# OUR LADY'S SCHOOL
# SUBJECT CHOICE
# INFORMATION BOOKLET
# LEAVING CERTIFICATE 2028

**SUBJECT CHOICE- INFORMATION BOOKLET**
**(Leaving Certificate 2028)**

# CONTENTS

Dear Student,

You are about to make a very important decision, namely, Subject Choice. You will be asked to select a number of subjects, usually **7,** for your Leaving Certificate.

To make a good decision it is essential to have good information. At Our Lady's School, we arrange the following to help you make an informed subject choice:

- Careers classes and OLS Career Fair
- Individual appointments with Guidance Counsellor
- My Future Choice career assessments
- Individual subject departments will give a presentation on their subject
- Students & Parents Subject Choice Information meeting on **Monday 23rd February 2026 at 7pm**
- Opportunity to talk with 5th/6th year students about the various LC subjects at the OLS subject choice expo on **Friday 27th February 2026 at 9.30**

We would also recommend that you:

- study this booklet
- do research (www.careersportal.ie and www.qualifax.ie)
- consult textbooks and past papers of subjects you are interested in
- talk to students who have been, or are presently, studying the subjects which interest you
- discuss subject choice with your teachers, parents/guardians
- Eliminate the subjects you know you do not want to do and then research and evaluate the others to make informed decisions.

Choose your 'package' of subjects to satisfy your interests and to keep as many career options open as possible. Keep the following guidelines in mind:

- Ensure that you have the ***essential subjects for your job/college course/training*** (check Qualifax and college/training/job websites for minimum entry requirements and specific course requirements)
- Select your remaining subjects to maximise your results. Look back over previous school reports to see what subjects you did well in. (If you like a subject, you are more likely to do well in it).
- Check college prospectuses/websites and career websites
- Choose subjects you have a genuine interest in.

By getting as much accurate and up to date information as possible you will make a good subject choice decision.

The deadline for subject choice is **3 March 2026**

Best of luck

F. Bannan L. Porter
Guidance Counsellors

## *Senior Cycle Subjects at Our Lady's School*

The following subjects are compulsory:
Irish, English, Maths

Students may choose four subjects from the following list:

1. Accounting
2. Art
3. Agricultural Science
4. Applied Maths **(classes taking place outside school hours and will only run if there is a sufficient number of students)**
5. Biology
6. Business
7. Chemistry
8. Economics
9. French
10. Geography
11. History
12. Home Economics- Social & Scientific syllabus
13. Music
14. Physical Education
15. Physics
16. Spanish

In addition students can choose to take the **Leaving Certificate Life, Community & Work (LCW) replacing the LCVP in 2026 (classes taking place outside school hours)**

**Schedule for Leaving Certificate Redevelopment**

The following OLS Leaving Certificate subjects are following a new curriculum from 2025 - Biology, Business, Chemistry, Physics.
The links to the new curriculums in these subjects are listed below.

Biology -Curriculum Specification for Leaving Certificate Biology -Curriculum Specification for Leaving Certificate Biology
Business - Curriculum Specification for Leaving Certificate Business - Curriculum Specification for Leaving Certificate Business
Chemistry - Curriculum Specification for Leaving Certificate Chemistry - Curriculum Specification for Leaving Certificate Chemistry
Physics - Curriculum Specification for Leaving Certificate Physics - Curriculum Specification for Leaving Certificate Physics

The following OLS Leaving Certificate subjects are following a new curriculum in September 2026
The links to the new curriculums in these subjects are listed below.

Geography - Curriculum Specification for Leaving Certificate Geography
Curriculum Specification for Leaving Certificate Geography

Leaving Certificate Life, Community & Work (LCW) replacing the LCVP Curriculum. Specification for LCW - Leaving Certificate Vocational Programme (LCVP) | Curriculum Online

PE - Curriculum Specification for Leaving Certificate Physical Education Curriculum Specification for Leaving Certificate Physical Education
Physical Education Framework Physical Education Framework | Curriculum Online

All of these new curricula have Additional Assessment Components (AAC) of no less than 40%. Each components will be set and marked by the State Examination Commission (SEC)

## *Subject Choice*

Students are invited to choose four subjects from the list above. They do this by listing their choice of subjects in order of preference. Subjects will be offered for this cycle (Leaving Certificate 2028) depending on students' interest.

With regard to subject availability, every effort is made to offer each student her preferences. Please note however that due to timetabling restrictions, it may not be possible to offer all students their top preferences. The viability of running a specific subject is dependent on the number of students choosing this subject as an option as well as available staff resources.

It is advised that students select subjects that they like and those that they are good at. Having a genuine interest in the subjects you are going to take for the Leaving Certificate is very important. It can be difficult enough at the best of times to motivate yourself to study, but it can be twice as difficult if you are studying subjects which you don't particularly like.

Students are normally expected to sit seven subjects in the Leaving Certificate. When you have made your final selection you should examine them very carefully to see that you have kept your career options open. You should check to see if you have the essential requirements for third-level courses in which you have an interest. It is too late to find out in your Leaving Certificate year that you do not have an essential subject when you come to fill out your application forms.

## Leaving Certificate Life, Community and Work (LCW) is replacing the Leaving Certificate Vocational Programme (LCVP) from 2026

## New LC Curriculum from 2026

Leaving Certificate Vocational Programme (LCVP) | Curriculum Online

LCW helps students understand themselves, engage with their community, and prepare for future education, training and work. It is a practical, skills-based subject taken alongside other LC subjects.

Students will:

- Explore their strengths, interests and values
- Learn about career fields and post-school pathways
- Create a personal statement and career progression plan
- Understand community, volunteering and enterprise
- Work in teams on a real-life community project
- Complete work experience/work shadowing
- Build a digital portfolio over two years

Assessment:

Portfolio in Action – 60%

Written Exam – 40%

LCW suits students who enjoy practical learning, community involvement and building real-life skills. Students will need to reflect on their portfolio, they get a brief on this in term 1 of 6th year.

This is an **additional** subject that students may select alongside their 7 subjects (and does not replace one of their optional subjects). Classes in LCW are taken outside of school hours. LCW can be used to gain a maximum of 66 CAO points, which is the equivalent of a H4 grade.

**LCW can be used to gain CAO points as follow**

| Grade | Number of Points |
|---|---|
| Distinction (80 – 100%) | 66 |
| Merit (65 – 79%) | 46 |
| Pass (50 – 64%) | 28 |
| Unsuccessful (0-49%) | 0 |

**In LCW students will study the following topics;**
Introduction to Working Life, Job-seeking Skills, Career Investigation, Work Placement, Enterprise Skills, Local Business Enterprises, Local Voluntary Organisations, An Enterprise Activity.

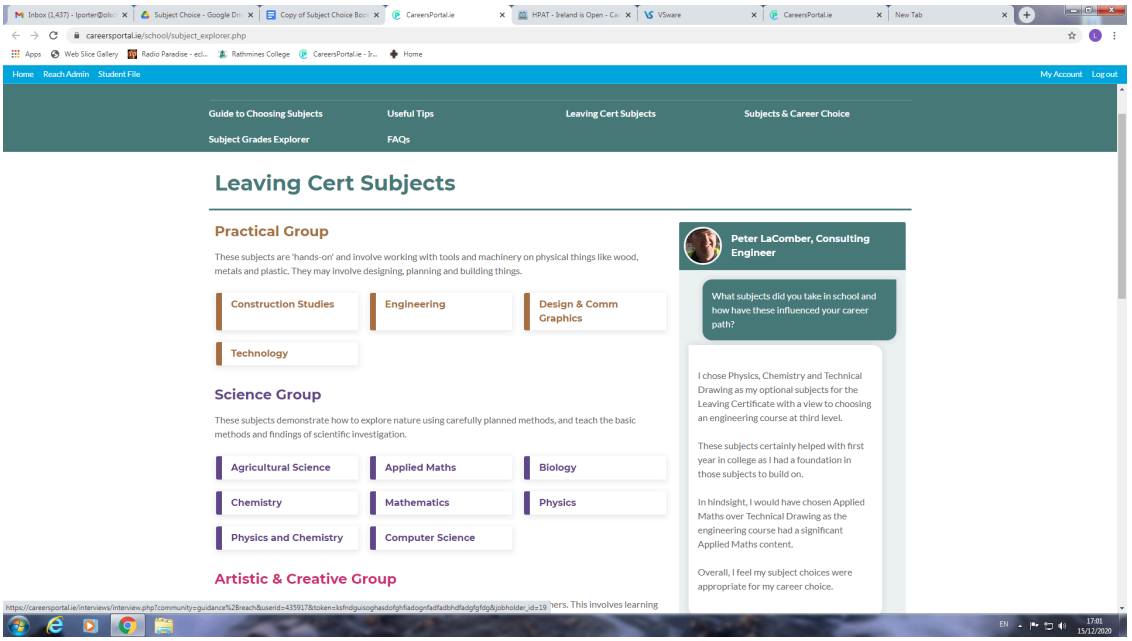
**LCW is suitable for all students and particularly those who have an interest in the working world, or feel they would benefit from the CAO points.**

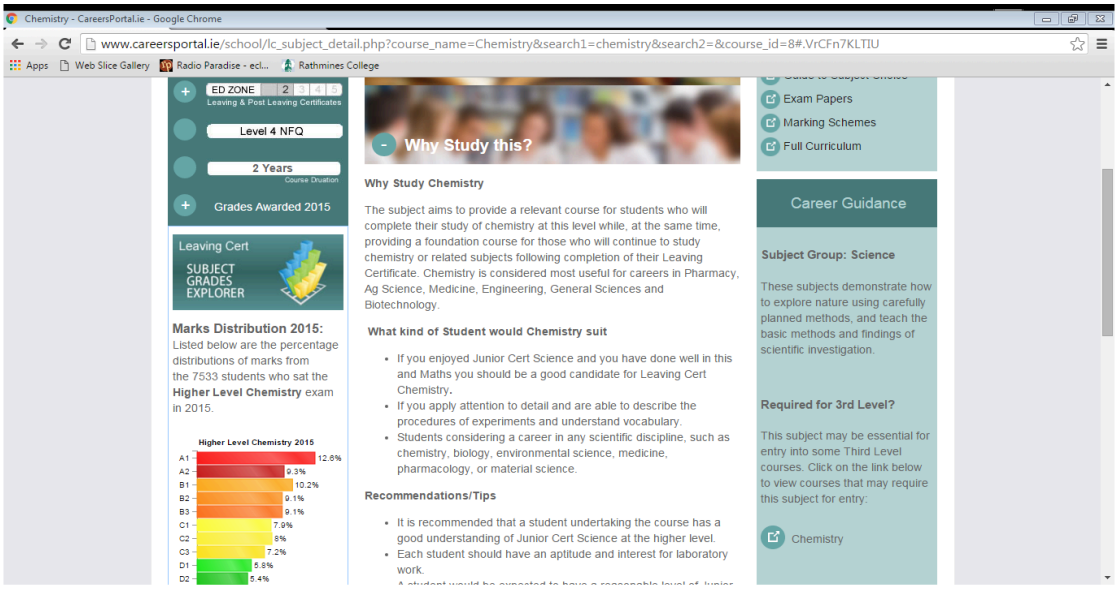
## An online guide to Leaving Certificate Subjects

Please see the following two websites:
Guide to LC subjects
Leaving Cert Subjects | CareersPortal.ie

This site gives a comprehensive guide to all Leaving Certificate subjects including information on what the subject involves, why study it, career possibilities, subject content, exam structure and marks distribution.

