



# Presentation Secondary School, Kilkenny

## Junior Cycle Options Subjects



## **My First Few Weeks in Presentation Kilkenny**

I was both excited and nervous to start as a first year in Presentation Kilkenny. I remember as part of the induction programme, we were split into our classes, we did fun games in the Watershed and in the school, which really helped us to get to know each other. We were also given a tour of the school by the 6th years who were very helpful.

Over the first week, we were introduced to our teachers, who told us what to expect in the coming weeks, this really helped us to settle in, relax and enjoy the new school experience. All the teachers are really kind, helpful and supportive to first year students.

There are lots of activities available to participate in, including sports such as soccer, badminton, camogie, music, debating etc. These activities are a great way to get to know new people. I recommend trying as many activities as you like, even if you haven't done them before.

A big difference between primary and secondary school is having a timetable to follow. The teachers spent a lot of time explaining our timetable to us, which is really important and it helped to make settling into secondary school much easier.

Another difference between primary and secondary school are the new subjects, the new languages and choice subjects. I chose Spanish, Home Economics and Business and I really enjoy them.

Best of Luck in First Year  
Aoibheann O'Neill, 1st year 2020

# Welcome from the principal

Dear Students/ Parents/ Guardians,

As a member of our incoming first years, you are starting out on a new and exciting adventure. You have made the first step on this journey by choosing Presentation Secondary School, Kilkenny. In order to prepare you for the next set of important steps, we have prepared this information booklet. You will find valuable information on Subject Choice, Guidance and of course our exciting transfer programme affectionately known as “Muintearas”.

In September, you will have a new daily routine, new teachers and new subjects. We will be doing our very best to ensure that you settle into your new second level school here at Pres and become part of our very special family. With our help and support, we are confident, you will make the transition to Pres with confidence and a positive outlook. Our advice is that you take one day at a time and to your parents/ guardians to reach out, work and communicate with us. This will ensure that your daughter is secure in herself, provided with a stimulating and structured environment that supports learning and allows her to express her various gifts and talents.

Your option subject selection is an

## **Mise le meas**

Shane Hallahan

Principal

important process and students and parents/guardians are asked to give careful consideration to the subject choices that you will make. Presentation Secondary School will make every effort to facilitate subject choice in accordance with student preferences but unfortunately we cannot guarantee it. You are becoming a member of our community at such an exciting time. Our students continue to excel at national and international level in the areas of academia and extra-curricular activities. Our school curriculum continues to grow, evolve and challenge our girls to be the very best leaders in their chosen fields. Our building project continues at pace, to provide us with a state of the art educational facility, which will be the envy of all.

I look forward to working with you over the next few months and in the years to come.

“Ní neart go cur le chéile”

— There is strength in unity.

# Transfer Programme

## Muintearas – Pres 1st Year Transfer Programme

The transition from Primary school to Post Primary school can be challenging for many students. Having a sense of belonging to a school is one of the most important factors in a happy transition to secondary school. Our induction programme aims to address some of the key issues such as making new friends, dealing with a timetable, increased homework levels, negotiating the school building and how to manage relationships with other students.

We recognise the importance of ensuring that 1st year students make a happy and successful transition from primary to secondary school and our induction programme includes the following:

- Students will participate in a friendship building activity day where they will get to know their peers better.
- Students will receive their timetables and teachers will guide them through it and answer any concerns or questions they may have.
- Teachers will facilitate students in getting to know the other pupils in their class groups through various activities.
- Students will be informed of the day to day life in the school and how to effectively use their homework journals.

### Le Chéile

Le cheile is our mentoring programme where 6th year students mentor 1st years and help them become familiar with the school building in the first few days of school. They will then continue to mentor their groups with weekly check ins

### Cairdeas

Cairdeas then follows on from Le Cheile, which continues the mentoring of 1st years into 2nd year.

### Tutor System

We have a tutor system in the school where each first year class will be assigned a tutor who will be their go to teacher during Junior Cycle.

