St. Farnan's Post Primary School

Junior Cycle Subject Options Handbook

For incoming Students and their Parent/ Guardian

Junior Cycle

Junior cycle studies in St. Farnan's Post Primary School is comprised of ten subject areas for the majority of students. Student's will take the following subject areas:

- English
- Irish
- Maths
- History
- Geography
- Science
- Religion (Please note that from 22-23 academic year this will become an exam subject)
- Wellbeing (comprised of PE, CSPE, SPHE and Wellbeing modules)

In addition to the above compulsory subject areas, students will choose three additional 'option' subjects from the list below. Please note that some subject areas may not run if numbers are too low to form a class group. The options run for each year group is based on the *'Expression of Interest-Subject Options'* form issued to you along with this handbook. A copy of the form is shown on the next page.

Option Subjects offered in St. Farnan's Post Primary include:

Block A: (One of these subjects will make up a student's timetable)

- Modern Foreign Languages (MFL) [of which we offer French, Italian and Spanish]. Please note Italian is a new offering for 22-23 and will only run if there enough interested students.
- Two non-language subjects for students who do not wish to study a language.

Block B: (Two of these subjects will make up a student's timetable)

- Applied Technology (NEW for 22-23 and subject to sufficient student numbers)
- Business Studies
- Engineering
- Graphics
- Home Economics
- Music

- Visual Art
- Wood Technology

Mr. Andrew Little is the school's Student Option & Timetable Coordinator, any queries or issues can be directed to Andrew by email to alittle@stfarnans.ie or through the school phone number 045-868152.

A copy of the 'Expression of Interest-Subject Options' form for incoming first years:

1st Year September 2022
Expression of Interest- Subject Options

Apart from the core subjects (Irish, English, Maths, History, Geography, Science, Religion, Wellbeing [PE, SPHE, CSPE and Guidance.], students study *three optional subjects from the list below.*
To give the school an indication of the number of classes of each subject that will be required, we invite you to complete the subject preference tables below.

Student's Name: _____

Student's Primary School: _____

Please indicate in order of preference from 1 – 5 the subjects from the options listed below, that your child wishes to study (No. 1 being the subject they most wish to study and so on). We recommend that all students consider studying a Modern Foreign Language (MFL) either French or Italian* or Spanish. However, there are two alternatives if a language is not a preference. Students will study One subject from Block A.

	Subject		Order of Preference
Block A	French		
	Italian		
	Spanish		
	Non Language Subjects	Home Economics	
		Wood Technology	

*New subject area for 22-23. Italian will only be available if number of students interested permit.

Please indicate in order of preference from 1 – 6 the subjects from the options listed below, that your child wishes to study for the Junior Cycle (No. 1 being the subject they most wish to study and so on). Students will study Two subjects from Block B.

	Subject	Order of Preference
Block B	Applied Technology	
	Business Studies	
	Engineering	
	Graphics	
	Home Economics	
	Music	
	Visual Art	
	Wood Technology	

The following document will explain each of the option subjects in more detail under the headings of course structure, examples of student work, progression in senior cycle and assessment.

APPLIED TECHNOLOGY:

Course Structure:

The Applied Technology course focuses on developing students' understanding of, and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected contextual strands: Principles and practices, Energy and control and Technology and society.
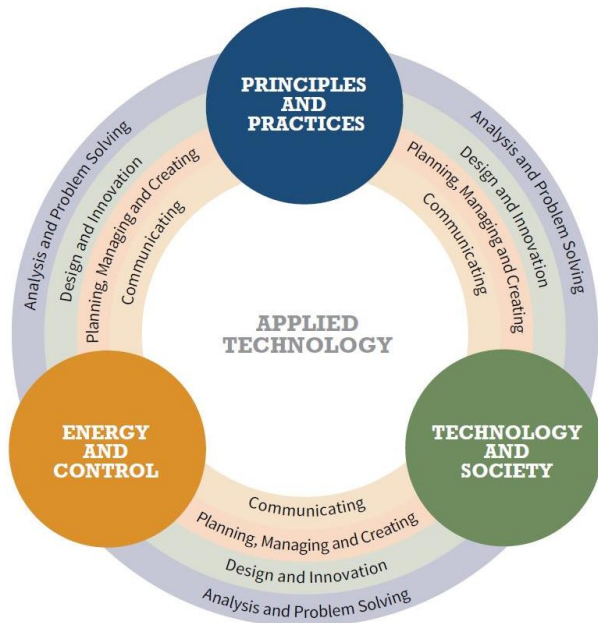
There is a strong focus in the subject on problem solving. Students will look at the design process and end-user experience. They will develop skills in teamwork, communication along with practical working skills in the area of technology.