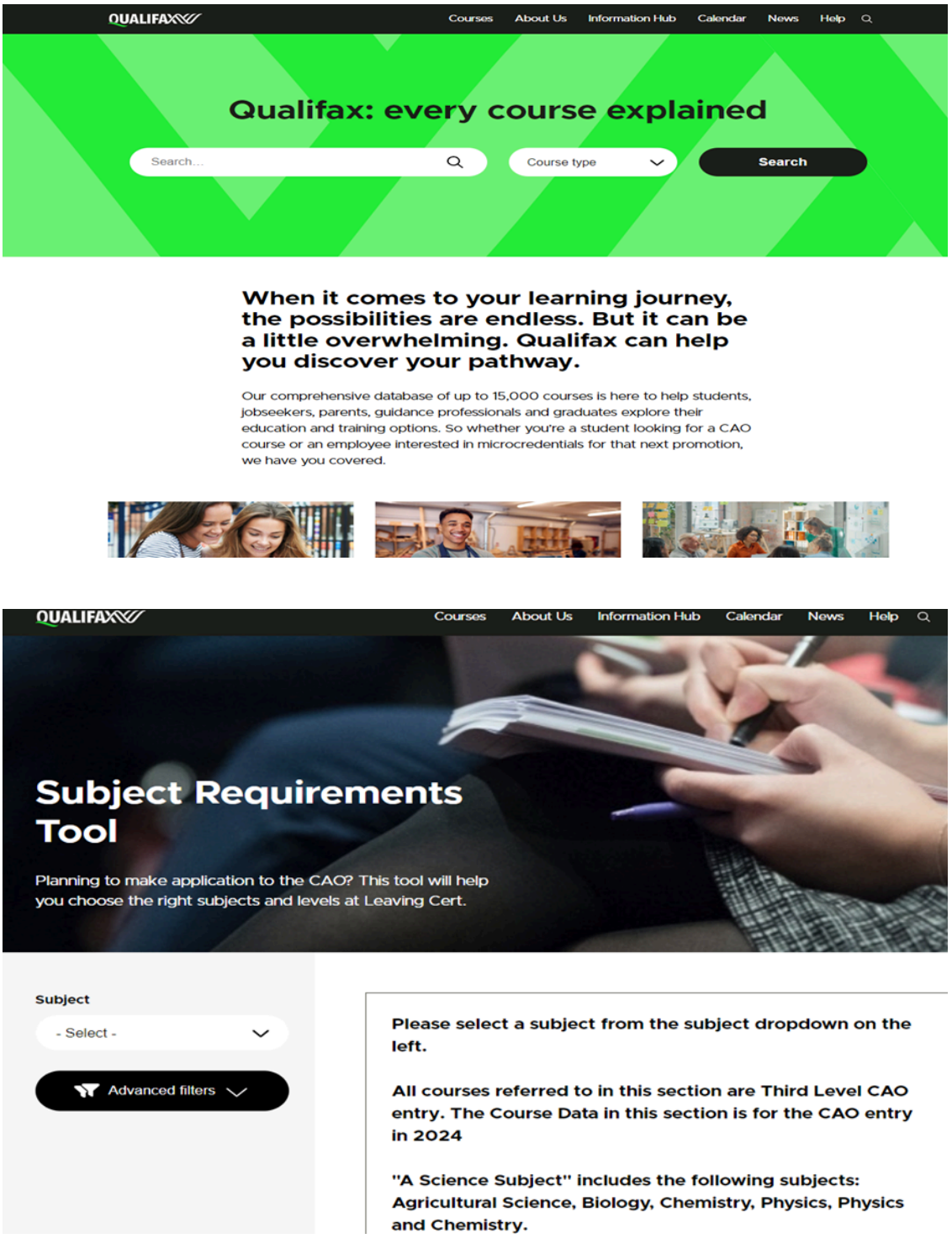
Course Finder to check college entry requirements
Course Finder | CareersPortal.ie




- [www.qualifax.ie](http://www.qualifax.ie)

***Click on Useful Tools(bottom of page) → CAO Subject Requirements →Select a subject*** and research any third level course requirements. See link below
[Subject Requirements Tool]




## ***Choosing a Career***

Some people know at an early stage what they would like to be, but many have no definite ideas about the kind of work they would like to do. In order to choose a career a young person needs information on: ***entrance requirements, opportunities available*** and awareness of their own ***interests, aptitudes, skills and potential.***

Good decisions are based on good information. During Transition Year students face an important decision, the choice of school subjects for the Leaving Certificate. The

choice is important because, once made, it **may** affect the course of their college and working lives.

It is essential to know about the following **Entrance Requirements:**

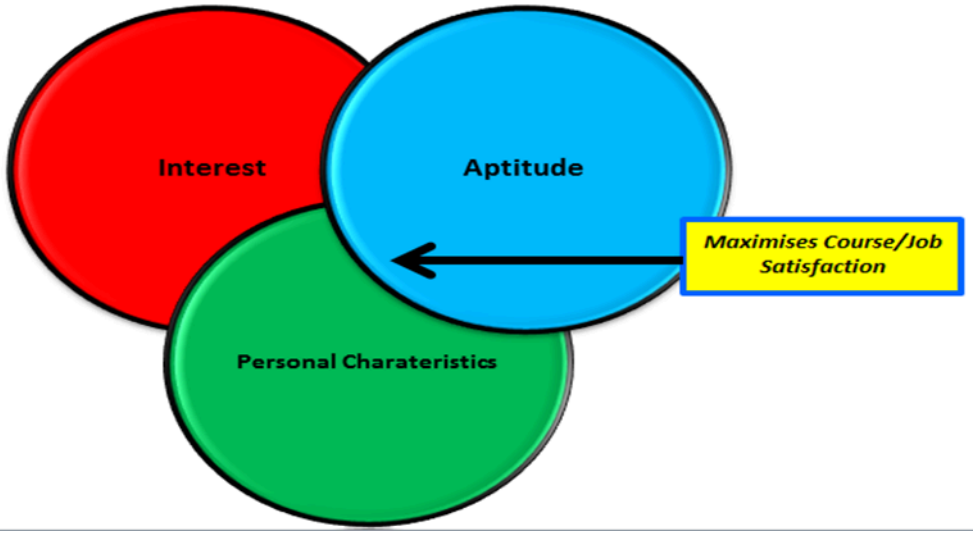
- Minimum entry requirements for colleges (matriculation requirements)
- Specific subject requirement for your chosen course/career
- Points in CAO system (although these may change each year)

**Choosing a Career**

In choosing a Career you need to:

- Ask yourself what **you** would like to do? Then take some time to think about this, do the research and plan.

The greater the overlap between our interests, aptitudes, *and* personal characteristics and those required by the job or area of study, the greater the degree of satisfaction when we get. The overlap may be represented as follows.




- **Assess your:**
  - **Skills and Aptitudes** – what are you good at?
  - **Interests** – what do you enjoy doing?
  - **Values** - what motivates you and would give meaning to your work?
  - **Personality type** – what are your characteristics?
  - **Educational qualifications** – what qualifications have you got and what further qualifications do you want to achieve?

- **Explore the Options** – access job descriptions, research job sectors, labour market information, and apprenticeships plus further and higher education course details.

**How to set about Choosing a Career**

A good way to approach career choice is to list on one side your **interests and skills:** Which school subjects are you best at? Do you write well? Are you creative? Do you

get on well with other people? Do you work best with a group or do you like to work alone on a project or a problem? Are you a leader? Would you like to work in a caring profession? Would you like outdoor or indoor, manual or deskwork? etc

Against this, list the **careers** that, at first glance, interest you and the **educational qualifications** and any particular **personal qualities** required for each of them. By comparing your two lists, you should be able to narrow down the choice of occupations that you consider would suit you. The Career Explorer section of the careers portal website provides useful information about a large number of careers; Career Explorer | CareersPortal.ie

A Careers Investigation should be completed before the final choice of subjects is made.

## Application procedures and entry requirements for 3rd Level Colleges

**Information**

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

In addition, there is a wide and varied choice of other courses for which you apply directly to the college. These are known as PLC (Post Leaving Certificate) or FE (Further Education) courses and usually take one or two years to complete. In general, the entrance requirement for these courses is 5 passes in the Leaving Certificate or the Leaving Certificate Applied and possibly a suitability interview. The qualification awarded can lead to progression onto higher education or into direct employment.

There is also the option to study on a tertiary degree when you start your course in a Further education college and progress in your second/third year to a higher education college. Entry requirements to these courses do not use the CAO points system.

There is also an increase in opportunities to complete an apprenticeship and work and earn while also completing training. New apprenticeships include ones in auctioneering & Property Services, laboratory Technician/Analyst, international Financial Services, Insurance and Accounting. For further details of these and many other apprenticeships please see www.apprenticeship.ie

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

**Entry Requirements for Higher Education CAO Colleges - Very Important**

There are two sets of Entry Requirements which must be met before a student can apply for places in 3rd level colleges (i.e. before points can be considered). These are:
1. *Minimum Entry* Requirements
2. *Specific* Subject Requirements

Once a student has met these two sets of requirements they then compete for places using the CAO points system The points needed for all CAO courses are published each August and are available on www.cao.ie, www.qualifax.ie and www.careersportal.ie . Please note the points needed can vary from year to year.

## Leaving Certificate grading and CAO points

| Higher Level Grades | Higher Level Points | % Bands | Ordinary Level Grades | Ordinary Level Points |
|---|---|---|---|---|
| H1 | 100 | 90-100% | O1 | 56 |
| H2 | 88 | 80-89% | O2 | 46 |
| H3 | 77 | 70-79% | O3 | 37 |
| H4 | 66 | 60-69% | O4 | 28 |
| H5 | 56 | 50-59% | O5 | 20 |
| H6 | 46 | 40-49% | O6 | 12 |
| H7 | 37 | 30-39% | O7 | 0 |
| H8 | 0 | 0-29% | O8 | 0 |

Points are allocated to the six best grades of an applicant.

