.S. TRANSITION YEAR SYLLABUS

RESOURCES:

- Two traffic counters
- A Petri-dish prepared with agar for each participating student.
- 10 sterile tweezers
- 10 sections of ½ inch copper pipe in 3cm lengths
- Dublin Street Guide
- Universal indicator paper

USEFUL WEBSITES:

Dublin Corporation	(dublincorp.ie)
South Dublin County Council	(sdcc.ie)
The Irish Times	(ireland.com)
The Irish Independent	(independent.ie)
The Sunday Tribune	(tribune.ie)

HISTORY PROJECT

AIMS & OBJECTIVES

The general purpose of this project is to encourage the students to select an aspect of history which is of personal interest. They will be guided to make a systematic study of the topic within the context of a defined set of guidelines.

CONTENT:

There are three stages to be undertaken in the process:

1. Outline Plan (1-A4 page)

Initially the student will submit a draft proposal to the teacher for approval. This will include:

- (a) Title of proposed area of study
- (b) Reason for choosing the topic
- (c) A summary of the aims and possible conclusions of the study
- (d) Outline of the proposed approach to the research
- (e) Indication of at least three resources which will be consulted.

2. Evaluation of Sources (2-A4 pages)

This stage is undertaken once the initial approval is granted. Reference should be made to the relevance of the sources to the chosen subject as well as an assessment of the strengths and weakness of the content of the sources.

This is submitted with the final report.

3. The Essay (1000-1500 words)

Students will be presented with a detailed set of guidelines which they are expected to follow. It will include a selection of examples of suitable topics. It will also include detailed directions for the correct format to be used in citing references from (a) a book; (b) a magazine and (c) an internet source.

Topics may be selected from any aspect of history – military, political, social, local, role of women, sporting or cultural.

In the examination of the chosen topic it is important to address the following questions – What were the background causes or context of the subject? What happened? What were the real effects, results and consequences of the period or chosen event?

ASSESSMENT:

A period of about three weeks will be assigned for the completion of the project. It will be assessed on a number of criteria relative to how well it followed the guidelines.

HUMAN RIGHTS

AIMS & OBJECTIVES

- (a) To make students aware that every human being is entitled to certain inalienable human rights.
- (b) To familiarise students with these basic human rights so that they may promote and defend them.
- (c) To emphasise that these human rights must be upheld, irrespective of any differences in race, colour, sex, language, religion, political opinion, social origin, property or birth.

CONTENT

Core Topics:

- (a) Universal Declaration of Human Rights
- (b) Death Penalty
- (c) Torture
- (d) Genocide
- (e) Prisoners of Conscience
- (f) Amnesty International: Working for Human Rights
- (g) 'I have a dream' speech by Martin Luther King

Electives:

- (a) International Criminal Court
- (b) Freedom of Expression
- (c) Disappearances
- (d) Street Children, Child Labour and Children and War.

ASSESSMENT

Students will be required to complete a written assignment on a relevant issue.

MARKETING

Introduction:

Step into Marketing is an activity-based, self-directed e-learning programme devised by The Marketing Institute of Ireland for Transition Year students. The programme is taken completely on-line. Students can learn at home or at school or at any location with access to the web.

Aims and Objectives:

The programme exposes students to the exciting world of marketing - the critical factor for business success. Students will learn to analyse and understand their environment, their own buying decisions and the nature of business. The programme has a strong entrepreneurial bias and encourages students to think up their own business ideas. All materials are devised and written at academic levels specifically suited to Irish second-level Transition Year.

Course Content:

Step into Marketing is made up of eight Learning Units, each of which covers a different aspect of Marketing. **The Learning Units are as follows:**

- (a) Marketing and Customers
- (b) More About Customers
- (c) Managing your Product and Services
- (d) Getting the Price Right
- (e) Getting your Product to the Customer
- (f) Communicating with Customers
- (g) Doing your Market Research
- (h) Personal Selling

Each Learning Unit contains questions and tasks which the student completes in order to consolidate learning and give the student an opportunity to turn Learning into Practice.