### Pastoral Care Structure

Each student in Presentation is assigned a class tutor, a guidance counsellor, an additional educational needs teacher, a year head, a deputy principal and principal. This ensures that each student can easily identify the support staff available to them in school.

### Student Voice

Each class elects a prefect and deputy prefect who represent the class group and who together with the student council give a voice to our student body.

Wellbeing underpins the entire curriculum here in Presentation. We place importance on making this transition for your daughter as enjoyable and as seamless as possible. The student's experience is placed at the centre of the entire induction programme. The programme addresses the recurring issues that incoming first year's face and details the school supports that are available to all. The programme aims to equip students with the tools they need to become active members of their new school community while establishing positive learning behaviours from the beginning.



# Assisted Learning

## **ADDITIONAL EDUCATIONAL NEEDS/ SPECIAL EDUCATIONAL NEEDS**

Students of all abilities are welcome in Presentation, Kilkenny. We provide a safe, inclusive and welcoming environment, allowing your daughter to flourish and reach her full potential both academically and holistically.

We provide specialised support for students with additional educational needs through our dedicated Additional Educational Needs (AEN) department. We have 4 core AEN teachers assisted throughout the year by a number of subject specialist teachers.

### ***We offer support to our students in a variety of ways:***

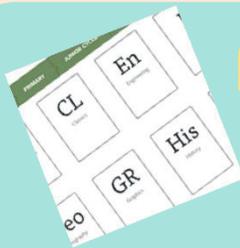
- Small group teaching
- Team teaching
- One to one teaching
- SNA assistance if necessary
- Specific specialised programmes working on building organisational skills, resilience, social skills along with literacy and numeracy skills.

First year classes are mixed ability. We cannot accommodate friendship group requests, however, we endeavour to ensure that each girl will be in a class with someone from their own primary school.

If your daughter has a diagnosed SEN/AEN or if you have concerns regarding your daughter's learning please contact the AEN department to make an appointment.

Email Natasha Smith at [nsmith@preskilkenny.ie](mailto:nsmith@preskilkenny.ie) or Aileen Hanrick at [ahanrick@preskilkenny.ie](mailto:ahanrick@preskilkenny.ie)

# Making Your Choices



## Step 1: FAMILIARISE yourself with course contents

It is important to review all available information in relation to all the option subjects

Detailed information is available on all Junior Cycle subjects on [www.curriculumonline.ie](http://www.curriculumonline.ie)

Important to review curriculum specifications, assessment

## Step 2: Assess your Strengths

Write down your answers to the following questions. Are you good with your hands?

Do you like drawing/painting?

Are you neat and careful?

Do you enjoy cooking/baking?

Are you interested in the news?

Do you enjoy mathematics?

Are you logical and methodical?

You may or may not have an idea of what area you would like to work in.



## Step 3: RANK your preferences 1-9

Create a list of the option subjects by ranking them in order of preference 1 to 9 at this stage

1. The subject you most want to study

9. The subject you least want to study

## Step 4: Discuss your choices with someone else

It would be very important to discuss your choices with an adult such as a parent/guardian or an older sibling. It would be ideal to speak to someone who is studying the subjects. They will tell you exactly what they are doing in classes and what they enjoy about the subject.



## Step 5: FINALISE your choices & Submit

Finalise your preferences.

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Submit your preferences through our school's Administration system VSware



Please remember that while we will try to accommodate every student's subject preferences, we cannot guarantee it.



# guidance and counselling

## GUIDANCE AND COUNSELLING IN SECOND LEVEL SCHOOLS

Guidance and Counselling refers to a range of learning experiences, designed to help and support students in making choices about their lives. The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling as a process that “aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices”.