25 bonus points are awarded for Higher Level Mathematics for H6 and above providing the total for the grade achieved in Maths with the added bonus is among your top 6 scoring subjects.
Link below to CAO points calculator
Points Calculator

# More details on the two sets of requirements

**1. *Minimum Entry* Requirements:**
These are particular subjects and numbers of honours/passes required to apply to an individual college or university.
**Full details of the Minimum Entry Requirements and Specific Subject Requirements of any particular courses you are interested in should be researched in www.qualifax.ie or www.careersportal.ie and the college's prospectus or website as requirements are subject to change.**

## MINIMUM REQUIREMENTS FOR FURTHER/HIGHER EDUCATION

- Level 8 – Honours Degrees
  - 3/4 years study
  - Min. of 2 H5 and 4 O6/H7 (TCD & a small no. of level 8 courses- Min 3 H5 and 3 O6/H7)
- Level 7 – Ordinary Degrees
  - -3 years study
  - -Min. 5 O6/H7
- Level 6 – Higher Certificate
  - - 2 years study
  - -Min 5 O6/H7
- Post Leaving Certificate Courses
  - - 1 year study
  - - Min. 5 passes in H/O/F or Leaving Certificate Applied


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

| | |
|---|---|
| **Dublin City University** | **DCU** |
| **Technological University Dublin** | **TUDUB** |
| **National College of Art and Design** | **NCAD** |
| **University College Galway** | **UCG** |
| **University College Cork** | **UCC** |
| **University College Dublin** | **UCD** |
| **University of Limerick** | **UL** |
| **National University of Ireland Maynooth** | **NUIM** |
| **Royal College of Surgeons** | **RCSI** |
| **Trinity College Dublin** | **TCD** |
| **National University of Ireland** | **NUI** |
| **Royal college of surgeons in Ireland** | **RCSI** |

**NUI Colleges** (UCC, UCD, UCG, NUIM), RCSI & NCAD

- Irish, English & Modern Language.
- Maths is essential for most but not all courses
- Important: A Modern Language is essential to gain entry to a number of courses in the NUI universities and RCSI with the exception of Science, Agriculture, Nursing, Engineering, Computer Science and some other courses. A modern language or Art is required for entry to all courses in NCAD

**TCD**

- English, Maths & Another Language (can be Irish or Modern Language)

**UL**

- English, Maths & Irish OR Another Language

**DCU**

- Maths & English OR Irish

**Institutes of Technology/Technological Universities eg TU Dublin)**

- Maths & English OR Irish
- A small number of courses do not require maths

***2.Specific*** **Subject Requirements**

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

**For most University & College courses, there are no specific subject requirements.** This includes courses in Arts, Business, Computing, Law, Psychology, Design, Social Science and many others. The following are **EXCEPTIONS** and for the most part are required at **Higher Level.**

## SCIENCE (BIOLOGY,CHEMISTRY, PHYSICS & AGRICULTURAL SCIENCE)

Nearly all Science and Health Science courses have requirements to study a science subject (sometimes two) for the leaving certificate.

**Two** Science subjects are required for:
Medicine (TCD), (UCC specifies Chemistry must be one of them)
Medicine (RCSI),(5 YR course - H4 Chemistry + H4 Biology or Physics)
Dentistry (TCD) (UCC specifies Chemistry must be one of them)
Pharmacy (UCC and TCD specifies that Chemistry must be one of them)
Human Health and Disease (TCD specifies Biology must be one of them)

***The following rule is unique to TRINITY College, Dublin:***

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

| | |
|---|---|
| Physiotherapy | Pharmacy (Chemistry must be one) |
| Biological & Biomedical Sciences | Chemical Sciences |
| Physical Science | Geography & Geoscience |

**One** Science subject is required for:
- All Nursing degrees (O/H accepted), it does not have to be Biology
- Occupational Therapy
- Dentistry
- Speech & Language Therapy
- Radiation Therapy, Radiography, Physiotherapy
- Medicine (UCD- Chemistry required for 5 yr programme, UCG, RCSI)
- Veterinary Medicine (UCD-Chemistry is essential & animal handling experience)
- Engineering (in some colleges)
- Agricultural Science
- Sports Science
- Nutrition & Dietetics (Chemistry is essential for Dietetics)
- Science
- Applied sciences (E.g. Clinical Measurement, Pharmacology, Optometry)
- Beauty Therapy (Biology is useful)
- Vet Nursing and Dental Nursing
- Home Economics Teaching
- Genetics (In UCC Biology is essential)
-Theoretical Physics (In TCD H3 Physics is essential)
-Pharmacy (Chemistry is essential**)**
**-**Human Health & Disease (In TCD Biology is essential)
(SCIENCE generally refers to laboratory sciences i.e. Biology, Physics or Chemistry (Agricultural Science can be used in some cases). Geography can count as a science for some of these courses in TCD & UCD)
However, some of the courses available in science and engineering in the Technology Universities do not require a science subject.
There are no careers/courses that specifically require Agricultural Science as an entry requirement. However it is useful for many courses and careers.

## ART

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

## MUSIC

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

## LANGUAGES

A modern language is generally a requirement for the NUI colleges (UCC, UCD, UCG, NUIM) plus RCSI, Shannon College of Hotel Management, St. Angela's College & NCAD. However in the NUI colleges some exceptions to this rule include Engineering, Science, Nursing and Ag. Science courses plus some other courses. Please check college websites. There are some language courses you can enter without having previously studied the language, but generally speaking you will be required to have studied a particular language to Leaving Cert in order to study it at third level and some language courses will require a H3 or H4 in a modern language.

## ACCOUNTING, BUSINESS, ECONOMICS

There is only one CAO course that specifically requires Accounting as an entry requirement.(Commerce -Accounting in NUI Galway) Business & Economics are not essential for any courses. However they are useful for many courses and careers.

## GEOGRAPHY, HISTORY, HOME ECONOMICS, PHYSICAL EDUCATION

There are no careers/courses that specifically require Geography/History/Physical Education as an entry requirement. However they are useful for many courses and careers. Home Economics is essential to study Home Economics in St. Angela's College Silgo.

## ENGLISH

Almost all universities, colleges and employers require a pass in Ordinary level English though some will accept Irish instead (e.g. the Institutes of Technology, TU and DCU). A H4 in English is essential for a small number of courses like Journalism, Communications, Media studies, Some Creative Digital Media courses and Speech Therapy.

## IRISH

Irish is required for **all** faculties in the National University of Ireland (UCC, UCD, UCG, NUIM, NCAD) but you can be exempt from it under certain conditions e.g. being born outside Ireland or having a specific learning difficulty (dyslexia). Irish satisfies the requirement of a Modern Language for TCD and the language other than English requirement for UL and DCU**. Primary Teaching** requires a H4 in Irish.

## MATHEMATICS

Employers tend to expect applicants to have numeric skills and look for at least a pass in Maths. Likewise, the Institutes of Technology usually require a pass for entry to their courses (although in some cases they will accept foundation level). The universities require up to an O2 for some of their Science and Business courses reflecting its importance as part of these courses. An O6/H7 is required for entry to Nursing.

**Higher** level Mathematics is required by relatively few courses. One particular group that requires it are Engineering and Data Science honours degree courses. For Engineering, Mathematical, Theoretical Physics courses, Actuarial degrees and Quantitative Business the requirements range from a H2 to a H4, depending on the course, again reflecting the crucial role it plays in these disciplines. Some Computer, Financial and Economics courses also require the equivalent of a H3 or H4 in Maths.

**A bonus of 25 points will continue to be awarded to students who achieve a grade H6 or above in Higher Level Maths providing the total for the grade achieved in Maths with the added bonus is among your top 6 scoring subjects.**

Foundation Level Mathematics is accepted by some employers and points are awarded in a limited number of colleges. Most PLC courses will accept it. Check www.qualifax.ie for a list of these courses.

Please note a specific admission restriction that applies to TCD.
Art and Music may not be offered as 2 of the 3 higher Leaving Certificate grades for minimum requirements but both may be used for scoring purposes.

Details of the Specific Requirements for courses can be found in the 3rd level college's website. It is vitally important to check these requirements if you are hoping to apply for a particular 3rd level course, so as to ensure you are choosing the appropriate subjects for your Leaving Cert.
It is only after both sets of requirements have been met, are you deemed to be qualified to submit your 'Points' for a particular course. If you don't have the right subjects to meet the above requirements for a course then you cannot apply for the course, even if you had 600 (625 with honours Maths) points!

Some apprenticeships and training eg Garda require specific grades and subjects in the Leaving Certificate. Please see www.apprenticeship.ie and www.garda.ie for details.
For entry requirements for Tertiary courses see Courses | National Tertiary Office.
For details about Further Education (PLC) courses see Choosing PLC Courses | CareersPortal.ie

***Check Careersportal/Qualifax and the relevant college literature/website yourself. It's your choice and your responsibility to ensure you have the correct requirements for your future college course choices . Students should always verify the entry requirements with the course provider.***

## Useful Websites:

- www.cao.ie
College application site

- www.ucas.com
UK college application site

- www.qualifax.ie
Information on college courses

- www.careersportal.ie
Information on educational and career development

- www.eunicas.ie
European university central application system

- www.apprenticeship.ie
Information on apprenticeships available in Ireland

- Courses | National Tertiary Office

## Notes:

## Accounting

Leaving Certificate accounting provides students with the knowledge, understanding and skills in accounting and financial management necessary for managing personal and basic company accounts. The learning experiences in accounting develop students' organisational, logical thinking, planning and problem-solving skills for their future life, work and study. It also develops their numeracy skills within the context of business and enterprise

**Why Study Accounting**

For those considering studying accounting, actuarial studies or finance after the Leaving Cert it would be unwise to leave accounting out of their subject choice. It is also an important subject choice for those thinking of starting their own business. It is recommended if Accountancy is the career path you want to follow.

**What kind of Student would Accounting suit**

Commonly seen as the mathematical side of business, accounting attracts the more numerate students. It teaches students the bookkeeping side of business but delves deeper, teaching you to analyse and interpret the figures. Once you can understand and adhere to the basic rules of accountancy, it is a subject that you can do very well in.

**Recommendations/Tips**

The course is numerically based but theory and procedures must be learned also.

While the student needs to be comfortable with numbers he or she does not need to be at higher maths level.

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

This course offers a hard working student the real possibility of high grades because of the unambiguous nature of the questions. An organised student who likes order will be particularly suited to this course.

**Course Overview**

Accounting is a business studies option within the Leaving Certificate programme. It covers aspects of business and social life which are not dealt with in any other subject in that programme. It is concerned with the preparation, recording, extraction, presentation and analysis of financial information for the purpose of making economic decisions.

The course also involves a Management Accounting section where the student will learn how to analyse business costs and how to prepare budgets.

This business subject teaches the skills and knowledge needed to understand how business works. The syllabus will help you:

- To contribute to a balanced and appropriate general education, leading to the personal and social development of each student together with a fostering of the concept of accountability
- To create awareness of the business environment and to provide each student with the knowledge, understanding and skills leading to a personal competence and responsible participation in this changing and challenging environment.
- To encourage the development of self-reliance, mental organisation and agility, clear and logical thinking, planning habits, methods of investigation and processes whereby accuracy can be ensured
- To enhance numeracy skills and promote awareness of the use of figures computations and statistics in the world of business and enterprise
- To expose students to aspects of business and enterprise with a view to career and working life, additional studies in accounting or as a basis for further education.

**Course Content**

Topics covered include:

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

**Exam Structure**

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

**Career Possibilities**

Accountancy provides a valuable foundation for all business functions and many top executives have an accountancy background. Most chief executive officers of public limited companies have some sort of accountancy qualification.

Career pathways might include accountancy, actuarial studies, marketing, business or finance. It would also be an important subject choice for those thinking of starting their own business

## Agricultural Science

Agricultural science is the study of the science and technology underlying the principles and practices of modern Irish agriculture. Crops and animal types associated with agriculture are studied, and investigations (Specified Practical Activities) are undertaken into such aspects as soil, plant and genetics.