Assessment:

On successful completion of the programme, each student receives a **Step into Marketing Certificate** awarded by The Marketing Institute of Ireland.

MARTIAL ARTS

AIMS & OBJECTIVES

The aim is to teach the student how to develop a command of their strengths and control of their weaknesses and through the principle of self-discipline, encourage the student to apply this knowledge to their sporting, educational and business endeavours.

The objectives include improving the health and well being of the student, adding to a student's confidence levels, giving the student a sense of belonging in an inclusive group context and increasing the likelihood of avoiding serious harm in an assault situation.

CONTENT

The course involves training in the basics of kickboxing with further instruction drawn from the skills and methods of Jujitsu, Taekwondo and Aikido. Cross training methods are also employed from sports as diverse as basketball, athletics and fencing, all of which can improve the strength, flexibility, speed, balance and co-ordination of the student.

TEACHING METHOD

Classes begin with instruction and application of scientifically developed and constantly researched and updated methods of warming-up and stretching techniques to prepare for any sport, not just Martial Arts.

Once warmed and stretched, the students are guided through a series of technical movements before being allowed to practice these moves either on a padded target or an imaginary opponent. The purpose of the movements is explained at a number of stages during their practice including whether the application is of a sporting or self-defence nature. A student is reminded regularly of relevant aspects of the law in respect to defending oneself. Safety is a prime consideration during this course. Students are under constant supervision and are required to wear suitable clothing and footwear and to inform the instructor in advance of any injury likely to be exacerbated by training.

BENEFITS

The potential benefits of Martial Arts training have been acknowledged for millennia. In the Far East, Martial Arts training plays an important role in the tenet of 'Mens sana en corpore sano'. In the modern era, kickboxing and its derivatives have become not just an international sport in which this country has had disproportionate success, but also an invaluable tool in the fight against juvenile obesity. Discipline and good manners are promoted and enforced strongly but also fairly and evenly during all classes.

ASSESSMENT

Students will be monitored for attendance, participation, behaviour, effort and skill through the duration of the course. A practical assessment will take place at the end of the course. Those who complete this assessment satisfactorily and have attended the required minimum number of sessions will receive a certificate and be eligible for the award of a yellow belt.

'GET UP AND GO' MINI COMPANY

AIMS & OBJECTIVES

The TY Mini Company 'Get Up and Go' is a similar type of project to Student Enterprise. Teams consist of six people with designated responsibilities. Since this project is offered in Module 2, there is an expectation that those who are involved are more competitive and will be able to draw on the knowledge of some of the business subjects and so have a more professional approach to the world of enterprise.

In each case, students will have an opportunity to develop skills for the roles and duties assigned to them.

The Chairman will be expected to provide leadership, set and get agreement on goals and take overall responsibility for the enterprise.

The Secretary will find that the main responsibilities will include recording the business of meetings and communicating decisions and drawing up agendas.

The Financial manager will be responsible for production of a financial plan, record all financial transactions and prepare profit and loss statements.

The Production Manager will ensure that the product is produced to a suitable standard and improvement is constantly under review.

The Marketing Manager will be responsible for identifying the market. He will examine similar products available currently, initiate market research to establish the needs of likely customers. To market a product, teams will use a mix of techniques and tools to get the best effect. To work out the marketing mix, they will use the 4 Ps of Product, Price, Place and Promotion.

A final report is written covering the development of the business. The formal report will contain a title page, terms of reference, introduction, body of report, findings, conclusions and recommendations.

ASSESSMENT

Each project will be assessed and given marks under the following headings

1. Product/Service
2. Innovation
3. Risk Management
4. Quality of Final Report
5. Finances
6. Exhibition Stand

There are many benefits to be gained. Students will improve many core skills required to get on in any chosen career. They will develop skills in communication and creativity, team building, risk taking, project management, as well as seeing the practical application of many of the academic subjects.