Examples of student work:

Applied Technology will be a new subject area in St. Farnan's Post Primary School for the 2022-2023 academic year thus, there are no examples of student work. However, examples can be found on curriculumonline.ie under Junior Cycle and Applied Technology.

Progression:

The study of Applied Technology at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. Students can also transfer learning from Applied Technology to the study of Computer Science.

Assessment:

Two Classroom Based Assessments (CBA's), a project (30% of final mark) and a written exam (70% of final mark) make up the assessment structure for Applied Technology for Junior cycle. Applied Technology is a common level subject. Details of each component are below:

Assessment overview	
CBA 1: Exploring the application of controlled systems in a local context	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.
CBA 2: Student self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year. This CBA will inform the student's work on the project.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by the State Examinations Commission.

BUSINESS STUDIES:

Course Structure:

Junior cycle business studies focuses on improving students' understanding of the business environment and on developing skills for life, work and further study through the three inter-connected strands: Personal Finance, Enterprise and Our Economy.

Progression:

Junior Cycle Business studies prepares students with a strong foundation understanding of finance, economics, accounting and business for studies at Senior cycle. Students are equipped to further their studies with Leaving Certificate Business. In addition, while note currently offered in St. Farnan's students would have a basic understanding for studying Economics or Accounting. These subjects may be offered in the future. For students opting for TY, Business Studies will prepare students for work on their Minicompany module.

Assessment:

The assessment of business studies for the purposes of the Junior Cycle will comprise two Classroom-based Assessments, Business in Action and Presentation, and a final assessment. In addition, the second Classroom-Based Assessment will have a written Assessment Task that will be marked, along with the final assessment, by the SEC.

HOME ECONOMICS:

Course structure:

Junior Cycle Home Economics focuses on developing students' understanding and skills to achieve an optimal, healthy and sustainable life through three inter-connected contextual strands: Food, Health and Culinary Skills; Responsible Family Living; and Textiles and Craft.
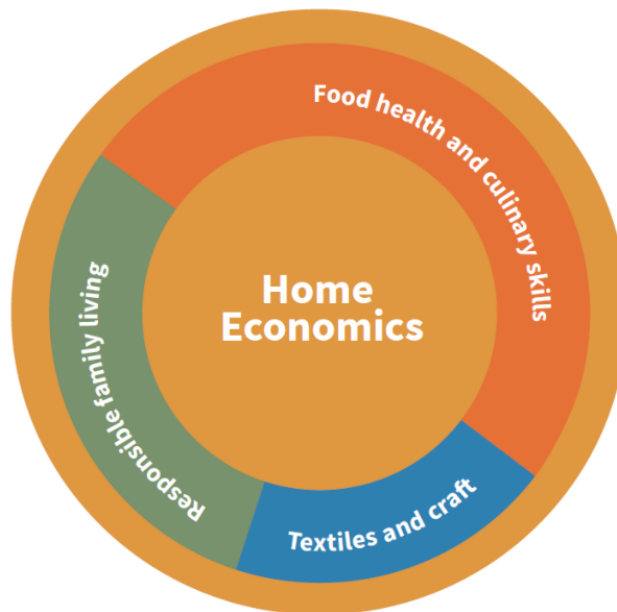
Examples of student work:

Progression:

Junior Cycle Home Economics will provide strong links to Leaving Certificate Home Economics with students building on their knowledge and practical skills in food studies, resource management, consumer studies and social studies from junior cycle. If students choose the Leaving Certificate optional pathway of textiles, fashion and design they will develop practical textile skills established at junior cycle. Home Economics at junior cycle also prepares students who opt for Transition Year (TY) in areas such as Mini Company, Nutrition modules and Leisure or the Leaving Certificate Applied (LCA) subject areas of Hotel, Catering and Tourism and Childcare, Community Care

Assessment:

Assessment at Junior Cycle Home Economics is comprised of two Classroom-Based Assessments, Creative Textiles and a Food Literacy Skills Brief; a practical food skills examination; and a written examination. Home Economics is a common level subject.