**Why Study Agricultural Science?**

Agricultural Science remains a very popular subject among students in Ireland and reflects our agricultural background. This subject proves popular among students who are planning to study Veterinary Science (Medicine or Nursing, General Science in college. Additionally, agricultural science overlaps with other disciplines such as Business, Journalism, Advisory Agencies or Departmental Organisations.

**Course Overview**

This subject aims to develop knowledge, skills and attitudes concerning the factors that affect the long-term well-being of agricultural resources, and places emphasis on the managed use of these resources. It is recognised as a laboratory science subject for most 3rd level courses including nursing.

It can be a good study subject with Biology and/or Geography and/ or Economics due to the overlap in course content. Some experience of farming would be desirable but not necessary. .

**Course Content**

The course consists of the study of a variety of aspects of agriculture and is divided into four main strands.

Scientific Practices:

- Hypothesising
- Experimenting
- Evaluating Evidence
- Communicating
- Working Safely

Soils:

- Classification
- Properties (Chemical, Physical, Biological)
- Management

Grass and Other Crops:

- Plant Physiology
- Classification/Identification
- Production (Establishment, Management, Harvesting)

Animals:

- Animal Physiology
- Classification/Identification
- Production (System/Enterprise, Management, Animal Husbandry and Health)

**Exam Structure**

The assessment in Agricultural Science consists of:

(a) a terminal examination paper (75%), at both Higher and Ordinary level, lasting 2 and a half hours, examining the following:

- knowledge and recall of facts related to the principles and practices of Agricultural Science
- application of knowledge and understanding from different areas of the specification to familiar and unfamiliar situations
- scientific inquiry, formulation of hypotheses and design of investigations
- critical thinking, the ability to analyse and evaluate information and to form reasonable and logical argument, based on evidence
- problem solving based on integration, analysis and evaluation of qualitative and quantitative information and data
- understanding of the ethical, historical, environmental and technological aspects of science, and how it contributes to the social and economic development of society.

(b) (i) portfolio of activities and investigations, including 22 laboratory and field investigations, farm visits and other appropriate activities.

(ii) a student project, through which a topic of agricultural significance is explored in greater depth. This will be based on a theme, which will be set annually by the State Examinations Commission.

The IIS (Individual Investigative Study) accounts for 25% of the student's final grade. The task is to conduct an investigation and link it to the theme under investigation i.e. biodiversity or sustainability. The theme changes annually. The theme is released in 5th year. Submission of the IIS takes place in March of 6th year.

**Career Possibilities**

Careers in this area include: Scientist, Journalist, Greenkeeping, Horticulture, Food Science, Agricultural Advisers, Agricultural Engineering, Sports Turf Management, Environmental Science, Forestry, Farming, Plant Science, Animal Science, Marine Science, Careers in Renewable Energy and Teaching.

## Art

As of September 2021 the new Leaving Certificate Art syllabus is broken into 2 main areas, practical project coursework and Visual Studies (formerly known as Art History).

**Practical coursework projects** are designed to develop the student's ability in a range of artistic fields and disciplines. Students will work in a range of media including wet & dry media, paint, print & clay. There will be a focus on the development of both practical skills, creative thinking and how their work relates to or can be influenced by visual culture.

***Visual Studies*** is broken into three broad content areas: (1) Europe and the wider world

(2) Ireland & its place in the wider world (3) Today's world.

An example of the type of content covered would be (1) Realism, Impressionism and post Impressionism (2) Pre Christian art (3) Looking at artists' theory and thinking, processes and media, art and social commentary and art and the environment.

**Assessment Structure**

Practical project work = 70%

Students are required to complete and submit a practical project which is worth 70% of their overall grade. This project will take place over twelve weeks in the term after Christmas when students will develop and complete one part of the project e.g. a ceramic pot. During this time working in class they will also develop ideas for a second part to their project e.g. a painting. This second finished piece will be completed in a five hour supervised exam at the end of April/beginning of May.

Visual Studies written examination = 30%

A two and half hour written Visual Studies exam will take place in June along with other subjects.

**Why Study Art?**

Studying art for the Leaving Certificate will develop your ability to think and work creatively. It will give you an understanding of the creative process which is very important if you want to work in any creative industry or if you want to become an artist.

It often leads to students continuing with their artistic studies at third level where they can specialise in one of two broad areas; Fine Art; Eg. painting, sculpture or printmaking or Design Eg. fashion, graphic, interior or furniture design, set design for stage and film. Studying art can also be beneficial to those wishing to pursue a career in architecture or art therapy.

70% of the assessment is based on your practical class work and is completed before the June examination period. Some students find having a chunk of their grade completed appealing.

**What kind of student would Art suit?**

- Students who have shown an aptitude for art, such as by getting high grades in Junior Cycle Art or who have developed skills in their own time through personal interest and enjoyment.
- Anyone considering a career in a creative discipline such as Architecture, Marketing, Film and Entertainment, Web Design, Fashion, Game Design, or Advertising.
- Students who enjoy expressing themselves through art and like to sketch and doodle.
- Students who are prepared to work hard at developing their artistic talent.
- Students who enjoy active learning.

**Career Possibilities**

Art is useful for careers in animation, art teaching, computer design, architecture, fashion design, interior design, graphic design, painting and decorating, photography and art therapy.

## Applied Maths

Please be aware that Applied Mathematics is presented as an 8th elective subject and is instructed independently of the regular school schedule. Consequently, students are anticipated to manage their core subjects and fulfil Applied Mathematics assignments during their leisure time.

Applied Maths is the study of the practical applications of mathematics to the real world and physical problems. It is typically associated with engineering and physics, but also finds use in economics, finance, business, environmental studies, and even chemistry and medicine.

Leaving Certificate Applied Mathematics aims to develop the learner's capacity to use mathematics to model real-world problems. Through Applied Mathematics, students should learn to appreciate the extent to which mathematics is relevant in everyday life, generating engagement and interest in the process. A strong background in Junior Cycle Mathematics is needed and an interest in Physics is desired but not essential.

**Why Study Applied Mathematics?**

- There is overlap between some parts of the Leaving Cert Physics course and the Applied Maths course, such as Linear Motion, Newton's Laws, and Circular

Motion. Thus it will also help you to have a deeper understanding of these topics in Physics.

- As there is a high maths content in the course, it will also give you a better understanding of some parts of the Higher Level Maths course – especially Trigonometry, Calculus (Differentiation and Integration) and Vectors.
- It is ideal for students who may be weak at other subjects (such as languages), and good at Maths, as they can do honours Applied Maths to increase their points

**Course Outline:**

Applied Mathematics is assessed at two levels, Ordinary level and Higher level, by means of two assessment components: a modelling project, and an examination paper. The modelling project is completed in Sixth Year and student work will be submitted to and marked by the State Examinations Commission (SEC). The written exam is 2.5 hours long and all questions must be answered on the paper.

| ASSESSMENT COMPONENT | WEIGHTING | LEVEL |
|---|---|---|
| Modelling project | 20% | Higher and Ordinary |
| Written examination | 80% | Higher and Ordinary |

**Topics Covered:**

Units and Vectors
Uniform Acceleration
Projectiles
Newton's Laws and Connected Particles
Work, Power, Energy and Momentum
Impacts and Collisions
Motion in a Circle
Difference Equations
Differentiation and Integration
Differential Equations
Networks and Graphs
Optimal Paths

**What kind of student should consider Applied Mathematics?**

- This subject comes highly recommended for students considering a career in any area of Engineering, Science, Information Technology, Business, Finance, Architecture or Education.
- Students who are studying Leaving Cert higher level Maths. This course also helps students studying physics, due to some overlap in the course content.

- Students who need high entry points to get into university. In the last 5 years, on average 1,800 candidates sat the exam at higher level and upwards of one third of students achieved the equivalent of a H1 or H2 grade.
- Aside from niche languages such as Latin, Russian, and Japanese, this means that Applied Maths has the **highest percentage of H1 grades** in the Leaving Cert.

**Career Sectors Applied Mathematics would be beneficial to:**

- Engineering
- Construction/ Architecture
- Computers and ICT
- Physics, Mathematics and Space Science
- Biomedical Technology

## Biology - New LC Curriculum from 2025

Biology - Leaving Certificate Biology Specification --Curriculum Specification for Leaving Certificate Biology

Biology is the study of life. Leaving Certificate Biology students develop an understanding of the cell as the unit of life. They are expected to understand the core concepts that govern the living world and apply them to various contexts within biology. They apply scientific knowledge and skills to solve problems and generate solutions. They develop representations of the structures, functions and interactions of living things using the best available evidence as gained through scientific inquiry.

**Recommendations/Tips**

- It is recommended that a student taking Leaving Certificate Biology have a good level of understanding of Junior Cycle Science .
- Each student must have an aptitude and interest for laboratory work.
- A considerable amount of learning and study is necessary to do well in this subject

**Course Content**

The syllabus comprises of three main areas: Organisation of life, Interactions of life and processes of life and the unifying strand of the Nature of Science encompasses these 3 areas.consists of approximately .

**Unifying strand: Nature of Science includes the following areas:**

Scientific knowledge, Investigating in Science, Science in society, Biological reasoning

**Organisation of life includes:**

Characteristics of life, Chemicals of life – biomolecules, Unit of life – cells, Information of life – genetic inheritance, Origins of life – evolution

**Processes of Life include:**

Enzymes, Cellular processes – photosynthesis and respiration, . Information of life - cell division, protein synthesis, Response, Reproduction, Transport and transfer (physiological processes).

**Interactions of Life include:**

Ecology, ecosystems, biodiversity , Microorganisms and nutrient cycling, Information of life – genetic engineering,

**Assessment**

40% allocated to Biology in Practice Investigation (carried out between 5th & 6th Year)

To complete the Biology in Practice Investigation, students carry out the following : Scientific research on an issue related to the brief. They gather, process and evaluate information from secondary sources.

An experiment related to an issue within the brief. They generate a hypothesis, plan, and design their experiment. They carry out their experiment and gather primary data. Once they have gathered their primary data, they analyse the data and form conclusions.

Students develop an evidence-based argument in response to the brief. Upon completion, students submit a report of their investigation in Year 2 in a format prescribed by the SEC.

60 % allocated to written examination

The written examination will consist of a range of question types. The senior cycle key competencies (Figure 2) are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will include a selection of questions that will assess, appropriate to each level: • the learning described in the three contextual strands of the specification and the unifying strand • application of Biology to issues relating to the cross-cutting themes—sustainability, health, and technology.

**Career Possibilities**

Biology is a great subject if you are considering nursing or medicine. Other careers where studying Biology at second level is useful include:

Veterinary, Dentistry, Agriculture, Applied Biology, Biochemistry, Biotechnology, Botany, Ecology, Earth Science and Environmental Science, Genetics, Marine Science and Aquaculture, Microbiology and Zoology, Psychologist, Astronomer, Teacher, Dietician and Researcher.

## Business - New LC Curriculum from 2025

Business - Curriculum Specification for Leaving Certificate Business -Curriculum Specification for Leaving Certificate Business

Leaving Certificate business creates an awareness of the importance of business activity and develops a positive and ethical attitude towards enterprise. The learning experiences in business develop students' critical thinking, creative and organisational skills while enhancing literacy and numeracy skills using real-life examples. Business provides students with a learning foundation for a wide range of careers in business, marketing, law, enterprise and management.