## GUIDANCE IN PRESENTATION SECONDARY SCHOOL

The guidance counsellors Ms.O’Hara, Ms. Ahern and Ms. Murphy work with class teachers, year heads and the management team in a student centered approach to support students’ needs throughout their time in Presentation Secondary School. The areas of support offered through guidance and counselling fall into three categories:

- Personal and Social
- Educational
- Career

## A SAMPLE OF SOME OF THE GUIDANCE ACTIVITIES IN OUR SCHOOL ARE:

### SUBJECT CHOICE

#### ASSESSMENTS

- Psychometric
- Career interests
- Multiple Intelligence

#### CLASSROOM GUIDANCE ACTIVITIES USING REACH+ PROGRAMME

### COUNSELLING (1:1)

### SMALL GROUP WORK

#### TRANSITIONS

- Primary to Secondary
- Junior to Senior
- Beyond Second Level

#### LINKS

- Support service
- Workplaces and Training
- Universities, I.T. and Colleges of Further Education

If you wish to speak to any of our guidance counsellors regarding your daughter, please do not hesitate to contact us.

Joan O’Hara – johara@preskilkenny.ie

Elaine Murphy – emurphy@preskilkenny.ie

Sinéad Ahern – sahern@preskilkenny.ie

# Modern Foreign Languages

**Bonjour!**

**Hola!**

Modern Foreign Language  
(French & Spanish)

The modern foreign languages you can learn for Junior Cycle are French and Spanish.

## *What will I learn in a modern foreign language cycle?*

### **Students will:**

- Learn to communicate effectively by engaging in language activity and tasks, that promote language skills such as listening, reading, spoken production, interaction and writing.
- Develop an awareness of how languages work through analysing the modern foreign language they are studying and also comparing it to their own first language/other languages spoken.
- Gain access to new cultural dimensions and information by reflecting on their own culture and that of the target language.

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## *How will I learn a modern foreign language in school?*

Some of the things you may do with your teacher and your classmates are:

- Work on your own, in pairs and in groups.
- Learn through activities and games.
- Use a textbook, but other materials as well.
- Watch films, listen to songs and look at pictures and posters.

Some other things that will help you learn in class are:

- Asking questions
- Taking notes and keeping your work in a folder
- Speaking the language as much as you can, in and out of class.

You will learn the language in small blocks which you will build upon as you go along. But remember, learning a language is like making a jigsaw; you need all the pieces!

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## *How can I learn more about a modern foreign language outside of school?*

Some of the things you may do are:

- Download free language-learning podcasts/apps and use language-learning websites regularly to practise.
- Find out information about the language you are learning and the countries where they speak it.
- Carry out research on the Internet; ask your teacher for list of websites.
- Find speakers of the language as email pen-pals with whom to communicate over the internet.
- Use a library for books, dvds, magazines, dictionaries etc.

## ***Is learning a modern foreign language like anything I did in primary school?***

You may have been learning English, Irish or even a modern foreign language already, so you already know a lot about learning how languages work.

This will be of great help to you as you make comparisons between the languages. It may also help you to guess the meanings of words and phrases in the new language you are learning.

## ***What is modern foreign languages Junior Cycle assessment like?***

<b>CBA</b>	<b>Format</b>	<b>Student preparation</b>
Second Year  Oral Communication	Oral Presentation may be individual, pair or group-based and is presented using one of the following formats: interview, role-play, presentation or conversation.	Students will, over a three-week period, prepare and present an oral presentation on a topic of their choice. Students will also reflect on their own experience of completing this task.
Third Year  The Student Language Portfolio	Three pieces of student work to be chosen from 2nd/3rd year. Two written pieces and an oral piece must be chosen.	Students build up their portfolio over time with guidance and direction from the teacher. Then, in consultation with their teacher, students select three pieces to submit for the Student Language Portfolio Classroom-Based Assessment.

### ***Assessment Task:***

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. It will be allocated 10% of the marks used to determine the grade awarded by the SEC. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom Based Assessment is based. The content and format of the Assessment Task may vary from year to year.

### ***Final Assessment:***

There will be one examination paper at a common level which is set by the State Examinations Commission (SEC). This assessment will be allocated 90% of the marks used to determine the grade awarded by the SEC. Student will sit this written examination paper for up to two hours duration at the end of the third year. The aural component of this paper will be allocated 35% of the marks used to determine the grade awarded by the State Examination Commission.

