



**INCOMING 1st YEARS
Information Booklet for
Option Subjects**



Next September, your daughter will engage with a variety of new and interesting subjects as part of the broad curriculum we offer at Our Lady's School. Your daughter has the opportunity to choose her preference in a number of subject areas in what are called "Option" subjects. As part of this process, your daughter will select preferences for two subjects out of a pool that includes Art, Business, Home Economics, German, Music, Artistic Performance and Digital Media Literacy as a combo and Philosophy and Chinese Language and Culture as a combo (two short courses are equal to one long course).

To select the two subjects to be taken your daughter must complete a Google Form survey. This will be sent to you on the night of the meeting via the email address previously submitted. It is important that the two most favoured subjects be given the highest ranking in the survey.

Together with selecting two "Option" subjects, your daughter must also select a Modern Foreign language. Languages on offer include French and Spanish (*German is a Modern Foreign Language that we are offering in the Options category*). A modern foreign language is guaranteed as a Core Subject, however, please note that the language offered for September may be impacted by the numbers choosing one or other of the languages specified above.

Please note that it may not be possible to satisfy all students' requests within the resources available to the school; however, every effort will be made to do so.

A brief description of the Option subjects and the Language subjects is attached for your reference. Please take time to consider the subjects available before making your choice.

COMPLETED FORMS MUST BE SUBMITTED BY THE CLOSE OF THE SCHOOL DAY ON TUESDAY 27th FEBRUARY.

SECTION 1: CHOOSING TWO "OPTION" SUBJECTS

Your daughter has the opportunity to choose her preference in a number of subject areas in what are called "Option" subjects. As part of this process, your daughter will select preferences for two subjects out of a pool that includes: Art, Business, Home Economics, German, Music, Artistic Performance and Digital Media Literacy as a combo and Philosophy and Chinese Language and Culture as a combo (two short courses are equal to one long course). Please see below information relating to Option subjects.

MUSIC

What is the Aim of Junior Cycle Music?

Junior Cycle Music provides an exciting opportunity for students to develop existing and new musical skills over a three year period.

Music students will learn about creating and exploring new sounds, participate in individual and group music-making activities, and develop skills in appraising and responding to a variety of musical excerpts. In music, students can immerse themselves intellectually, emotionally, physically and kinaesthetically in the learning experience.



How will Music be assessed?

The specification is designed for classroom-based learning, and as such students are not required to have any previous instrumental skills. We encourage the development of multiple practical skills in the classroom, including singing, recorder and ukulele. We also enhance the students learning through the use of digital technology in the classroom. This will allow students to take ownership of their learning in a creative, collaborative environment.

Over the course of the three years students will undertake two classroom-based assessments, a practical examination and a final written examination.

Our Lady's School has a longstanding tradition of encouraging the development of strong musical skills in our students. Students are encouraged to take part in choir, orchestra and other instrumental groups. Learning music supports the development of the whole person, through artistic awareness and understanding, building self-esteem and relationships, and supporting the individual's imagination and emotional intelligence.

BUSINESS

What is the Aim of Junior Cycle Business Studies?

Business studies focuses on the development of analytical and critical thinking skills, encouraging students to be problem solvers. This develops skills for learning, life, work and further study. This is done through three inter-connected strands:

- Personal Finance
- Enterprise
- Our Economy



Business Studies enables students to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising.

Entrepreneurship enhances the quality of our collective and individual lives, often changing the way we work, communicate and live. Business Studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions.

How will Business Studies be assessed?

- Classroom-based assessments
 - CBA 1: 2nd year - group project (over a 3-week period)
 - CBA 2: 3rd year individual presentation (over a 3-week period)
 - Assessment task - reflection on their work. (10%)
- A final 2-hour exam will take place in June of 3rd year worth 90%.

Students will be provided with a set of skills, understandings and personal attributes, which will help them to engage with the dynamic business environment and fulfil their potential in their personal and professional lives, now and into the future.

GERMAN

What is the Aim of Junior Cycle German?

The Junior Cycle has taken a new approach to languages. Spanish, French and German are collectively known as Modern Foreign Languages (MFL). This means that for students, they will be achieving the same goals across the three languages. This facilitates a connection between languages and a more wholesome understanding of the language.

The MFL Junior Cycle focuses on studying languages across three strands: *Communicative Competence, Language Awareness and Socio-Cultural Knowledge and Inter Cultural Awareness.*



In terms of assessment, the Junior Cycle focuses on a dual approach to assessment: continuous assessment and a final exam.

Continuous assessment:

Students are asked to create a portfolio of work in written and oral format. Students choose the work they are most proud of, therefore giving them ownership of their learning (This is known as Classroom Based Assessment 2 and due at the end of third year). Students will use this portfolio to carry out their Assessment task at the end of Third year, which will be assessed by the SEC, this is 10% of the final grade.