MUSIC

AIMS & OBJECTIVES

- (a) To develop listening, performance and composing skills.
- (b) To foster an interest in and an enthusiasm for a diverse range of music.
- (c) To enhance individual abilities through active participation in a wide range of musical activities.
- (d) Perform as part of a music group
- (e) Compose and arrange songs for their music group.
- (f) Listen to, be familiar with and recognize the features of a diverse range of music.

CONTENT

The course content will be divided into three strands:

1. Listening

Aural recognition and analysis of the following eras:

- i. Baroque
- ii. Classical
- iii. Romantic
- iv. Modern

Within each era, the following will be looked at:

- ii. Features
- iii. Orchestra/Instrumentation
- iv. Musical Examples
- v. Composers

2. Theory & Composition

Basic theory will be covered:

- i. Note names & values
- ii. Scales
- iii. Key signatures
- iv. Time signatures & bar lines
- v. Triads
- vi. Backing chords (incl V7) and chord banks

3. Project & Performance - Cover versions

Group work will be incorporated here. Students will analyse an original song and a cover version. This work will be done during class and for homework. An example of an analysis will be carried out during class first. Introduce the musical vocabulary needed for the Junior and Leaving Certificate courses in order to analyse a song.

Terms introduced are

- i. Texture
- ii. Dynamics
- iii. Form
- iv. Instrumentation (include electric and acoustic)
- v. Genre
- vi. Composer
- vii. Lyrics & Subject
- viii. Timbre
- ix. Tempo

Pupils will analyse their project under the categories above. A personal response is to be given from each member in the group. Students will create their own cover version of the song they selected. A recording will be made of the students performance which will then be transferred onto CD.

Song School – a One Day Course will be spent with Song School.

TEACHING METHODS

- (a) Practical class – performance of music groups
- (b) Class discussions /debates on modern performance style
- (c) Research – the integration of music and events in history

RESOURCES

- (a) CDs
- (b) Internet
- (c) Books
- (d) Newspaper articles
- (e) Music scores
- (f) Class notes

ASSESSMENT

The students will be assessed by:

- (a) The performance of the songs they have composed in their music groups.
- (b) An in-class presentation of a project on a chosen area of music history.

PHYSICAL EDUCATION

AIM & OBJECTIVES

- (a) To develop an awareness and an appreciation of human kinetic principles as well as an understanding of the importance of physical development.
- (b) To introduce students to the physical skills necessary to compete in various sports and to improve these skills in a biomechanically specific manner.
- (c) To afford pupils the opportunity to actively participate in games which are enjoyable and serve as an excellent stress release mechanism.
- (d) The establishment of a long-term fitness programme focusing on the key areas of flexibility, aerobic fitness, strength, power, speed and agility.

CONTENT

(a) Initial Fitness Testing

Physical skills and abilities are assessed by means of ergogenic tests.

- (a) Bleep test – aerobic fitness
- (ii) Standing jump – leg power and core strength
- (i) 15m sprint – speed and reaction time
- (ii) Press up test – muscular strength and endurance

(b) Improvement and Development of Skills

In the double class, equal time will be devoted to physical fitness improvement drills, and to the introduction of different sports. The class structure is designed so as to practice various skills for the first half and to introduce various sports which incorporate these skills, in the second half. A supervised weights programme is included in each class.

Specific drills may include plyometrics, anaerobic threshold training or interval training.

(c) Sport Participation

Certain sports will be grouped according to their compatibility. Soccer and rugby will be the focus of the first 8 weeks with uni-hockey and olympic handball being introduced the following 8 weeks. The final part of the syllabus will include cricket and soccer.

(d) Out of School Visits

Opportunity will be provided for students to engage in P.E. related activities at centres such as

- (i) G.A.A. sports museum at Croke Park.
- (ii) Sports Centre at U.C.D.
- (iii) Outdoor Adventure Centre

ASSESSMENT

The assessment of physical skills will be carried out every 2 months. Specific fitness areas will be assessed by ergogenic tests. The emphasis will be on periodic improvements in each of the various physical components. Students will be given a written report on the various fitness assessments, which will be included in their portfolio at the end of the year.