***For more information about the French and Spanish courses***

**[www.curriculumonline.ie](http://www.curriculumonline.ie)**

***For practice before choosing your language please try:***

**Duolingo app**

**'Subtitles' on movies on Netflix**

***For more information about modern languages***

**[www.scoilnet.ie](http://www.scoilnet.ie) [www.epals.com](http://www.epals.com)**

**[www.bbc.co.uk/languages](http://www.bbc.co.uk/languages) [www.french.ie](http://www.french.ie)**

**[www.spanish.about.ie](http://www.spanish.about.ie)**



# Visual Art

In Visual Art you will have the opportunity to create images and objects using a variety of tools, materials and special equipment. To understand Visual Art it is important to make things yourself so that you learn and understand by doing.

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**Art or fine art**, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

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**Craft** is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

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**Design** is the process of planning, problem-solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

## ***How will I learn Visual Art in school?***

*As you progress in Visual Art, you will learn to work like an artist, craftsperson, and designer. Some of the things you may do with your teacher and classmates are:*

- Develop your observational skills through drawing and painting from primary sources.
- Use a variety of materials and resources (including ICT) and explore the different ways in which they can be used.
- Learn how to plan, manage and complete your art works.
- Try your best at homework and assignments.

## ***How can I learn more about Visual Art outside of school?***

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Some of the things you may do are:

- Look at and think about visual images from film, cartoon, books, billboards and your local environment.
- Keep a visual diary where you will store knowledge, ideas, photographs, observations etc.
- Visit local and national art, craft, design centre and libraries.
- Use the internet where you can find styles and types of art, craft and design from your own country and from other countries.

## **JUNIOR CYCLE VISUAL ART**

### **Assessment for the JCPA**

Visual Art is a practical subject. The Assessment of Visual Art for the Junior Cycle Profile of Achievement (JCPA) will comprise two classroom-based assessments (CBAs): from process to realisation and communication and reflection.

#### **CBA 1**

Working from a given theme, students will analyse, research and explore their ideas in their visual art sketchpads. They will create a final piece, in one of the Art, Craft or Design Strands. They will receive feedback and formative assessment from their teacher in May. It will take approximately 8 weeks.

#### **CBA 2**

Project themes are issued in September of third year. Similarly to CBA1, students will explore and develop a variety of ideas in their visual art sketchpads. Not all of the allocated class time during this period needs to be devoted to working directly on this project. Students will continue to engage in learning activities that will further develop their skills, creativity and confidence in Visual Art. It will take approximately 8 weeks.

#### **Assessment**

Students complete work for CBA2 by early December of third year. They complete the 'communicate and reflect' form in the workbooks for the final assessment phase (which will be issued in December). As in CBA1, they will receive feedback and formative assessment from their teacher.

Final assessment in their workbooks, students will continue to develop and explore ideas on the theme issued for CBA2. They will

complete two realised pieces, one of which must be 3D, for S.E.C. assessment. These pieces must be from a strand (Art, Craft or Design) not previously explored in CBA1. These pieces, along with the workbook will be submitted for S.E.C. assessment in May.

### **ART ELEMENT AND DESIGN PRINCIPLES (AEDP)**

are the building blocks of any work of art a student will create. The art elements include: dot, colour, line, shape, tone, texture and pattern. The principles of design include balance, tension, symmetry, harmony, light, space, scale and contrast.

### **WILL VISUAL ART BE VERY DIFFERENT AFTER JUNIOR CYCLE?**

After the Junior Cycle, you may be able to choose Art as an option for your Leaving Certificate. You will continue to build on the artistic skills you developed in Junior Cycle and you will be offered greater challenges. You will continue to study the history and appreciation of art, craft, design and the built-environment in a more formal way.