The portfolio is graded based on a descriptor and this will appear on the JCPA. There is also an oral presentation which is carried out in second year. This is on a topic which the student finds interesting based on the target language country. This is also graded with a descriptor and appears on the JCPA. The final exam is in June of third year and contributes to 90% of the final result.

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students

Oral Communication CBA 1

Year 2
Final Term
School based
assessment, followed
by SLAR. Reported in
JCPA using
Descriptors

Student Language Portfolio CBA 2

Year 3
End of Term 1
School based
assessment, followed
by SLAR. Reported in
JCPA using
Descriptors

Assessment Task

Year 3
End of Term 1
Based on the
Learning Outcomes of
CBA2. Set by
NCCA & marked by
SEC. Accounts for
10% of Final
Examination

Final Examination

End of Year 3
Based on a sample of
the Learning
Outcomes.
Set and marked by the
SEC.
Breakdown of final
mark awarded by SEC:
10% Assessment Task
90% Final Examination
(35% of which is
allocated to an aural
component)

HOME ECONOMICS

What is the Aim of Junior Home Economics?

Home Economics is a broad and very interesting subject encompassing practical and theoretical aspects. It endeavours to develop a wide range of valuable life skills.



- develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society
- develop practical food and health literacy skills so that students are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society
- nurture students' resourcefulness, innovation, adaptability, and competency as consumers
- develop students' creative design and textile skills
- develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life

How will Home Economics be assessed?

The Classroom Based Assessments are completed during normal class time. It is envisaged that through the CBAs students will actively engage in practical and authentic learning experiences. CBA 1 (Year 2) Creative Textiles and CBA 2 (Year 3) Food Literacy Skills Brief

The final assessment comprises of a practical food skills examination (50%) and a written examination (50%). Both of these are assessed by the State Examination Commission.

VISUAL ART

What is the Aim of Junior Cycle Visual Art?

Junior Cycle Visual Art is an exciting course that offers students a unique opportunity to develop practical artistic skills, knowledge and values. The course encompasses the three strands of art, craft and design and involves practical work in a wide range of media leading to a specific outcome, e.g. an artwork, a design.

The students will learn through the following five elements:

Critical and visual language, drawing, visual culture and appreciation, media art elements and design principles (colour, shape, symmetry, contrast).



Making art develops the learner's imagination and creativity. It promotes individual thinking and personal responsibility and ownership of learning.

It provides students with skills that are valued in work and later life such as creativity, critical judgement, problem solving, working with others or working individually, providing and receiving constructive criticism, and respecting differences.

How will Visual Art be assessed?

Assessment in Visual Art will follow the dual approach of formative and summative assessment as promoted in the new Junior Cycle and will happen as follows:

1st Year – working in sketchbooks students will experience the creative process which by its nature introduces the practice of reflecting on their work and formative assessment.

2nd Year - Classroom Based Assessment (CBA 1) between January and May of second year. They will be issued themes which they will research and develop. A completed piece of art in one of the three strands of Art, Craft and Design will be submitted for assessment by their teacher and feedback given.

3rd Year - Classroom Based Assessment 2 takes place from September to December of third year. Here the students research and explore ideas based on themes issued by the State Exams Commission.

Final Assessment – this takes place from January to May. After reflecting on their work from the first half of the year the students bring these ideas forward and further develop them into two final pieces of art which are assessed by external examiners for the State Exams Commission.

SHORT COURSE COMBINATION 1

ARTISTIC PERFORMANCE & DIGITAL MEDIA LITERACY

If your daughter chooses to sit this combination of short courses she will sit **BOTH** Artistic Performance and Digital Media Literacy along with her one other option subject.

ARTISTIC PERFORMANCE

What is the Aim of Junior Cycle Artistic Performance?

This short course in artistic performance aims to engage students in artistic practices with others, by offering a structure that can be used to facilitate collaborative and individual imaginative and creative initiatives, leading to a group performance (presentation, event, exhibition or production).

Learning in the area of artistic performance is enjoyable for students, because it is hands-on, fully engaging the participants in practical group activities. It fosters both the development of the specific skills of the art form and a range of transferable skills that may apply to other collaborative endeavours. Through movement, sound, symbol and image, the arts can transform people's creative ideas into expressive works that communicate feelings, meanings and interpretations to an audience. While it may draw on the students' previous experiences, it also provides opportunities for students to develop new skills; the performance being both a challenge and a source of satisfaction in bringing an idea from conception to realisation.



Assessment

Over the course of the 3 year course, students will complete 1 Classroom Based Assessment.