**Why Study Business**

Business is not specifically required for entry into any third level course but it would certainly be beneficial for candidates who might be interested in courses or careers in the area of finance, enterprise, law and communications.

**What kind of student would Business suit?**

Business will suit a candidate who is interested in current affairs and listens to the news, reads the papers and stays alert to what is happening in the general business world. While there is a fair share of learning of key concepts, the ability to apply these concepts in everyday life will be the difference between passing the subject and getting a good mark.

While the business concepts are easy to understand, it will be important to show that you can apply the concept to everyday business life.

This subject suits someone who has an organised mind and likes to answer questions in bullet points, rather than in long essay format.

This subject would be useful to anyone thinking of starting his or her own business in the future.

**Recommendations/Tips/Comments**

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

- It is not necessary for students to have studied Junior Certificate Business Studies, but this would be a help.
- Not necessary to write long essays, answers are presented in bullet points.
- Course content is factual and requires a lot of learning, containing only a few mathematical elements.
- Ideally, students would have an interest in business and current affairs and would have an up to date knowledge of economic environment

**Course Overview**

This subject teaches the skills and knowledge needed to understand how business works.

This is a practical course that introduces students to the world of business in a straightforward and logical way. It aims to create an awareness of the importance of business activity and to develop a positive and ethical attitude towards it. The importance of people in business is highlighted.

The course sets out to illustrate the process of setting up a business and developing a new product or service. It emphasises the importance of good management and deals with skills and activities necessary for good management practice. It also deals with the impact of technology, foreign trade, global firms and competition and with business structures and the national economy.

Business requires students to stay alert and to be aware of current related business media (e.g. newspapers, TV, radio). The course is theory based and therefore requires a lot of learning.

**Course Content**

- This subject is concerned with understanding the environment in which business operates in Ireland and in the wider world.
- It also involves equipping the students with a positive view of enterprise and its applications in the business environment, in both the public and private sectors.
- There are 5 core strands: Exploring the Business Environment, Understanding Enterprise, Leading in Business, Being Informed and Making Informed Decisions and the Unifying Strand: Investigating Business.

**Exam Structure**

As Business is part of the first tranche of the Leaving Certificate Redevelopment 2025, there are two assessment components: a written examination and an Additional Assessment Component comprising (AAC).

The AAC is worth 40% of the final grade. It involves students completing the Business Alive Investigative Study which will require students to demonstrate their capacity to conduct, analyse and evaluate research on a particular issue, using a variety of sources and considering a range of perspectives, while drawing on their ongoing engagement with the world of business. The Business Alive Investigative Study will be based on a common brief. Each component will be set and examined by the State

Examinations Commission (SEC).

The written examination will be at Higher and Ordinary Level. It will include a selection of questions that will assess, appropriate to each level:
• the learning described in the four contextual strands of the specification and the unifying strand
• application of the cross-cutting themes of ethics and sustainability, business and financial literacy, entrepreneurial thinking, and digital transformation
• students' capacity to engage with the world of business and business in the media.

**Career Possibilities**

Business is useful for careers in a wide range of areas including Banking, Finance, Administration, Law, Insurance, Management and Marketing among others.

## Chemistry- New LC Curriculum from 2025

Chemistry - Curriculum Specification for Leaving Certificate Chemistry - Curriculum Specification for Leaving Certificate Chemistry

Chemistry exists everywhere, not just in laboratories, but in every living thing on land and sea and in our bodies. Chemistry is often described as 'the central science' containing a lot of formulas. So, if you enjoyed Junior Cert Science and have done well in it, and in Maths, you should be a good candidate for Leaving Cert Chemistry.

Why Study Chemistry

This subject aims to provide a relevant course for students who will complete their study of chemistry at this level while, at the same time, providing a foundation course for those who will continue to study chemistry or related subjects following completion of their Leaving Certificate. Chemistry is considered most useful for careers in Pharmacy, Ag Science, Medicine, Engineering, General Sciences and Biotechnology.

What kind of student would Chemistry suit?

- If you enjoyed Junior Cert Science and you have done well in this and in Maths, you should be a good candidate for Leaving Cert Chemistry.
- If you apply attention to detail and are able to describe the procedures of experiments and understand vocabulary.
- Students considering a career in any scientific discipline, such as chemistry, biology, environmental science, medicine, pharmacology, or material science.

Recommendations/Tips

- It is recommended that a student undertaking the chemistry course has a good understanding of Junior Cert Science at Higher level.
- Each student should have an aptitude for and an interest in laboratory work.
- A student would be expected to have a reasonable level of Junior Cert Maths, either at Higher or Ordinary level.

**Course Overview**

The subject aims to provide a relevant course for students who will complete their study of chemistry at this level while, at the same time, providing a foundation course for those who will continue to study chemistry or related subjects following completion of their Leaving Certificate.

As Chemistry is part of the first tranche of the Leaving Certificate Redevelopment 2025, there are two assessment components: a written examination and an Additional Assessment Component comprising (AAC). The AAC is worth 40% of the final grade however this is to be confirmed by the SEC.

The AAC in Chemistry (Chemistry in practice Investigation) involves two main parts:

1. Conduct scientific research on an issue related to the brief (an investigation brief will be published annually by the SEC in term 2 of fifth year. Students will gather, process, and evaluate information from secondary sources, and use the knowledge to inform their individual experimental work.

2. Conduct an individual experiment. Students will generate a hypothesis, plan, and design their experiment. They will carry out a laboratory-based experiment and gather primary data. Once students have gathered their primary data, they will analyse the data and form conclusions.

**Course Content**

The syllabus consists of approximately 70% pure chemistry; the remaining 30% deals with the social and applied aspects of chemistry.

The syllabus comprises all the essential and relevant topics within general chemistry. The major topics involved include the following:

Atomic structure

Volumetric analysis

Organic chemistry

Reaction mechanisms.

Electrochemistry

**Career Possibilities**

Chemistry is considered extremely useful for a wide range of career areas such as: Pharmacy, Ag Science, Medicine, Dentistry, Veterinary Science, Pharmacy, Physiotherapy, Engineering, General Sciences, Dietician, Nursing, Food Science, Biotechnology and Medical Laboratory Technology.

# Economics

Leaving Certificate economics provides students with the knowledge and skills necessary for understanding how the Irish and global economy functions. The learning experiences in economics develop students' critical thinking, problem solving, decision-making and numeracy skills. Economics provides students with a learning foundation for a wide range of careers in business, economics, finance, enterprise and management.

**Why Study Economics**

Economics deals with the real world business obstacles such as demand and supply, production and consumption, money and banking as well as economic policies, problems and conflicts. With inflation and international trade and payments constantly making headlines, economics requires its students to keep track of real world situations.

It helps students to develop a clear understanding of the role of economics, to encourage the development of appropriate learning skills, and to generate in students a positive and ethical attitude to economics in personal, business and public life

**What kind of student might Economics suit?**

- Anyone considering a future career in any area of business, journalism, communications or finance

**Course Overview**

This subject teaches the skills and knowledge needed to understand how business works.

Economics is regarded as the most practical business subject and is the study of how people manage limited resources such as money to meet their goals. By understanding the reasons why people spend their money in certain ways, economists can try to introduce incentives to change their behaviours. As a discipline, economics is divided into two broad categories:

Microeconomics considers how individual people decide what goods they are willing to buy or not buy based on maximising their personal 'utility' (getting as much benefit as possible from their money), and how firms and businesses will try to take advantage of consumers' habits to maximise profit. It also examines how multiple businesses in a market will price their goods based on their competitors and their various costs.

Macroeconomics considers how governments handle the economy as a whole - how they select policies which meet their goals, such as stable economic growth (avoiding recessions), minimising the national debt, and encouraging employment. How the government handles issues such as fiscal policy (how much money flows in the economy), international trade, and banking all have implications for economic stability and growth.

**Course Content**

The subject is concerned with understanding the workings of a modern economy from both Macro and Micro level. Leaving Cert economics consists of eight main examination question areas:

**Subject content**

1. Demand, supply, equilibrium, utility and elasticity
2. Costs and market structures
3. Factors of production (including economists)
4. National income and the multiplier
5. Inflation, money, banking and monetary policy
6. International trade, balance of payments and the euro
7. Fiscal policy and taxation
8. The Government in the economy (including economic development and growth, population and emigration)

- Separate questions on elasticity and costs are also possible, and questions on broader topics such as the national income, Government policy - the list above is just a general guide

**Exam Structure**

Students will have a 20% common level research project and a 2.5hrs written exam worth 80% with Section A - short answer questions. Section B- extended response questions.

**Career Possibilities**

The Leaving Cert economics programme can be an advantage for students considering third level courses with an economics element to course content. It is also useful for careers in Banking, Insurance, Finance, Marketing, Politics, Journalism, current affairs and all aspects of business.

## English

At Leaving Cert level, the English course aims to develop:

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

**Course Content**

Core Elements

Language

Students are required to study the following five designated areas of language in a wide variety of contexts, functions and styles.

1. The Language of Information.

2. The Language of Argument.

3. The Language of Persuasion.

4. The Language of Narration.

5. The Aesthetic use of Language.

Literature

Students are required to study one literary text from a list of prescribed texts.

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

Students are required to study at least six poets from the eight poets prescribed at higher level. At ordinary level, 36 poems are prescribed.

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

Optional Elements: At ordinary level, the study of a Shakespearean play is optional.

**Exam Structure**

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

Section I Three texts - one which is visual - are presented to students on a general theme. Two sets of questions, an A and a B follow each text. Candidates must answer a question A on one text and a question B on a different text. (100 marks)

Section II (Composing) Candidates must write an extended composition in a specific genre of language from a list of seven choices. (100 marks)

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

Section I The Single Text (60 marks)

Section II The Comparative study (70 marks)

Section III Poetry (70 marks)

Higher Level

(i) Unseen poem (20 marks)

(ii) Prescribed poetry (50 marks)

Ordinary Level

(i) Unseen poem (20 marks)

(ii) Four poems will be printed on the exam paper and students must answer questions on one of the four. (50 marks)

**Career Possibilities**

English is valuable for a wide range of careers in a wide range of areas including: Advertising, Broadcasting, Journalism, Law, Librarianship, Politics, Speech Therapy, Teaching, Sales, Linguistics, Interpretation and Translation to name just a few.

## French

French as a Leaving Certificate subject aims to bring students closer to fluency in the French language, as well as developing a good knowledge of literature, culture, geography and national history, in order to provide a context for communication. Senior Cycle French builds on the knowledge acquired for the Junior Cycle.

With 300 million speakers worldwide, French is the world's fifth-most spoken language and as such offers a wide array of job opportunities to those who speak it.

**Course Overview**

Leaving Certificate French aims to develop learners' communicative skills in French, to develop their strategies for effective language learning and raise their awareness of cultural, social and political diversity.

Assessment is by means of a written examination, and an aural and oral examination at two levels, ordinary level and higher level.