SCIENCE PROJECT

AIM & OBJECTIVES

This allows for the broadening of the scope for scientific study.

- (a) Promote the interest in science
- (b) Give students an opportunity to carry out research at an objective level.
- (c) Provide an opportunity to survey the broad scope of scientific research.
- (d) Encourage students to work to a standard which will merit acceptance to the Young Scientist competition.
- (e) To support the formal study of the individual science subjects
- (f) To be aware and keep up to date with modern scientific research.

COURSE CONTENT:

Students may choose to engage in research in any of the four categories:

- (a) **Biology and Ecology Sciences**
This allows for investigation of animal, human, microbial or plant biology
- (b) **Chemical, Physical and Mathematical Science**
Studies may be based on chemistry, physics, engineering, computer programming and language or electronics.
- (c) **Social & Behavioural Sciences**
This section includes the economic, geographical, psychological and sociological studies of human behaviour, learning and perception as well as the study of attitude and behaviour in relation to health and nutrition.
- (d) **Technology**
The use of technology in new or improved applications, electronic systems, robotics and biotechnology.

Process of Investigation:

Students will set and resolve the following questions

- What am I trying to find out?
- How am I going to do this?
- Where can I get the help I need?
- What do I expect to find out at the end of the research?

The Research involves consulting the Internet, talking to professionals, visiting a library and perhaps visit a College of Technology.

This will be very suitable for students who are naturally curious and like to pose a question. They will engage in review of published material and evaluate possible solutions as well as challenge and test the hypothesis presented.

ASSESSMENT:

Project will be submitted at the end of the module and examined under such criteria as background research, experimental procedures, data analysis, conclusions reached and submission of list of sources contacted.

SHAPING SPACE

Shaping Space is a programme designed for Transition Year students in conjunction with the Institute of Architects of Ireland. It focuses on the students' immediate surroundings, their homes, neighborhoods, communities, and uses these as a starting point for the exploration of a range of social, environmental, technical and aesthetic issues related to architecture and the built environment. The course presents a variety of learning opportunities through practical and written work. There is a particular emphasis on activity-based learning and students will find themselves engaged in a variety of problem solving exercises.

AIMS AND OBJECTIVES

- (a) To develop students' awareness of the spaces they move and live in.
- (b) To foster technical and aesthetic understanding of the built environment.
- (c) To develop students' critical, analytical and problem solving abilities.
- (d) To promote and encourage creative thought and invention.
- (e) To develop students' understanding of the evolution of building design and appreciation of their architectural heritage.

COURSE CONTENT

Buildings through History

Each lesson consists of a combination of the following components:

- (a) An introduction to the lesson.
- (b) Worksheets designed for use with individual lessons.
- (c) Information sheets on certain topics covered.
- (d) Guidelines on perspective drawing
- (e) Videos – 'Grand Designs'
- (f) Scrapbooks/folders containing images and materials related to particular
- (g) topics.
- (h) Vocabulary files for recording terminology associated with the field of
- (i) architecture.
- (j) Homework assignments designed to reinforce and expand the themes explored in class.

ASSESSMENT AND CERTIFICATION

Activities are assessed continually so as to obtain accurate information about a students strengths and weaknesses. Students are required to keep and record all information from classes in a folder. At the end of the module, these folders will be submitted for final assessment. The folders are assessed on a student's level of competency and skill in each particular area, i.e. from core skills to subject specific. Certificates are awarded containing a brief outline of the programme followed and the level achieved by the individual student i.e. merit or distinction.

Students will sit a written examination at the end of the module.

SOCIAL, PERSONAL & HEALTH EDUCATION

Under the terms of the Education Act 1998, it is a function of a school to promote the social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

AIMS & OBJECTIVES

- (a) to enable students to develop personal and social skills
- (b) to promote physical, mental and emotional health
- (c) to enable students to develop a framework for responsible decision making.
- (d) to provide opportunity for reflection and discussion.