### **IS LEARNING VISUAL ART ANYTHING LIKE WHAT I DID IN PRIMARY SCHOOL?**

You have already been expressing your creative abilities through drawing, paint and colour, print, clay, construction, fabric and fibre in primary school. You will continue to build on these skills and you will learn to use other tools, materials and special equipment to create image and objects.

***For more information about the Visual Art course go to: [www.curriculumonline.ie](http://www.curriculumonline.ie)***

***For more information about the Junior Cycle exam go to: [www.examinations.ie](http://www.examinations.ie) & [www.ncca.ie](http://www.ncca.ie)***

***For more information about Visual Art:***

***[www.scoilnet.ie](http://www.scoilnet.ie) | [www.artsclopaedia.com](http://www.artsclopaedia.com) | [www.nationalgallery.ie](http://www.nationalgallery.ie) | [www.opw.ie](http://www.opw.ie)***

# Business Studies

Business Studies at Junior Cycle is one of the most varied and informative course subjects a student can pick. On studying the business, we are given a practical view of the business world through learning how to manage accounts, being a good consumer, how to buy insurance, economics and employment advice.

Business Studies at Junior Cycle encourages students to develop an appreciation of how their lives are shaped by the world around them. As a student, you will be able to make informed decisions, to better manage your personal financial resources and learn to be adaptable, creative and enterprising.

“I would recommend business to any student, because it is just such a practical subject, absolutely everything you learn can be applied to real life. I would describe business as a living subject, it’s relative to your life now and especially in the future. I will often hear people talking about things that I have covered in business class, and honestly I feel so grown up when I can weigh in on the discussion.”

(Katelyn O’Brien, TY)

## ***What will I learn in Business Studies?***

Some of the things you will learn include:

- Generating ideas on products/services in a creative environment.
- Discuss current issues in the business environment using social media and other digital technology.
- Evaluate risks associated with saving and borrowing money and make informed and responsible financial decisions.
- Examine how the prices of goods and services are determined.
- Evaluate our membership of the European Union and the economic impacts for Irish citizens.

## ***How will I learn Business Studies in school?***

- Learn about globalisation and the impact it has on you as an individual
- Use technology and digital platforms to learn about customer needs and wants
- Discuss how we can consume products and services without damaging the environment for future generations.
- Learn about the benefits of saving.
- Prepare advertisements for different events to learn more about sales promotions.
- Take part in group projects to learn how to work with others and achieve a goal as a team.
- Research a topic in business context and present findings in digital format.



### ***How can I learn more about Business Studies outside of school?***

Some of the things you may do are:

- Discuss with family members how the household money is spent and help them get better value for their money by doing price surveys for food, mobile-phones, insurance etc.
- Listen to the business news reports or read the business section of a newspaper.
- Be more aware of how you make use of your pocket money or part-time job wages.
- Compete in business quizzes/mini-company competitions.
- Make use of AA route-planner to help your family plan your holidays.

### ***Is learning Business Studies anything like what I did in primary school?***

The work you did in English will be a good help to you in letter and report writing. Your mathematical skills will help you to calculate wages, exchange rates, interest on savings and the cost of loans. Your knowledge of Ireland and the European Union from Geography (SESE) will also be of use to you in Business Studies.

### ***Will Business Studies be very different after Junior Cycle?***

Three subjects follow on from Junior Cycle Business Studies in Leaving Certificate: Accounting, Business, and Economics. Each one becomes more specific and allows you to concentrate more on the subject area you choose. If you wish to study any of these subjects for the Leaving Certificate, it would be advantageous for you to have studied Junior Cycle Business Studies.

### ***What is the Business Studies Junior Certificate exam like?***

The assessment of Business Studies for the purpose of the Junior Cycle Profile of Achievement (JCPA) will comprise two classroom-based assessments complemented by a written assessment task and state- certified examination which will both be marked by the SEC.

### **Classroom-Based Assessments**

Students will undertake two Classroom-Based Assessments facilitated by their teacher. One Classroom-Based Assessment will take place in second year and a second Classroom Based Assessment in third year.