**Course Content**

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

(a) a communicative competence in the target language
(b) awareness about language and communication
(c) an understanding of how to go about learning a foreign language
(d) a level of cultural awareness

1. To foster in learners such communicative skills in the target language as will enable them to:

- take a full part in classroom activities conducted in the target language;
- participate in normal, everyday transactions and interactions, both spoken and written, both at home and abroad;
- extract information and derive enjoyment from the mass media and the more accessible literature of the target language community;
- consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.

2. To give students a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general.

3. To help learners develop strategies for effective language learning.

4. To equip learners with a broad acquaintance with the cultural, social and political complexion of contexts in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

Modern languages require students to be proficient in the following skills:

- Oral/Speaking
- Aural/Listening
- Reading comprehension
- Writing. For higher level, the written section involves formal and informal letters, diary entry, message/email, expressing an opinion, and personalised writing.

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

A wide variety of themes are covered, for example:

Family
School
Hobbies
Sport
Current Affairs

Grammar and Cultural Awareness are essential elements of these courses.

**Exam Structure**

Mark Allocation for Leaving Certificate French:

| **Section** | **Higher Level** | **Ordinary Level** |
|---|---|---|
| Speaking | 25% | 20% |
| Listening Comprehension | 20% | 25% |
| Reading Comprehension | 30% | 40% |
| Writing | 25% | 15% |

**The Oral Exam** This takes place in March/April of 6th year.

13 mins for French - French Interview with examiner. Students may prepare a document.

**Aural/Listening Exam** (40 mins) This exam takes place after the written examination in June. It involves listening to a variety of dialogues and news items in the target language and then answering in English.

**Written Exam** (2½ hours) Reading Comprehension is worth 30% of total exam at higher level and 40% at ordinary level. There are literary and journalistic passages.

**Career Possibilities**

Career areas in which French is of benefit include: business, the IT industry, teaching, translation, the hospitality industry, sales, marketing, tourism and careers in the EU.

## Geography New LC Curriculum from 2026

Curriculum Specification for Leaving Certificate Geography

**Overview**

Geography is the study of people, their environment, and the interaction between the two. The course follows from Junior Cycle Geography, and covers very similar topics (such as rocks, soils, oceans, population movements, map-reading, and human activities) in a lot more detail. There are a large number of optional sections on the course, allowing students to focus on the sections of the course which they like.

At the Leaving Certificate Level, Geography is an optional subject and can be studied at higher and ordinary levels. The Leaving Certificate Geography course is divided into core, elective and option structure. In fifth year the physical and regional sections are covered (core section) with an emphasis placed on the elective (human geography) and option section (geoecology) to be completed in sixth year. Students are also expected to complete a geographical investigation and sit a written exam. All students will build on and develop in greater detail the knowledge that they acquired during the Junior Cycle.

**What kind of student might Geography suit?**

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

**Course Content**

The syllabus is divided into 4 main units. All students study the Core Units 1-3 and Elective Unit 4:

**Strand 1** - *The Physical Environment* - This unit examines the relationship between the tectonic cycle, the rock cycle and the processes of landform development.

**Strand 2** - *The Human Environment* - This unit examines how economic, human and physical processes interact in regional settings.

**Strand 3** -*The Global Environment* - Students focus on agriculture and fisheries, tourism, globalisation, development and geopolitics. In Strand 3, students consider the importance and changing nature of agriculture and fisheries in Ireland, and the impact of European Union (EU) policies on both agriculture and the fishing industry. They study tourism in Ireland and build their understanding of mass tourism. Students consider the factors influencing globalisation, the four freedoms of the EU and the impact of globalisation on one Multi-National Corporation (MNC) in Ireland.

**Unifying Strand -** *Applying Geographical Thinking and Skill***s -** Through the learning outlined in the Unifying Strand, students will develop an understanding of the value and importance of geographical thinking, and the potential contribution that geography can make to understanding and responding to economic, environmental and social challenges.

**Geographical skills**
The teaching and application of skills is integrated into each of the units where appropriate
- Map and aerial photograph interpretation
- Satellite imagery
- Figure interpretation
- Census of population data
- Weather maps and data.

**Exam Structure**

Leaving Certificate Geography is assessed at Ordinary and Higher level in ascending order of difficulty. There are two assessment components:

1. Written Examination (60%)
2. Geographical AAC (40%)

Geographical AAC:
Students complete their Applied Geography Project in response to the common brief issued by the State Examinations Commission (SEC). This brief will be published annually by the SEC. As well as setting out the specific requirements of the Applied Geography Project, the brief: will support students in considering areas related to the brief which they may wish to explore, will support teachers in planning for learning and teaching, may support students in gathering resources which they may draw upon as they complete their Additional Assessment Component. Upon completion, students will produce an individual report on their Applied Geography Project in a format prescribed by the SEC.
Students complete two questions on the core units, one question on an elective unit, and one question on an optional unit.

**Career Possibilities**

It is useful in a wide variety of careers such as cartography, Geographical Information Systems (GIS), town planning, environmental science, engineering, travel/tourism, meteorology/weather forecasting, business management & human resources, government, politics, teaching, transport & logistics and in global/development work.

## History

History aims to record and analyse things which have happened in the past, with an emphasis on both how and why events occurred. It deals with human experience and involves an investigation of the surviving evidence relating to such experience.
History brings students into contact with human experiences that are often very different from their own and fosters their developing understanding of the human condition and human motivation. History is often studied out of personal interest, but also develops significant transferable skills which are of life-long importance.

Through its focus on the evaluation of evidence, it contributes significantly to the development of students' skills of **critical thinking**. Through its focus on research, it allows students the opportunity to develop their skills of **independent learning**. Through the medium of the Research Project, students learn to craft an academic essay, establishing and shaping an argument and developing a concise writing style.

### What kind of student might History suit?

- Students who enjoy and appreciate history, and would like to improve their knowledge.
- Students who engage with their contemporary world and are interested in how it was shaped.
- Students who wish to develop cross-curricular skills which will be of benefit both at Senior and Third Level.
- Students with good English skills and those who want to further improve their ability to express themselves cogently.
- Students aiming to improve their self-discipline and research skills.

When considering History as a Leaving Certificate subject students should note the following:

- An interest in the subject is vital.
- A presubmitted Research Topic provides a significant advantage, in that 20% of the marks are available outside the terminal exam. A good knowledge of English, an ability to write and an interest in current affairs is important.
- Self-discipline is an essential ingredient as students must show initiative in researching material, not merely for the research topic, but also to augment their knowledge of the course in general.
- Choosing it because it was an easy subject for the Junior Certificate has absolutely no basis in truth, as they are two completely separate courses. Leaving Certificate History is demanding.
- If history is a subject that you like and you have the ability, discipline and work ethic to do well in it, but is not related to the course you want to pursue at Third Level, you should consider doing it.

**Course Content**
The Leaving Certificate History Syllabus gives teachers a choice of 4 topics which will be studied from a selection of 12 topics in modern Irish and modern European history.

The topics are arranged in two discrete fields of study:

Early Modern, 1492-1815

Later Modern, 1815-1993

Students will study topics from one of the fields of study. Our Lady's operates the later modern syllabus.

Within each field of study, there are six topics from Irish history and six from the history of Europe and the wider world.
Students will study two topics from Irish history and two from the history of Europe and the wider world from the selected field of study.

Two topics will be prescribed for documents-based study: one from the Early Modern field of study and one from the Later Modern field of study.

Students will engage in a documents-based study of the prescribed topic from their selected field of study.

Research Study

Students undertake a Research Study which will take the form of a report to be submitted around Easter time before the Leaving Certificate exam in June.

This Research Study can be about any aspect of history, in any period. The teacher will help and oversee this work but the choice of subject matter is that of the student. This part of the assessment carries 20% of the total marks.

**Exam Structure**

The History exam will last 2 hours 50 minutes and pupils will answer the documents-based study and three essays (one from each topic studied).
Ordinary level students follow an identical course, with a different emphasis in the way questions are asked on exam papers.
Assessment consists of two components: A written examination paper (80%) and A research study report (20%) submitted around Easter before the June exam.

**Career Possibilities**

An interest in, and knowledge of history are relevant to any career related to current affairs, such as Journalism, Local and National Radio and TV.
History is valuable as a background to studies in Law, Town Planning, Architecture, Politics, Economics, Sociology, Art, Museum and Library work.
History is a also a good training for work in Administration, Management and Business and is an excellent basis for careers in Tourism, Government and Teaching.

## Home Economics

The Home Economics syllabus provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work. The learning experiences in home economics develop flexibility and adaptability in students, prepare them for a consumer-oriented society and provide a learning foundation for a wide range of careers in food, textiles, science, design, social studies and tourism.

**What kind of student would Home Economics suit?**

Students who study this subject should:

- Be able to research, study, analyse and interpret material.
- Be able and willing to learn Nutrition and Culinary skills.
- Be able to communicate well.
- Be organised.
- Be able to discuss topics and work in teams.

**Course Overview**

The subject is an applied subject combining theory with practice. It is concerned with the management of resources (material and human) to meet the physical, emotional, intellectual, social and economic needs of individuals and families. The study of home economics emphasises the interdependent relationships that exist between individuals, families and their immediate and distant environments.

**Course Content**

The syllabus consists of Core Areas and Three Electives:

**The Core Areas**

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

**Electives**

1. Home Design and Management - 20%

or

2. Textiles, Fashion and Design - 20%

or

3. Social Studies - 20%

Students opt for one elective area only. Those choosing the Textiles, Fashion and Design elective must produce a garment which will be inspected and graded.

The elective areas are extensions of the content contained in the Core Areas and provide students with the opportunity to study certain topics in more depth.

As part of the Core Areas, a mandatory section comprises of Practical Coursework which must be completed during the two years and will be sent to the Department of Education and Science for inspection. This is 20% of the final examination marks.

**Exam Structure**

The Leaving Certificate Home Economics syllabus is examined as follows:

1. **Written Exam paper** – 80%
The written examination consists of three sections:

Section A
12 short questions – Students answer 10.
These deal mainly with all the core areas of practice. (60 marks allocated)

Section B
5 questions - Students are to answer Question 1 (Food Science and Nutrition) and any other 2 questions (from the other Core Areas). (180 marks allocated)

Section C
3 questions - Students are to answer 1.
Elective question, based on which Elective was chosen to do in class. (80 marks allocated)

2. **Practical Coursework** - 20%
This is worth 20% of the final mark; this is submitted in journal form earlier in the Leaving Certificate year.

**Career Possibilities**

This subject provides a good foundation for careers in a wide range of areas including Health, Nutrition, Education, Tourism, Textiles, Design, the Food industry, Science and Social Studies.

## Gaeilge - Irish

**Course Overview**

Irish is assessed at three levels: foundation level, ordinary level or higher level. The learner's oral competency is assessed around Easter of the final year, in an oral examination worth 40%, at each level, of the overall mark. The other three skills; listening, speaking, reading and writing are assessed in June. Aspects of literary works must be studied at ordinary level, while at higher level these same works and additional material must be studied in greater detail.

**Course Content**

The Irish curriculum at the Leaving Cert level is similar to the English curriculum. Students are required to study and analyse poetry and prose. Students are introduced to Irish culture through the study of literature. The Leaving Cert exam takes the form of three parts: oral, aural (listening skills) and written examinations. Recent revisions to the syllabus mean that there is now a greater emphasis on the spoken word.