The material presented in class will be supplemented by visits from selected guest speakers and presentations from Associations such as the Road Safety Authority and the Mental Health Association.

TOPICS

1. Health & Fitness

Realistic goal setting in physical activity. What are the influences on food choice? Understanding food labels. Assessment of the information presented in regard to nutrition and physical well being. The Immune System. Other aspects of this topic will be covered in Biology and PE.

2. Substance Use and Abuse

Understanding of emotional and social factors influencing lifestyle choices and to promote a preferred lifestyle. Demonstration of how substance abuse affects not only oneself but also families and friends. Attitude to alcohol consumption. Examination of the whole culture of drugs and abuse as well as performance enhancing substances such as creatine and protein intake.

3. Smoking

It is seen as a gateway leading to other drugs. It is a major health risk. Attitudes to smoking. Health risks such as heart attacks, tumors, shortened life expectancy. The addictive nature of nicotine. Strategies to encourage giving up smoking.

4. Mental Health

Developing a positive self image. Process of establishing personal identity. Impact of stress on behaviour and some introduction to the potentially more serious expressions of excess stress. Realization that meeting basic human needs such as security, predictability, belonging, achievement and individual recognition will go a long way to avoiding undesirable manifestation of behaviour. Increasing realization that there is 'no health without mental health'. Positive mental health includes self-esteem, the ability to solve problems and the ability to adapt to mental stresses. Introduction to the basis of depression. To identify people at risk. Stress is not always harmful but it can pose a threat to our physical or mental well being when allowed to build up unchecked.

5. Road Safety and Driver Behaviour

It is a tragic fact that young men carry a significantly higher risk on Irish roads than any other group. It is important therefore to understand the following topics. Definition of Road Safety. Reference to the role of good manners and consideration for others. Factors of personality or mood change in respect of awareness of safety. Other reference points include

C.U.S. TRANSITION YEAR SYLLABUS

Fatigue	Gardai	Peer Pressure	Reaction Time
Speed	Insurance	Parents	Rules of Road
Road Design	A&E	Statistics	Prison
Alcohol & Drugs	Law	Responsibility	Law of Motion

6. Relationships & Sexuality

Sexuality is a key element of healthy social and personal development in the life of an adolescent. The following areas will be covered.

- (a) Acquiring the skills necessary to form healthy relationships.
- (b) Develop a positive sense of self awareness and self esteem
- (c) Respect for the difference between individuals.
- (d) Understanding human physiology, the reproductive cycle, human fertility and sexually transmitted diseases.
- (e) Understanding sexual development & sexual identity, including stereotyping, gender issues and cultural influences on sexuality.
- (f) Value family life and appreciate the responsibilities of parenthood.
- (g) Personal moral integrity and being respectful of the rights and dignity of others.

7. First Aid

The basic treatment of injuries and cuts. Advice on correct process of rehabilitation.

8. Bullying and Racism

Developing an appreciation and respect for different races, culture and religious. An awareness of the tensions which may arise. Development of strategies to encourage integration. Exploration of the dynamics underlying bullying. Presentation of options for those who have experienced bullying.

9. Internet Safety

98% of young people use the internet. 44% of them are online every day. Young people are primarily online to make friends, play games, download music and to study. Important considerations include:

- (a) Never disclosing personal information
- (b) Respect for others on the net
- (c) Inappropriate use/abuse of net, e.g. pornography
- (d) Intellectual property rights
- (e) Awareness of spyware and hacking
- (f) Identity theft
- (g) Cyber bullying
- (h) Internet safety and the law

Assessment

There will be constant review of the learning through each topic. Work sheets will be used to clarify accuracy of the uptake. It will be possible to qualify for External Certification in Nutrition of Lifestyle section.