Assessment	Percentage weighting for examinations externally assessed	Assessment method
Classroom-Based Assessments		
CBA 1: Creative Textiles	N/A	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.
CBA 2: Food Literacy Skills brief	N/A	The formative assessment related to the preparation for the practical food skills examination will be reported upon to the student and parent/guardian by the school.
Final examination		
Practical food skills examination	50%	Briefs will be issued annually by the State Examinations Commission. Marked by the State Examinations Commission, together with the necessary written support.
Written examination	50%	Set and marked by the State Examinations Commission.

MODERN FOREIGN LANGUAGES (MFL) – FRENCH, ITALIAN & SPANISH:

Note:

For the academic year 2022-2023 there will be three Modern Foreign Languages on offer to incoming first years. These are French, Italian and Spanish. Class availability will depend on the number of students that select these languages as one of their preferences. Please note we are encouraging all students to consider taking a MFL as one of their option subjects. Study of a MFL gives greater opportunity for subject choice at Senior Cycle and remains as a requirement for entry into many third level University and College courses. Modern Foreign Languages appear in Band one on the 'Expression of Interest-Subject Options' form (as below). There are two other options available in Band One in the case that a student does not want to study a MFL.

1st Year September 2022
Expression of Interest- Subject Options

Apart from the core subjects (Irish, English, Maths, History, Geography, Science, Religion, Wellbeing [PE, SPHE, CSPE and Guidance.], students study *three optional subjects from the list below.*
To give the school an indication of the number of classes of each subject that will be required, we invite you to complete the subject preference tables below.

Student's Name: _____

Student's Primary School: _____

Please indicate in order of preference from 1 – 5 the subjects from the options listed below, that your child wishes to study (No. 1 being the subject they most wish to study and so on). We recommend that all students consider studying a Modern Foreign Language (MFL) either French or Italian* or Spanish. However, there are two alternatives if a language is not a preference. Students will study **One** subject from Block A.

|	Subject	Order of Preference	
Block A	French		
	Italian		
	Spanish		
	Non Language Subjects	Home Economics	
		Wood Technology	

*New subject area for 22-23. Italian will only be available if number of students interested permit.

Please indicate in order of preference from 1 – 6 the subjects from the options listed below, that your child wishes to study for the Junior Cycle (No. 1 being the subject they most wish to study and so on). Students will study **Two** subjects from Block B.

Subject	Order of Preference
Applied Technology	

Course Structure:

The study of modern foreign languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society. While the learning outcomes associated with each MFL subject are set out separately for each subject. Students' will engage in Communicative competence, Language awareness, Socio-cultural knowledge and intercultural awareness. Likewise, grammar, syntax and pronunciation have been embedded so these aspects of language learning are taught in a communicative context for each language.
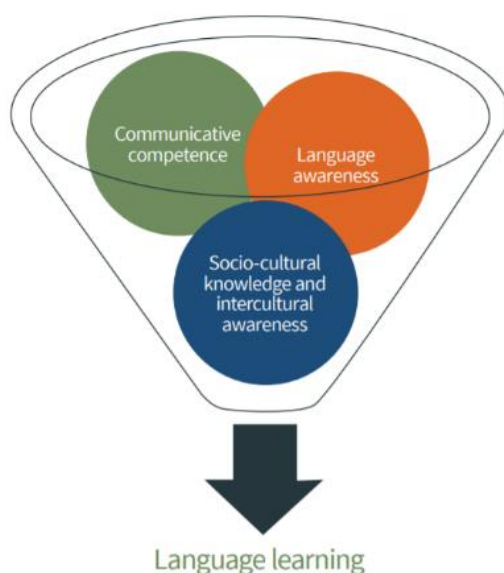
Examples of Student Work:
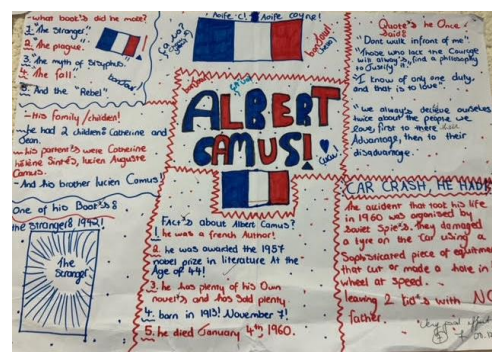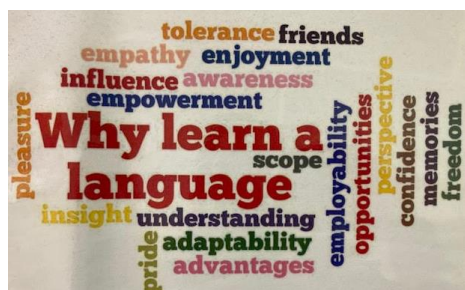
Progression:

Modern Foreign languages are run as an option subject again at Senior Cycle. Students opting for TY will stud Italian. Students opting for LCA will study Spanish. The language options for Leaving certificate will continue from Junior cycle. For example; if French, Italian and Spanish run at Junior Cycle they will then be available again for Leaving Certificate. However, if French and Spanish only run at Junior Cycle they will only be available for that cohort of students again at Leaving Certificate. As mentioned, a Modern Foreign Language is a requirement for many third level courses and as such study of French, Italian or Spanish may help with progression options to third level.

Assessment:

The assessment of junior cycle modern foreign languages will comprise two Classroom-Based Assessments (Oral communication and The student language portfolio), an Assessment Task linked to the Student Language Portfolio and a final examination. The Assessment Task and the final examination will be assessed by the State Examinations Commission. The Assessment Task will be worth 10% of a student's final grade. 35% of the written exam will be for the aural (listening) component and the remaining 55% will be based on the written component.
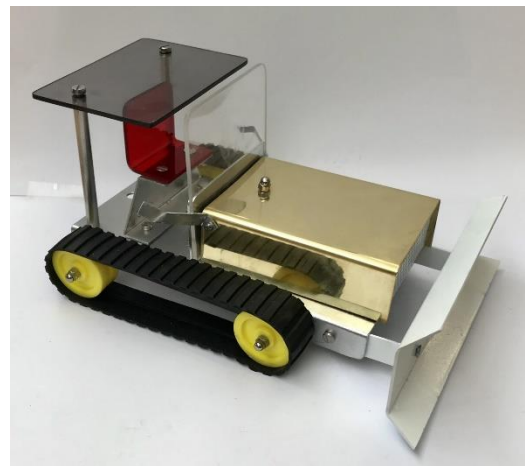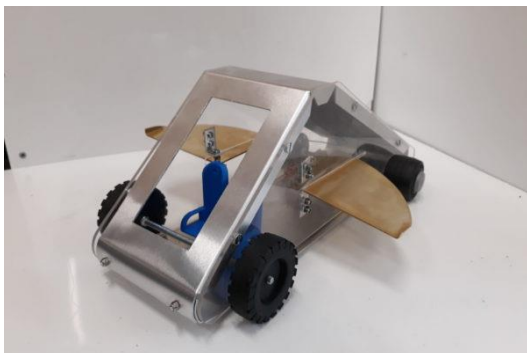
ENGINEERING:

Course Structure:

Engineering focuses on developing students' understanding of, and skills in, the applications and impact of technologies in the world around them. This will be achieved through three interconnected contextual strands: Processes and principles, Design application and Mechatronics.
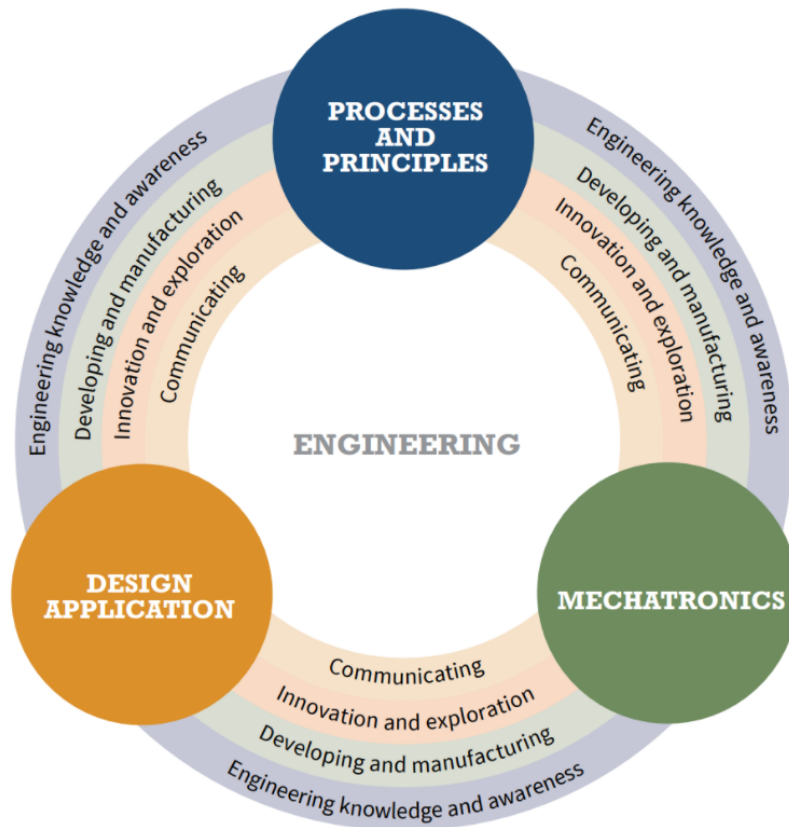
Examples of Student Work:

Progression:

The study of Engineering at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. The subject Engineering is available in both the Leaving Certificate and Leaving Certificate Applied programmes. The learning outcomes in Engineering at junior cycle have strong links to the aims of both subjects. Engineering at Junior Cycle also introduces some of the components of Leaving Certificate Computer Science.

Assessment:

The assessment of Engineering for the purposes of the Junior Cycle will comprise of:

- Two Classroom-Based Assessments: Engineering in action, and Research and development
- A project
- A written examination.

The table below shows the breakdown of assessment marks.

| Assessment overview	
CBA 1: Engineering in action	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.
CBA 2: Research and development	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. This CBA will inform the student's work under the Project assessment. The CBA will be completed within a three-week period during term one of third year.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by State Examinations Commission.

GRAPHICS:

Course Structure:

The specification for Junior Cycle Graphics focuses on developing students' understanding of and skills in the applications and impact of technologies in the world around them. These will be achieved through three inter-connected contextual strands: 2D graphics, 3D graphics and Applied graphics. Graphics is organised into four elements – Spatial reasoning, Design thinking, Communicating and Geometric principles and constructions.

Note:

Prior to the Junior Cycle Reform, Graphics was known as Technical Graphics. Please be aware that this subject is not another or alternative form of Art.