The oral exam is now worth 40% of the overall mark. It takes place after the Easter mid-term break. Students engage in conversation with an examiner and discuss different topics in Irish.

The aural exam takes place on the same day as the written paper, the aural exam lasts about 20-25 minutes. Students will listen to a series of dialogues/conversations and answer questions about the content.

There are four components to the Leaving Certificate examination: an oral exam, a listening comprehension, a language paper and a literature paper.

**A. Prose Higher and Ordinary Level**

Five prescribed prose pieces are studied for both ordinary and higher level, a folk tale, a short story, an excerpt from a novel, an excerpt from an autobiography:

- (i) Clann Lir: Séamus Ó Searcaigh Laochas – Séamus Ó Searcaigh (An Gúm, 2009) [Lgh. 30-37].

- (ii) Athair: Mícheál Ó Conghaile An Fear a Phléasc – Mícheál Ó Conghaile (Coiscéim, 1997) [Lgh. 92-105]. **OR** Glantóir: Seán Ó Muireagáin Gáire in Éag – Seán Ó Muireagáin (Éabhlóid, 2018) [Lgh. 11-20]. **ÓR** An Bóthar go Santiago: Mícheál de Barra An Bóthar go Santiago – Mícheál de Barra (Cois Life, 2007) [Lgh. 6-26].

- (iii) Cuairteoir: Orna Ní Choileáin Sciorrann an tAm – Orna Ní Choileáin (Cois Life, 2014) [Lgh. 59- 68].

- (iv) An tIriseoir: Michelle Nic Pháidín An tIriseoir – Michelle Nic Pháidín (Cois Life, 2016) [Lgh. 1-18]. 4

- (v) Eoinín na nÉan ar fáil ar Sheinnteoir TG4. (ROSG films, 2013) **OR** An Féileacán agus an Crann Úll: Mícheál Mac Cárthaigh An Féileacán agus an Crann Úll – Mícheál Mac Cárthaigh (Cló IarChonnacht, 2001) [Lgh. 7-35].

**B. Poetry Higher and Ordinary Level**

Five prescribed poems are studied for both ordinary and higher level:

- (i) Dínit an Bhróin: Máirtín Ó Direáin Na Dánta – Máirtín Ó Díreáin (An Clóchomhar Tta, 2010).

- (ii) Deireadh na Feide: Ailbhe Ní Ghearbhuigh The Coast Road – Ailbhe Ní Ghearbhuigh (Gallery Press, 2016).

- (iii) Iníon: Áine Durkin 6 Mise Áine - An Bhean Istigh – Áine Durkin. (Cló Iar-Chonnacht, 2017).

- (iv) Glaoch Abhaile: Áine Ní Ghlinn Unshed tears – Deora Nár Caoineadh – Áine Ní Ghlinn. (Dedalus, 1996).

- (v) Úirchill an Chreagáin: Airt Mac Cumhaidh Duanaire na hArdteistiméireachta.

**ARD LÉIBHÉAL**

In addition Higher level students study a novel, or a play, or a collection of short stories or a selection of poems. In Our Lady's School students will study 'Dordán'

**The Oral Exam**

**(i) Fáiltiú - Greeting**

The pupil must give the examiner their name, age, date of birth, address and examination number

**(ii) Léitheoireacht - Reading**

Five poems must be prepared. The examiner will choose one of the poems. The candidate must read 12 lines out loud.

**(iii) Comhrá - Conversation**

The student will have to answer a series of questions posed by the examiner. This will test their knowledge of different tenses, grammatical accuracy, richness of language and comprehension skills.

**(iv) Sraith Pictiúr - Picture Series.**

Twenty pictures are prepared for the exam. The examiner will choose one to examine the student on.

**Exam Structure**

The Irish exam is divided between two written exams and an oral exam. The written exam carries 60% of the mark and the Irish oral exam carries 40% of the mark.

**Ardleibheal/Higher Level**

The course is taught in conjunction with the four main skills of learning a language: listening, speaking, reading and writing.

**The Written Papers – Leaving Certificate: Higher Level**

**(a) Paper I: 2 hours 20 minutes**

Aural Comprehension Test (60 marks)

Written Composition (100 marks)

**(b) Paper 2: 3 hours 5 minutes**

**Reading Comprehension**

Two Reading Comprehension (50 marks and 50 marks). It will consist of two extracts of Reading Comprehension, with a question or questions based on each paragraph. The extracts for reading comprehension will follow the same lines as in recent years in terms of their length and difficulty of language.

**Prose**

One out of five prose will be on the paper (30 marks). A question or questions to be answered on one extract. No choice will be offered in the questions.

**Poetry**

One out of five poems will be on the paper (30 marks). A question or questions to be answered on one poem. No choice will be offered in the questions.

**Additional Literature**

Drama (40 marks). No choice will be offered in the questions. It will be expected that candidates will demonstrate an understanding of the works in the context of the history of literature in Irish.

**The Written Papers – The Leaving Certificate: Ordinary Level**

**(a) Paper I: 1 hour 50 minutes**

Aural Comprehension Test (60 marks)

Written Composition (100 marks)

**(b) Paper 2: 2 hours 20 minutes**

**Reading Comprehension**

Two Reading Comprehension (50 marks and 50 marks). It will consist of two extracts of Reading Comprehension, with a question or questions based on each paragraph. The extracts for reading comprehension will follow the same lines as in recent years in terms of their length and difficulty of language.

**Literature**

Two out of five prose will be examined on the paper. A question or questions to be answered on each prose. Prose 1 (25 marks) Prose 2 (25 marks)

Two out of five poems will be examined on the paper. A question or questions to be answered on each poem. Poetry 1 (25 marks) Poetry 2 (25 marks)

**Career Possibilities**

The study of Irish can be valuable in a range of career areas:

- Teaching
- Public Service and Politics
- Law
- Public Administration
- Journalism
- Acting
- The Media

Careers in the Institutions of the European Union are a fantastic opportunity for Irish students, as Irish is now an official working language of the Union.

## Maths

**Course Overview**

Mathematics is available for study at three levels: Foundation; Ordinary; Higher. The Higher level course familiarises students with the ideas of abstraction and rigorous proof, giving learners a feel for the great mathematical concepts that span many centuries and cultures, as well as covering practical everyday topics which students are meeting in their lives outside school.

At ordinary level, students are offered mathematics that is meaningful, relatively accessible, and chosen with the understanding that many of them may go on to use and apply mathematics in their future careers, and all of them will meet the subject to a greater or lesser degree in their daily lives.

The course starts with practical and familiar problems, and gradually introduces more abstract ideas, leading towards the use of academic mathematics in the context of further study.

At Foundation level, maths is about developing a body of knowledge and skills that make sense, and can be used in many different ways as a good method of solving problems and finding answers. It is intended to equip learners with the knowledge and skills required in everyday life. It is also intended to lay the groundwork for learners who may proceed to further studies in areas in which specialist mathematics is not required.

The course focuses primarily on fundamental skills and provides a basic but solid understanding of mathematical concepts which will remain relevant and useful in the future. As well as numerical problems, students can also expect to be presented with visual and spatial questions, as well as some theory.

**Course Content**

Project Maths divides the course into five 'strands' of maths which are studied at all levels, and in greater depth at Higher level:

- Statistics and Probability aims to provide an understanding of what probability is and why concepts such as variation and uncertainty are important. Students will also learn how to analyse statistics such as those in newspapers, business reports, and scientific data, so that they can draw meaningful and relevant conclusions.

- Geometry and Trigonometry deal with shapes such as circles and triangles, both on the coordinate plane and otherwise. The skills developed here are useful in areas such as architecture, landscape design, and agriculture, as well as visual design and spatial reasoning.

- Number Learners continue to make meaning of the operations of addition, subtraction, multiplication and division of whole and rational numbers and extend this sense-making to complex numbers.

- Algebra builds on the relations-based approach of junior cycle, which has five main objectives:

- to make use of letter symbols for numeric quantities

- to emphasise relationship based algebra

- to connect graphical and symbolic representations of algebraic concepts

- to use real life problems as vehicles to motivate the use of algebra and algebraic thinking

- to use appropriate graphing technologies (graphing calculators, computer software) throughout the strand activities.

- Functions are built on the student's understanding of Algebra. Functions questions account for around 10-15% of Paper 1. Understanding functions plays a key role in completing differentiation.

**Exam Structure**

At Ordinary level and Higher level there are two assessment components

- Mathematics Paper 1

- Mathematics Paper 2

Each paper will contain two sections – A and B.

- Section A will address core mathematics topics, with a focus on concepts and skills.

- Section B will include questions that are context based applications of mathematics.

At Foundation level, there is one assessment component, a written paper. Learners will be assessed by means of problems set in meaningful contexts.

**Career Possibilities**

**Higher level**: From a careers perspective, students considering opportunities in any area of science, medicine, engineering, business, or finance should study Higher level maths if at all possible, as large portions of the Higher level course will be reviewed or assumed at third level.

There are many other careers and courses which benefit from a knowledge of Higher level maths including: accountancy, astronomy, clerical work, marketing, computers and banking.

## Music

Leaving Certificate Music involves a series of interrelated musical activities within each of the three core areas of musical experience - performing, composing and listening.

In performing, students choose from a variety of individual and/or group performing activities. This component is examined in March/April of 6th year by an external

examiner. Most students in Our Lady's School opt for the Performing Elective, which enables this component to be worth up to 50% of the overall mark.

In composing, students develop an understanding of musical structure and form, developing the skills of melody writing and harmony embedded at Junior cycle.

The listening component provides for rich aural experiences through exposure to music of different periods, styles and genres. Four prescribed works are studied at senior cycle. The works examinable in 2028 are The Beatles - *Sgt. Peppers Lonely Hearts Club Band album*, Berlioz - *Symphonie Fantastique,* Mozart - *Piano Concerto in A major* and Raymond Deane - *Seachanges.*. There is also a detailed Irish music section, and a general Aural Skills section.

**Why Study Music**

- Students can get up to 50 per cent of the total marks in the musical activity that best suits their talent before they even sit the written paper
- In Our Lady's School, the music students are given numerous opportunities to take part in extracurricular music activities, including ceremonies and concerts.
- In music you can develop your talent and knowledge in this area and continue your studies in a wide range of colleges

**What kind of student would Music suit?**

- Students who have shown an aptitude for music, such as by getting high grades in Junior Cert Music and are keen to develop and practice more.
- If you can read music and have a competence in singing or playing an instrument
- Anyone considering a career in a creative discipline such as singing, playing in a band, music production and performance technology and management.
- Those interested in the rock and pop areas of music can develop their talents in a number of PLC courses in Rock and Jazz Music, including management.
- Students who are looking for a break from intensive memory-work in their other subjects

**Recommendations/Tips**

- Because of the practical nature of this subject, students and/or parents should discuss this with one of the senior level music teachers before choosing it as a Leaving Certificate subject.

- Students do not have to have studied Music at Junior Cycle in order to take it up as a Leaving Certificate subject. It is recommended however that the student will have competent musical skills acquired outside of the classroom and an interest in developing these skills to the required standard for Leaving certificate.