Resources:

Staying Alive Manual (NSA)
Road Safety Authority Website
Mental Health Ireland Website
Aware
Reach Out – Irish National Strategy for Action on Suicide Prevention 2005-2014
Webwise.ie

SPORTS SCIENCE

With a growing emphasis on health, nutrition and fitness in today's society, this course will give students a comprehensive understanding of physical, mental and social wellness.

AIMS & OBJECTIVES:

Students will understand how to test and improve their physical fitness as well as understand a balanced diet and its importance.

COURSE CONTENT:

All sections will involve theory and practical tasks. Students will be taking part in weight training throughout the module. The course consists of the following units:

- (a) Understanding fitness
- (b) Fitness testing – aerobic and anaerobic fitness
- (c) Anatomy – vital organs such as heart, lungs and liver
- (d) Physiology
- (e) Energy systems and diet
- (f) Training: Planning, sessions and principles
- (g) Training methods
- (h) Immediate and long term responses to training
- (i) Social influences – effects of alcohol, drugs and performance enhancing substances
- (j) Psychological principles

ASSESSMENT:

The course will involve theory and practical work. Students will learn the theory relating to their body and then put into practice in the gym. They will design a gym/weights programme and diet plan for themselves and their partner which they will put to use in the weights room. They will learn how to test and monitor themselves and their classmates. They will produce a project at the end which will show their weights programme, diet plan, test results and conclusions.

STUDENT ENTERPRISE

AIMS AND OBJECTIVES

The Student Enterprise Scheme sets out to develop in student's entrepreneurial skills through the experience of setting up and running a real business. The practical aspect of the scheme is that it enables effective learning to take place by doing, rather than by passive learning. The skills associated with enterprise education are those that best help the young person to cope with the challenges they face in a rapidly changing employment environment. The ultimate aim of Student Enterprise is to make students aware of their strengths and weaknesses and to create situations, which will enable them to learn from their mistakes.

COURSE STRUCTURE

Every business must complete a comprehensive report on all aspects of the business. The Report is a written submission about their business and how it performed. The emphasis in the report lies upon what was achieved, how it was achieved, how problems encountered were overcome. Classes are given on the relevant topics required to be completed and included in the Final Report submission.

These include:

- (a) **Introduction:** Curriculum Vitae of each member of the business team.
- (b) **Summary:** Overview of the business and its performance.
- (c) **Work Programme:** Sources of ideas, what was done and when.
- (d) **Products/Services:** Description and illustrations of produce development
- (e) **Markets:** Customer base, location, market potentials, market research etc.
- (f) **Sales:** Selling methods, pricing strategies, volumes, turnover etc.
- (g) **Operations:** Materials, production techniques/methods, costings etc.
- (h) **Management:** Who did what?
- (i) **Finances:** Income and expenditure accounts, Trading, Profit and Loss Accounts and Balance Sheet.

ASSESSMENT AND CERTIFICATION

Assessment is based upon the Business Report and the product or service developed. External judges evaluate each business according to set criteria (initiative and creativity shown, research into markets, product/service knowledge, interview technique). The Judges make an assessment of each business and select an overall winner which will go forward to represent CUS in the Regional Finals of the Dublin Enterprise Board.

All students who successfully complete the Student Enterprise project receive certification from Dublin Enterprise Board.

TECHNICAL GRAPHICS

AIMS & OBJECTIVES

This course is intended as an introduction to the subject Design, Communication and Graphics (D.C.G.) at Leaving Certificate level. It involves students in the development of the range of skills associated with the management of spatial problems and the graphical communication of spatial ideas and solutions.

COURSE CONTENT

1. The basics of drawing

- (a) Learning how to use equipment like T squares, set squares, compass, etc.
- (b) Setting up the page correctly, drawing parallel and perpendicular lines.
- (c) Using a protractor.

2. Orthographic Projection

- (a) Constructing elevations, plans and end views of 3D objects.
- (b) 3D views with dimensions converted to 2D drawings.
- (c) Learning about accuracy, precision, neatness and organisation.

3. Isometric Projection & Oblique Drawing

- (a) Given a plan, elevation and end view, a student must translate the information into a 3D drawing.
- (b) Will learn the difference between Isometric and Oblique projection.