There is no final examination.

TOGETHER WITH DIGITAL MEDIA LITERACY – SEE NEXT PAGE

DIGITAL MEDIA LITERACY

What is the Aim of Junior Cycle Digital Media Literacy?

This short course aims to extend and refine students' ability to use digital technology, communication tools, and the internet creatively, critically and safely, in support of their development, learning and capacity to participate effectively in social and community life.

Creating and sharing media in a digital environment has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. Young people are actively manipulating digital media to participate in social and cultural life, to pursue their interests and to express themselves online. Through studying this digital media literacy short course, students will learn to use digital technology to engage in self-directed enquiry, to discriminate between multiple sources of information and to participate safely and effectively in an online environment.

In studying digital media, students learn to use digital technology, communication tools and the internet to engage in self-directed enquiry. As students develop their digital literacy skills, they improve their capacity to know what they are looking for, what information to ignore or discard, and how to identify what can be useful or significant. They learn to discriminate between the multiple sources of information available online and to challenge the views they find there. They learn how to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes.



Assessment

Over the course of the 3 year course, students will complete 1 Classroom Based Assessment.

There is no final examination.

SHORT COURSE COMBINATION 2

PHILOSOPHY & CHINESE LANGUAGE AND CULTURE

If your daughter chooses to sit this combination of short courses she will sit **BOTH** Philosophy and Chinese Language and Culture along with her one other option subject.

PHILOSOPHY

What is the Aim of Junior Cycle Philosophy?

This short course in philosophy aims to engage students in philosophical enquiry and dialogue about life's big questions and to develop critical, creative, collaborative, caring thinkers who can participate in informed discourse and act in the world in a more reflective manner.

The emphasis of this short course is on 'doing philosophy' and on developing the skills needed for philosophical dialogue: careful listening, critical thinking, careful analysis, logic, argumentation, collaborative problem-solving, and reflection. In addition to developing thinking skills, the process of learning through dialogue helps students become more confident in expressing their opinions and respectful of different perspectives.



Assessment

Over the course of the 3 year course, students will complete 1 Classroom Based Assessment.

There is no final examination

TOGETHER WITH CHINESE LANGUAGE AND CULTURE – SEE NEXT PAGE

CHINESE LANGUAGE AND CULTURE

What is the Aim of Junior Cycle Chinese Language and Culture?

This short course aims to enable students to reach set basic proficiency levels in spoken and written Mandarin Chinese, develop their cultural and intercultural awareness, and learn to plan and evaluate their progress in learning Chinese.

This is a course in Chinese Language and Culture for the non-native speaker, with approximately 70% weighting towards language and 30% towards culture.

The four strands are organised around domains of language use that are seen as potentially relevant and meaningful to junior cycle students:

Strand 1: Myself, my family and my friends.

Students communicate about themselves in personal settings.

Strand 2: Out and about in public places. Students acquire language to participate in different public situations.

Strand 3: Education and school. Students communicate with teachers and peers in school/out-of-school settings.

Strand 4: Chinese and young global citizens. Students learn and talk about Chinese people, both in China and around the world, and their connections with other cultures and peoples.



In the four separate yet interconnected strands, students develop communication skills, intercultural and language awareness, and competence in digital literacy.

All students are required to achieve the same learning outcomes but will do so to different degrees of competence.

The short course adopts an activity and task-based approach to language learning. Activities and tasks encourage students, with the guidance of their teachers, to identify and call on the target language they need to achieve a 'real-world' outcome.

Assessment

Over the course of the 3 year course, students will complete 1 Classroom Based Assessment.