#### **Assessment Task**

The second Classroom-Based Assessment will be followed by a formal written Assessment Task based on the topic or task undertaken in the second Classroom-Based Assessment. This Assessment Task will be submitted to the SEC to be marked along with the state- certified examination in the subject.

#### **Written Exam**

There will be a written examination completed in June of third year. The exam will be set, administered, marked and resulted by the SEC. The written exam will be two hours duration and set at common level.

### ***How will Business Studies be useful to me?***

Business Studies helps you to make wise decisions about saving and spending your money now and throughout your life. You will learn about the world of work which will introduce you to many possible careers such as: accountancy, finance, sales/marketing, and management. It gives an insight into how Government make decisions and the impact those decisions have on individuals. It also gives you a good foundation for the three Leaving Certificate business subjects.

### ***For more information about the Business Studies course***

[www.curriculumonline.ie](http://www.curriculumonline.ie)

### ***For more information about business studies***

[www.scoilnet.ie](http://www.scoilnet.ie)     [www.skool.ie](http://www.skool.ie)

[www.consumerconnect.ie](http://www.consumerconnect.ie)

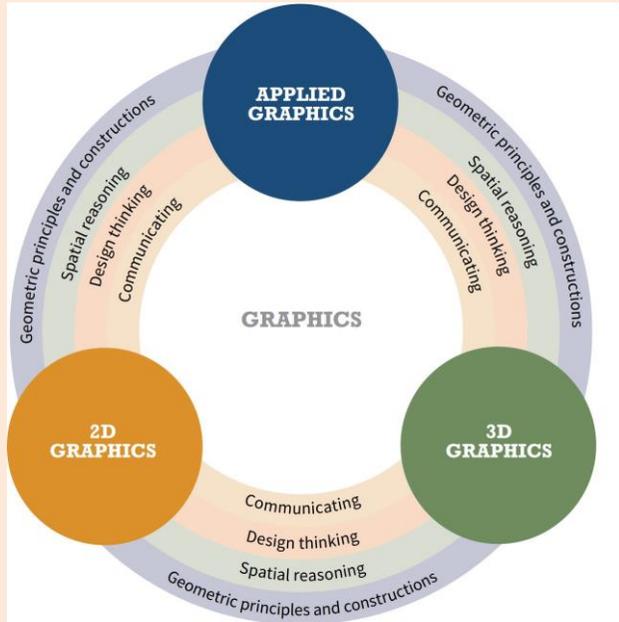
[www.consumerassociation.ie](http://www.consumerassociation.ie)

[www.itsourmoney.ie](http://www.itsourmoney.ie)

# Graphics

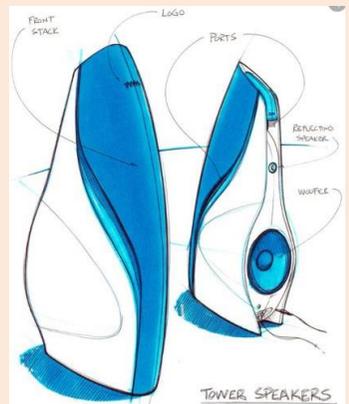
Graphics is recognised as the underpinning language of the technology disciplines and is transferable across a wide range of subjects. In graphics, students will learn how to represent 2-D and 3-D objects on paper and on the computer.

## *What will I learn in Graphics?*



## *How will I learn Graphics in school?*

- Students will use a variety of media to communicate their ideas and designs through this unique language.
- Students will explore the geometric world to gain an appreciation of the importance of graphics in the world around them.
- Students will develop cognitive and practical skills such as graphical communication, spatial visualisation, creative problem-solving, design capabilities and modelling, both physically and through the use of computer-aided design



### ***Is learning Graphics anything like what I did in primary school?***

Students will have learned and done lots of things in mathematics, science and art which will provide a good foundation for any student considering Graphics. For example, students will have learned about 2-D and 3-D shapes in mathematics and they will have explored shapes, textures and patterns in art. However, the Graphics teacher will start with the basic skills required and build on them throughout the course.