4. Developments of Surfaces

- (a) When surfaces of an object are unrolled or unfolded onto a plane the result is known as a development – students will learn how to draw these accurately.

5. Computer Aided Design (CAD)

- (a) An introduction to solid works. This is a 3D drawing package used in the Leaving Certificate project in Design & Communication graphics.
- (b) Students will do some solid modelling of different shapes and objects.

ASSESSMENT

Students will submit a portfolio of their work for inspection. An end of module examination will take place at the end of the course. Certificates of achievement will be awarded on the basis of pass, merit, distinction.

TOURISM AWARENESS PROGRAMME

Tourism is one of the world's fastest growing industries and in Ireland it ranks as one of the country's most important sources of employment and revenue. This programme will be an opportunity for students to acquire knowledge and skills relevant not only to the tourism industry, but which will usefully transfer to a variety of situations in life.

The programme includes two mandatory units which cover the core themes of the tourism industry. In addition it includes four optional units which explore knowledge, skills and expertise relating to four distinct subject areas:

Core Units

- 1** Introduction to Tourism
- 2** Tourism Education & Training

Optional Units

- 3** Geographical Aspects of Tourism
- 4** Tourism and Heritage
- 5** Tourism and Culture
- 6** History of Food in Ireland

LEARNING METHODOLOGY

The programme incorporates discussions, role play, assignments and presentations as learning experiences.

RESOURCES

The main content of the programme is based on the Resource Manual produced by Failte Ireland. This is supported by an interactive CD and a dedicated website.

ASSESSMENT

Students will be expected to submit a completed portfolio at the end of the course. This will include the handouts, selected classwork and project work.

Failte Ireland will offer certification endorsed by the Department of Education & Science to students who have completed the programme in Transition Year. Certification will depend on successful completion of the programme and assessment according to the outlined guidelines.

YOUNG SOCIAL INNOVATORS

AIMS & OBJECTIVES

The Young Social Innovators Programme invites Transition Year students to make radical and innovative suggestions for change that can make a real and positive difference to people's lives in their own school, community or locality. Young people are encouraged to get involved in social awareness and social action in their community. Every young person has the ability to create change in how we live, think and care for others. YSI is designed for young people to encourage them to use their talents, skills and bright ideas to help create a better society.

COURSE CONTENT

- (a) Students should identify and study a problem.
- (b) Read about the problem
- (c) Gather information or use questionnaires to generate new data
- (d) Talk and listen to people who are affected by it
- (e) Think about ways of improving the situation
- (f) Make suggestions or preferably get involved in action that will have real and measurable impact
- (g) Present a project.

SKILLS

There is an opportunity to develop a number of specific skills such as vision and imagination, listening skills, planning skills, communication, organization, enthusiasm and research skills.

FORMAT OF REPORT

- (a) YSI Project submission cover sheet
- (b) Summary section: goals, selected issue, research carried out
- (c) Report section which will include
 1. Research
 2. Presentation of findings
 3. Description of partnerships
 4. Description of chosen solution and strategy
 5. Statement that describes what the team has learned
 6. Description of roles and contributions of all team members

CODE OF ETHICS

The nature of this project is such that students may be engaged in sensitive or personal issues. All participants should be mindful of the following:

1. Treat everyone they come into contact within the process of their work with respect.
2. Behave appropriately at all times.
3. Be aware of the sensitivities involved with issues of social concern
4. Avoid being patronizing, viewing people as victims, assuming you know what is needed or intruding on people's privacy.

ASSESSMENT:

Assessment will be based on the work undertaken and on the completeness of the finished project.

Criteria for Project Assessment:

- | | | |
|----|-----------------------------------|-----|
| 1. | Understanding of issue identified | 20% |
| 2. | Process: | |
| | Teamwork | 15% |
| | Partnership/Links | 20% |
| 3. | Innovation | 25% |
| 4. | Communication | 20% |