Examples of Student Work:
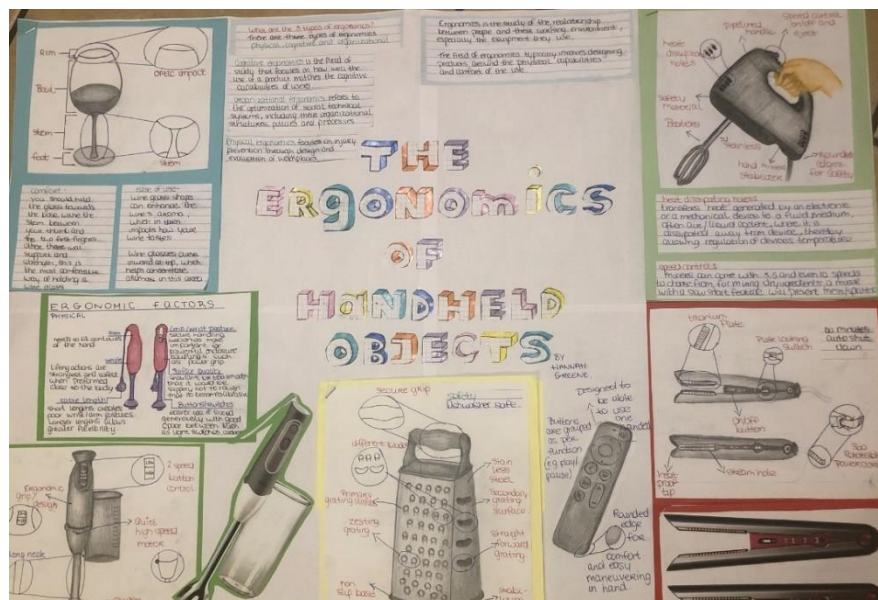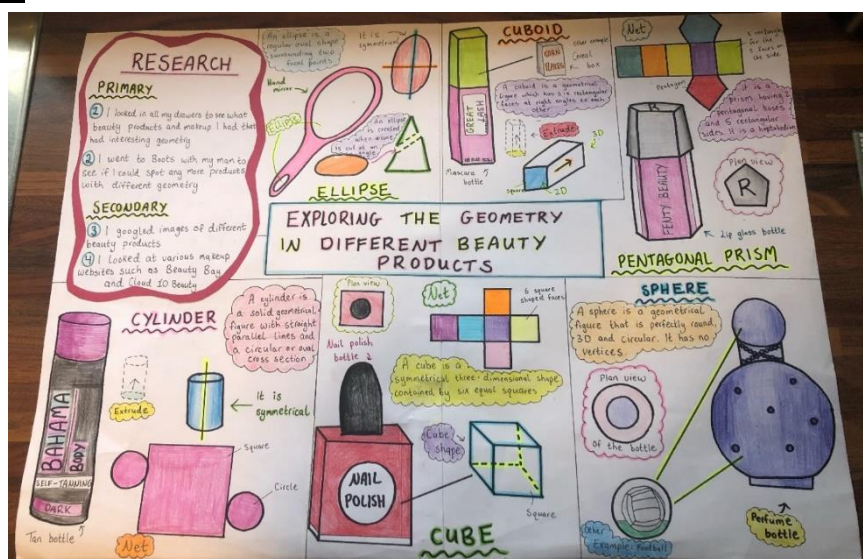
Progression:

The study of Graphics at junior cycle develops the underlying language of the technology subjects and enhances the learning for a student who wishes to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. More specifically, the subject Graphics has a strong relationship with the Leaving Certificate subject, Design and Communication Graphics. At LCA, Graphics is most applicable to Graphics & Construction Studies.

Assessment:

The assessment of Graphics will comprise of:

- Two Classroom-Based Assessments; Communicating through sketching and Graphical presentation skills
- A project
- A final examination.

CBA 1: Communicating through sketching	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.
CBA 2: Graphical presentation skills	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.
Project (30%)	Will be specified and marked by the State Examinations Commission. This project will be completed within a four-week window in term one of third year.
Final examination (70%)	Two-hour examination set and marked by the State Examinations Commission.

MUSIC:

Course Structure:

Junior Cycle Music focuses on giving students the opportunity to develop their musical knowledge, skills and cultural awareness through the practical and cognitive engagement with music. There are three elements underpinning the sections of the course:

- Creating and exploring
- Participating and music-making
- Appraising and responding

Over the three years of junior cycle, students will be provided with the opportunity to stimulate their creativity, explore the expression and communication of their ideas, and develop an understanding of how music can teach us so much about cultures and societies.

Progression:

Music is also ran as an option subject for Leaving Certificate. The Junior Cycle course gives a foundation for students to build on in senior cycle. The Leaving Certificate course then introduces new elements in composition and use of ICT to students.

Assessment:

The assessment of Music for Junior Cycle will comprise two Classroom-Based Assessments: Composition Portfolio and a Programme Note; a practical examination and a written examination. All assessments will be at a common level. The State Examinations Commission (SEC) will assess the practical examination (held towards the end of third year) and the written examination in June. Junior Cycle Music will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

VISUAL ART:

Course Structure:

Junior Cycle Visual Art focuses on the students' practical and cognitive engagement with art. Students will be enabled to progressively improve their skills as an artist/craftsperson/designer in a space that is safe for them to explore ideas and diverse processes both creatively and imaginatively. There are five key elements throughout the study of Visual Art:

- Critical and visual language
- Drawing
- Visual culture and appreciation
- The art elements and design principles
- Media

Each element focuses on the acquisition of new knowledge, skills and values.
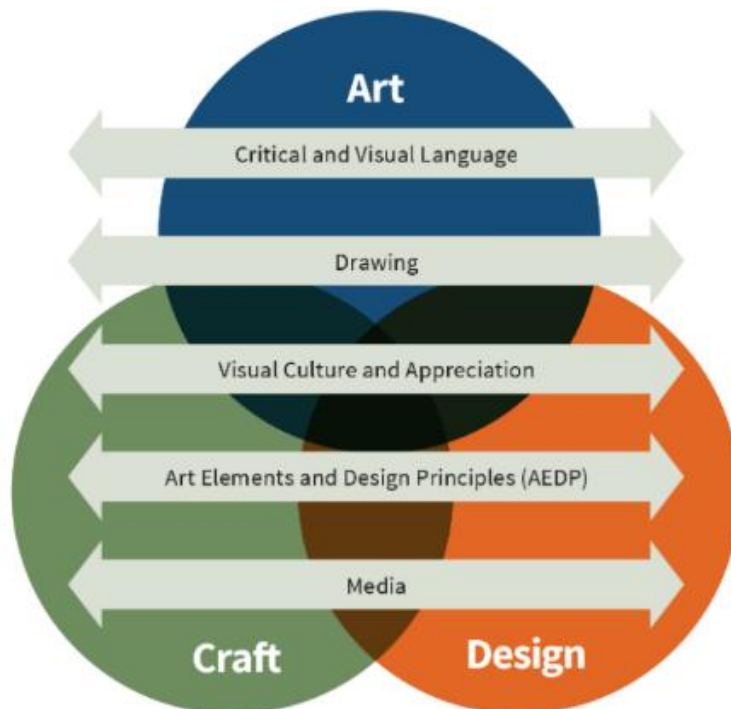
Examples of Student Work:
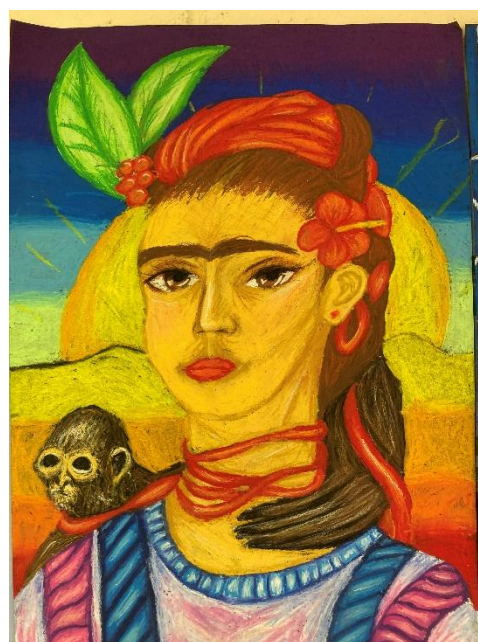
Progression:

All of the knowledge and skills that students are learning to build on during their time in junior cycle link strongly with the syllabus for art at senior cycle. The depth and breadth of learning that is possible in junior cycle Visual Art will allow students to improve their skills in not just art, craft and design but also their understanding of and approach to historical and contemporary works of art, craft and design. Gaining a critical understanding of works of art, craft and design, including the context of the works and being able to express this through using critical and visual language are useful skills for students as they move into senior cycle. The skills of junior cycle Visual Art such as collaboration, creativity, innovation and communication are reflected in the students' learning in the Leaving Certificate Vocational Programme (LCVP). In the Leaving Certificate Applied (LCA) Visual Art module, students are enabled to respond personally to issues that are meaningful to them.

Assessment:

Visual Art is a practical subject. The assessment of Visual Art will comprise two Classroom-Based Assessments: *From process to realisation* and *Communicate and reflect*. The State Examinations Commission (SEC) will mark the development work and realised work that is generated from the initial research, planning and experimentation in the second Classroom-Based Assessment. One piece of realised work undertaken in either Classroom-Based Assessment must be realised in three dimensions. **There is no final examination in this practical subject**.