### ***How will Graphics be assessed in Junior Cycle?***

The assessment of Graphics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of:

CBA 1: Communicating through sketching

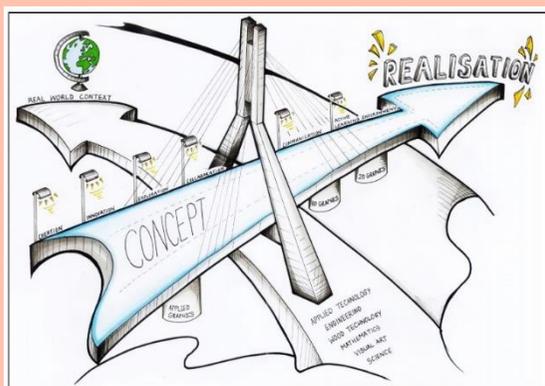
CBA 2: Graphical presentation skills

Project (30%)

Final examination (70%)

### ***How will Graphics be useful to me?***

Graphics helps a student to think in a more logical and creative way. Students will learn how to communicate information using diagrams and sketches. They will be able to present information in a neat and organised fashion. Students will have the opportunity to study Design and Communication Graphics at Leaving Certificate level. Possible career paths include graphic design, product design, animation, architecture, media, communications, marketing and engineering.



# Home Economics

Home Economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as individual, and as a member of families and society.

## ***What will you learn about?***

- Food, health and culinary skills: 46.4%
- Responsible Family Living: 31.7%
- Textiles & Crafts: 21.9%

## **WHAT WILL I LEARN ABOUT IN EACH AREA?**

### ***Food, Health & Culinary Skills:***

- Nutrition
- Food Literacy skills
- Culinary Skills

e.g. menu planning, food safety, food sustainability, food shopping, digestion.

### ***Responsible Family Living:***

- Social studies
- Resource management
- Consumer studies

e.g. family, health and wellbeing, decision-making, design in the home.

### ***Textiles & Craft:***

- Textile Skills
- Creativity
- Sustainability

e.g. sewing skills, fabric embellishment, textile care.



## JUNIOR CYCLE HOME ECONOMICS

50% Academics • 50% Assessment (cookery exam) • 2 Classroom-based Assessments

### 3 strands of learning:

1. Food, Health & Culinary Skills
2. Responsible Family Living
3. Textiles & Craft

At the end of 3 years students sit a COMMON LEVEL written exam worth 50%

### Practical Food Skills Exam

2 hour exam incl. 30 mins prep & 1.5 hours cooking exam

Students given a brief e.g. school lunches, and must prepare, cook and serve 2 course.

Applies the design brief process

### CBA1 Creative Textiles

Students must make a textile or craft item in 8 – 10 weeks.

### CBA2

#### Food Literacy Skills Brief

Students research a given food skills brief (links to practical food skills exam)

Both apply the design brief process

**BOTH MARKED BY SEC**

### WILL HOME ECONOMICS HAVE ANYTHING TO DO WITH OTHER SUBJECTS I WILL BE STUDYING?

Yes, it will. You will find links with Science, SPHE, P.E., Visual Art, Business Studies, Geography and Course Wellbeing.

### WHAT WILL I NEED?

- Textbook and workbook
- Cookery, needlework & textile practical resources

### POSSIBLE COOKERY DISHES COMPLETED BY JUNIOR CYCLE STUDENTS:

Scones, Pizza, Apple Tart, Soup, Chocolate Cake, Spaghetti Bolognese, Lemon Meringue Pie, Sausage Rolls....the list is endless!

### What do our students think?

“

Sophie Rafter (5<sup>th</sup> year)

“The craft project gave me an opportunity to show my creative side and develop new skills that I could use in other areas of my learning.”

Saoirse Geary (5<sup>th</sup> year)

“I thoroughly enjoyed our cookery classes in home economics and trying out new recipes. This gave me the opportunity to develop and improve my culinary skills.”