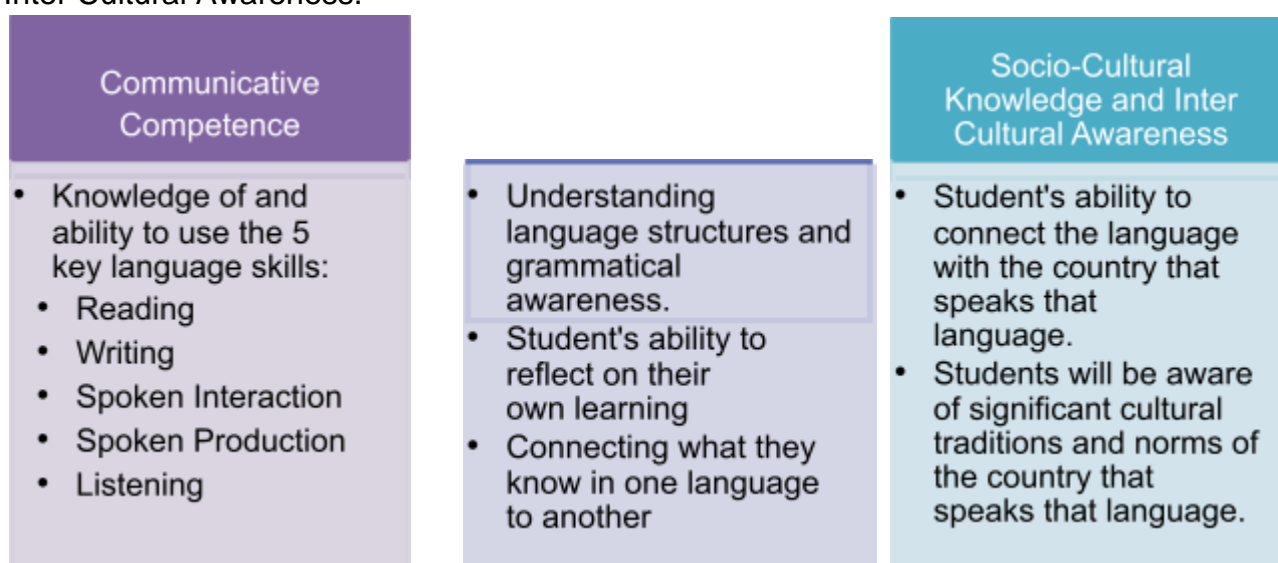
There is no final examination.

SECTION 2: CHOOSING ONE FROM THE CORE LANGUAGE OPTIONS: FRENCH OR SPANISH

Together with selecting two "Option" subjects, your daughter must also select a Modern Foreign language. Languages on offer include French and Spanish. A modern foreign language is guaranteed as a Core Subject. If you chose German as an option previously you must still choose one of the languages below. In essence, if you chose German you are choosing to do two languages.

Modern Foreign Languages as a Core Subject at Our Lady's School: French or Spanish.

The Junior Cycle has taken a new approach to languages. Spanish, French and German are collectively known as Modern Foreign Languages (MFL). This means that for students, they will be achieving the same goals across the three languages. This facilitates a connection between languages and a more wholesome understanding of the language. The MFL Junior Cycle focuses on studying languages across three strands: Communicative Competence, Language Awareness and Socio-Cultural Knowledge and Inter Cultural Awareness.



In terms of assessment, the Junior Cycle focuses on a dual approach to assessment: continuous assessment and a final exam.

Continuous assessment: Students are asked to create a portfolio of work in written and oral format. Students choose the work they are most proud of, therefore giving them ownership of their learning (This is known as Classroom Based Assessment 2 and due at the end of third year). Students will use this portfolio to carry out their Assessment task at the end of Third year, which will be assessed by the SEC, this is 10% of the final grade. The portfolio is graded based on a descriptor and this will appear on the JCPA. There is also an oral presentation which is carried out in second year, this is on a topic which the student finds interesting based on the TL country. This is also graded with a descriptor and appears on the JCPA. The final exam is in June of third year and contributes to 90% of the final result.

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination enables the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students

**Oral Communication
CBA 1**
.....
Year 2
Final Term
.....
School based
assessment, followed
by SLAR. Reported in
JCPA using
Descriptors

**Student Language
Portfolio
CBA 2**
.....
Year 3
End of Term 1
.....
School based
assessment, followed
by SLAR. Reported in
JCPA using
Descriptors

Assessment Task
.....
Year 3
End of Term 1
.....
Based on the
Learning Outcomes of
CBA2. Set by
NCCA & marked by
SEC. Accounts for
10% of Final
Examination

Final Examination
.....
End of Year 3
.....
Based on a sample of
the Learning
Outcomes.
Set and marked by the
SEC.
Breakdown of final
mark awarded by SEC:
10% Assessment Task
90% Final Examination
(35% of which is
allocated to an aural
component)

Benefits of studying a Modern Foreign Language



- French is a beautiful language to learn, and is spoken across the globe.
- It is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.
- France is the world's top tourist destination and attracts more than 79 million visitors a year. It is a good base for learning other languages, especially Romance languages like Spanish.
- More than 220 million people speak French on the five continents. The ability to speak French and English is an advantage on the international job market, and especially in Canada, Switzerland, Belgium, and the continent of Africa.

Which language suits me most?



- Spanish is the second most spoken language in the world after Mandarin Chinese.
- Many people find Spanish easier to learn than other foreign languages as how it is pronounced follows very closely to how it is written.
- The ability to speak Spanish is beneficial when travelling in **Spain**, the United States and much of South America. It is spoken as a first language in around twenty countries. More people speak Spanish as a first language than English. By 2050, the United States will be the largest Spanish-speaking country in the world.
- Students will learn about the culture and traditions of the Hispanic countries in the course of the Junior Cycle.