**Course Content**

The course consists of three main components: (1) Composing (2) Listening (3) Performance

Ordinary level

Each of the three components (Performing, Listening, Composing) is awarded a 25% weighting. An additional 25% weighting is given to the component in which the candidate is strongest.

Higher level

Students will undertake additional studies (a Higher level elective in one of the three activities, e.g.: Performing 25% Composing 25% Listening 25% + One Higher level elective 25%.

This will allow Ordinary level and Higher level students to gain up to 50 per cent of the total marks in the musical activity that best suits their talent.

Musical Performance:

As mentioned above, you can choose to designate 50% of your assessment to musical performance. If you choose this option you have a few further options open to you:

Perform 6 pieces of music on one instrument

Or

You can be examined on two instruments. If you choose this option you are required to perform four pieces of music on each instrument.

Or

You can choose to perform four pieces of music and be examined in Music Technology. Music Technology involves inputting music into a software package on the computer and being able to perform music edits on it, e.g. add dynamics or tempo markings, or transpose the music. If you have good computer skills, this could be a suitable option for you.

**Exam Structure**

**Listening Paper**
Examined in June of 6th year
90 minutes duration
Four set works, Irish music and general aural skills.

**Composition Paper**
Examined in June of 6th year
90 minutes duration
Melody writing and harmony

**Performance**
Examined in March / April of 6th year
Candidates may perform as a soloist or as part of a group or both.

**Ordinary Level**: 2 pieces on one instrument and one unprepared test.

**Higher Level**: 3 pieces on one instrument and one unprepared test
OR 2 pieces on each of two instruments and one unprepared test

**Electives for extra 25%: Higher Level only** Each candidate must choose one of the above components to study for this extra credit. The majority tend to opt for a Performance elective.

Listening Elective: The candidate must work on a music project over the course of 5th and 6th year. They must submit some work to the State Examinations Commission and sit an extra written paper in June.

Composition Elective: The candidate must undertake a large scale composition to be submitted to the Examinations Commission in their final year.

Performance Elective: This involves a more substantial performance during the examination period in March / April of 6th year. (see above)

**Career Possibilities**

Music is useful for media work or studies, primary teaching, sound engineering, public relations, library work, speech therapy, film, physical education, communications, production, performance and music at third level.

## Physical Education New LC Curriculum from 2026

Curriculum Specification for Leaving Certificate Physical Education

**Course Overview**

The course is suitable for students who have a strong interest in sports, physical fitness or physical activities such as dancing. It develops the student's performance levels, as well as introducing the student to insights into physical activity from the social and life sciences.

Students choose from a wide variety of physical activities and will work to improve their performance in these activities.

As the written assessment comprises 50% of the marking, ability in the physical activity alone will not be sufficient, students will need to engage with the classroom portion of the course. The course is structured so that knowledge learned in the classroom, such as how to analyse skills and improve nutrition, will directly benefit the student's physical performance goals.

The course recognises the importance of promoting physical activity and the demands an active lifestyle can place on students and adults. The course equips students to be proponents of active lifestyles equipped with the knowledge to maximise their own and others potential.

The physical education course features theoretical and practical sections. The two sections are interlinked, with the knowledge gained in the theoretical section enabling the student to improve his/her performance in the practical assessments.

In the theoretical section students will study the factors that impact on physical performance, the relationship between sport and society and examine the benefits of participation in physical activity. The topics studied are varied, they include learning how to maintain fitness, nutrition, develop skills, the ethics of sport and the promotion of active lifestyles.

**Course content**

The LCPE syllabus is divided into **three strands**, all studied by every student:

**Strand 1 – Towards Optimum Physical Activity Participation**

Focuses on physical activity for health and wellbeing, including fitness, training principles, nutrition and participation across the lifespan.

**Strand 2 – Towards Optimum Performance**

Examines how performance is improved through biomechanics, physiology, psychology and skill development.

**Strand 3 – Towards Lifelong Physical Activity**

Explores physical activity in society, including ethics, media, inclusion and participation in Irish sport.

**Unifying Strand – Physical Education in Practice**

Students apply theory through active participation, reflection and performance analysis across a range of physical activities.

**Exam Structure**

LCPE is assessed at Higher and Ordinary level through:

1. **Written Examination (50%)**

2. **Non-Exam Assessment – AAC (50%)**, including performance in activities and performance analysis.

   Below is a list of activities students can choose from for their AAC, students may **only** choose an activity from this list.

| | Activities |
|---|---|
| **Athletics** | Running events, throwing events, jumping events |
| **Artistic and Aesthetic** | Gymnastics, dance |
| **Aquatics** | Swimming strokes, water polo, synchronised swimming |
| **Adventure Activities** | Orienteering, kayaking, indoor roped climbing, water-based rowing, cycling (Road, Mountain) |
| **Games – Invasion** | Gaelic football (men's/ladies), hurling/camogie, soccer, rugby, basketball, hockey, netball, Olympic handball |
| **Games – Net/Wall** | Badminton, tennis, volleyball, table tennis, GAA handball, squash, |
| **Games – Striking/Fielding** | Cricket, softball, rounders |
| **Games – Target/Striking** | Golf |

**Career Possibilities**
This Leaving Certificate course will equip students with knowledge and skills suited to a wide range of career paths. The course would be a first step towards careers in health and fitness, nutrition, physiotherapy or sports administration.

For students who do not pursue a career in a related area the knowledge gained from the course could still have an enormously beneficial contribution throughout their life. Enabling them to maximise their own physical activity and that of the members of their community.

## Physics - New LC Curriculum from 2025

Curriculum Specification for Leaving Certificate Physics

Physics deals with the laws and forces governing natural phenomena. The course aims to give students an understanding of the fundamental principles of physics and their application to everyday life and technology. The course involves a good mixture of theory, problem solving and practical work which is an integral part of the study of physics. Topics covered by the syllabus include motion, force and momentum, heat, light, optics, sound, electricity, magnetism, nuclear physics and planetary motion.

By studying physics laws in the context of issues that impact on their everyday lives, students will develop an appreciation of real world applications of physics. Students will also develop the ability to observe, to think logically, and to communicate effectively. The problem-solving and analytical skills learned as a physics student will serve you well in any career you choose.

At present Physics is assessed with a single three hour paper which is divided into two sections A and B. Section A examines the knowledge and understanding of the mandatory practical experiments. Section B assesses knowledge and understanding of theory and other demonstrations and experiments. It also assesses problem-solving ability. There is internal choice in both sections.

**Course Content**

The new Leaving Certificate Physics specification, introduced for fifth-year students in September 2025, replaces the previous syllabus and features a new assessment structure. The overall assessment is now split into two components: a written examination and a practical investigation

The written examination is a single paper, available at both Higher and Ordinary levels. The assessment focuses on core physics concepts, problem-solving, and applying knowledge to real-life situations. Students are expected to be able to use various formulae with respect to SI units and significant figures, and have a good understanding of the role of physics in modern society and technology.

The study of Physics for Leaving Certificate is broken down into eight sections or topic areas:

- **Optics / Waves:** the study of light and sound and real life applications of the theory.
- **Mechanics**: time, space, distance, speed, acceleration and force.
- **Heat:** changes of state, energy conversions and mathematical problems.
- **Electricity:** develops on from simple circuits to more detailed concepts.
- **Electricity and Magnetism:** gravity, relationship between electricity and magnetism, study of how a motor works, ac. and dc. circuits and phenomena with real world applications.
- **Atomic Physics:** cathode rays, x-rays, radioactive decay, fission and fusion, nuclear reactors and real world applications.
- **Particle Physics:** recent type of physics, delving into the new discoveries leading to a better understanding of the formation of the universe and where we came from.

At Higher Level, there is a deeper, more quantitative treatment of physics. The course also includes experiments complementing each section in an aim to develop students' technical skills and enhance understanding and reinforce key concepts.

**Exam Structure**
As Physics is part of the first tranche of the Leaving Certificate Redevelopment 2025, there are two assessment components: a written examination and an Additional Assessment Component comprising (AAC).

The Leaving Cert Physics AAC is a significant, 40% coursework element (200 marks out of 500) in the *new* Physics syllabus (for students from 2025), replacing older coursework with a "Physics in Practice Investigation" (PIPI). It involves an investigative project, focusing on real-world physics, allowing students to apply skills in data analysis, modelling, and scientific reasoning, with external assessment by the SEC. Students will formulate a research question based on a given brief, gather data, and analyse findings.

**Career Possibilities**
Architecture, Astronomy, Automotive and Aerospace Industries, Biophysics, Geophysics, Computer Science, Dentistry, Education, Engineering, Energy/Environmental Science, Information Technology, Health Care, Medicine (Radiography), Meteorology, Ophthalmology, Pharmacy, Telecommunications, Research and even Law.

## Spanish

**Course Overview**

Spanish follows a common syllabus framework for the teaching and examining of modern languages in the Leaving Certificate. The syllabus aims to develop learners' communicative skills in Spanish, to develop their strategies for effective language learning and raise their awareness of cultural, social and political diversity.

Assessment is by means of a written examination, and an aural and oral examination at two levels, ordinary level and higher level.

**Course Content**

This syllabus aims to lead every pupil towards four basic outcomes as a result of the experience of modern language learning in the classroom:

(a) a communicative competence in the target language
(b) awareness about language and communication
(c) an understanding of how to go about learning a foreign language
(d) a level of cultural awareness

1. To foster in learners such communicative skills in the target language as will enable them to:

- take a full part in classroom activities conducted in the target language;
- participate in normal, everyday transactions and interactions, both spoken and written, both at home and abroad;
- extract information and derive enjoyment from the mass media and the more accessible literature of the target language community;
- consider as a realistic option the possibility of pursuing leisure activities, further study and/or career opportunities through the medium of the target language.

2. To give students a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general.

3. To help learners develop strategies for effective language learning.

4. To equip learners with a broad acquaintance with the cultural, social and political complexion of contexts in which the target language is a normal medium of communication and thus to help raise their awareness of cultural, social and political diversity generally.

**Exam Structure**

<u>Higher Level</u>

· Oral = 25%

· Listening =20%

· Reading 30%

· Writing 25%

<u>Ordinary Level</u>

· Oral = 20%

- Listening = 25%
- Reading 40%
- Writing 15%

The Spanish exam at higher level has a technical aspect too. Students are required to show skill in language manipulation and translation.

(1) **Oral Examination:** The Spanish oral exam consists of two parts, personal questions and role-plays and typically last between 12 and 15 minutes depending on the student.

(2) **Listening Examination:** To do well in this, the most important thing is to be prepared. A segment on the weather forecast always appears. Make this an area you know inside out. If you know the vocabulary, it's easy marks. Do the listening comprehension of previous years, this will help you get used to the process. Learning as much vocabulary as possible is always useful to all parts of the Spanish exam.

(3) **Written exam (55%):** You will need a lot of vocabulary for the written exam. Make a note of the words that come up frequently and learn them off. Also, learn all the tenses and become familiar with the endings of different verbs, especially the irregular ones.

**Career Possibilities**

Related career opportunities are broad and include business, the IT industry, teaching, translation, the hospitality industry, sales, marketing, tourism and careers in the EU.