Year	CBA	Format	Student Preparation	Completion of the Assessment
Second year	CBA 1 From process to realisation	Visual Art sketchpad + 1 realised work	Students, either individually or in a group, choose one scenario from a list prepared by the NCCA. They then generate ideas, experiment and develop these ideas in their Visual Art sketchpad, and realise an artwork through one of the three strands.	End of April
Third year	CBA 2 Communicate and reflect	Presentation	Individually, students choose one scenario from a list prepared by the SEC and NCCA to generate ideas, experiments and other preparatory work in their Visual Art sketchpad. Students present this initial research and work through the two remaining strands not undertaken as part of the first Classroom-Based Assessment. This presentation of ideas and preparatory work is assessed and students reflect on the feedback they receive.	Between mid-December and mid-January

WOOD TECHNOLOGY

Course Structure:

Junior Cycle Wood Technology focuses on developing students' understanding of, and skills in, the applications and impact of using wood as a resource in the world around them. This will be achieved through three interconnected contextual strands: Principles and practices, Design thinking and Wood science and materials. Throughout the study of Wood Technology, the use of four elements: Planning and managing, Communicating, Creating, and Environment and sustainability creates a framework for learning that ensures a coherent learning experience for the students.
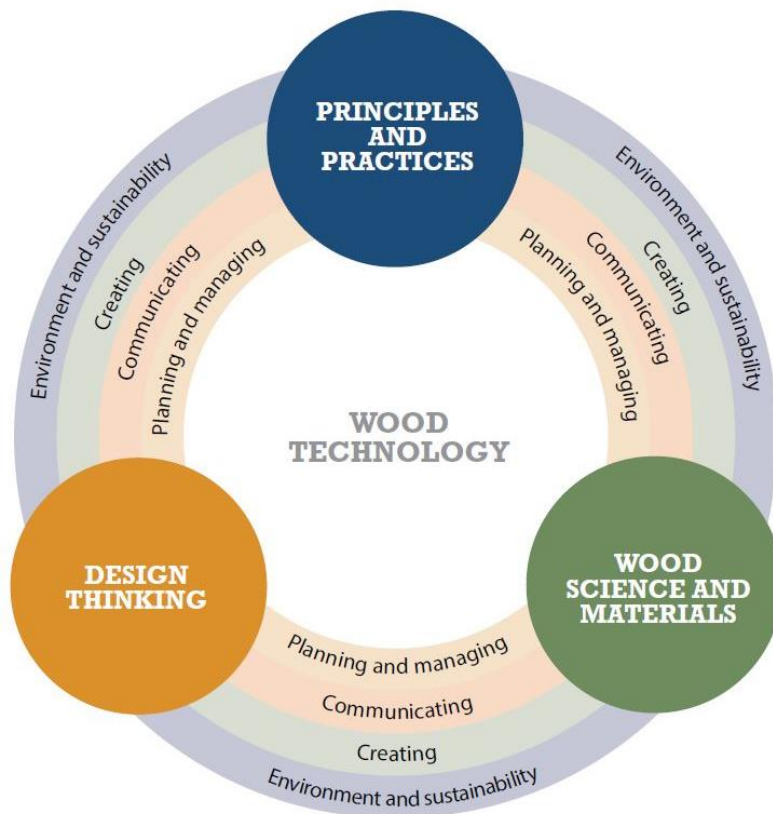
Examples of Student Work:

Progression:

The study of Wood Technology at junior cycle develops the foundations for a student to continue their studies in the suite of technology subjects in both the Leaving Certificate and Leaving Certificate Applied programmes. More specifically, the subjects Construction Studies and Graphics and Construction Studies are available in the Leaving Certificate and Leaving Certificate Applied programmes respectively. The activities students engage in during junior cycle Wood Technology aim to develop a technologically competent student who should be able to adapt to any discipline related to the technology subjects at senior cycle.

Assessment:

The assessment of Wood Technology for the purposes of the Junior Cycle will comprise:

- Two Classroom-Based Assessments: Wood science in our environment, and Self-analysis and evaluation
- A project
- A written examination.

Assessment overview	
CBA 1: Wood science in our environment	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of second year.
CBA 2: Self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year and will inform the student's work on the project.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by the State Examinations Commission.