# Music

Music is important for wellbeing, development of emotional intelligence, analytical skills, creativity, building self-confidence, communication and presentation skills, literacy and numeracy.

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Music is a subject that caters for all styles and levels of musical experience. No prior knowledge of an instrument or voice is necessary when choosing music and no outside lessons are expected as all students will learn an instrument as part of class teaching.

## ***Junior Cycle Music encourages students to:***

- Develop their imagination and curiosity, where individuality and personality are given the opportunity to grow and have a voice
- Immerse themselves intellectually, emotionally and kinaesthetically in the learning experience
- Foster both the specific skills related to music and transferable skills that may apply to other individual and collaborative endeavours
- Explore, experiment and take creative risks
- Engage in learning that inspires, challenges, provokes, exhilarates and liberates
- Collaborate in the formation of ideas and the presentation of these ideas
- Learn to be self-reflective through evaluating and critiquing their own work and the work of others
- Develop as responsible, ethical and culturally aware, engaged and connected citizens

## ***What will I learn in 1st year Music?***

Some of the things you will learn include:

- The many styles and eras of music
- How to read and write music
- The orchestra
- Elements of music
- Singing songs
- Play the ukulele and the bodhran
- Compose sounds pieces and jingles



## ***How will I learn Music in school?***

Some of the things you may do with your teacher and classmates are:

- Sing and play many instruments
- Listen to music
- Use technology like garageband and soundtrap to compose music
- Textbook and workbooks
- Projects
- Fieldtrips to music performances

## **How can I develop my music skills outside of the classroom?**

### Extra Curricular Activities in School

- Choir
- Chamber ensemble
- Ukulele group
- Traditional Irish group
- Music Generation -learn acoustic guitar, electric guitar, bass guitar, banjo, or mandolin in small groups at a discounted price during the school day. More instruments being offered in September.
- Recitals, concerts, competitions, fieldtrips, school celebrations and events.

## ***Assessment:***

### *Second year*

- Classroom Based Assessment 1:
- Composition Portfolio is a collection of the students' musical ideas and creative expressions.
- The focus is on the development and progressive nature of the student exploring ideas.
- Can be in any musical style, written for any instrument, including voice and as a solo or group.
- Presented in written, visual, digital audio or any other format.
- Student Reflection is included on each of the final two pieces chosen for assessment.

### *Third year*

#### Classroom Based Assessment 2:

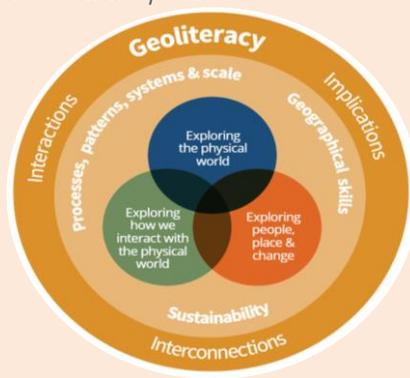
- Programme Note is an individual task and is intended to illuminate the content of the student's performance for their practical examination.
- Practical Examination (SEC) is worth 30%
- Three solo/group songs/pieces
- Can be any combination of instruments.
- Standard is based on three years classroom based tuition.
- Choice of unprepared tests: aural memory, sight reading or improvisation.
- Completed in March/April.

#### **Written Examination (SEC) worth 70%**

- One paper at common level
- 1.5 hr duration
- Sample of the 36 learning outcomes will be examined.
- Written paper including composing and listening.
- Completed in June.



In primary school, you may have studied Geography as part of SESE. You have also learned about many geographical ideas through studying the local, national and global environment. Junior Certificate Geography builds on these geographical ideas. The study of Junior Cycle Geography will help you to become geographically literate. The study of Geography stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems.



The new junior cycle course is informed by the concept of **Geoliteracy**. This refers to students' ability to develop far-reaching decisions through geographical thinking and reasoning. Geoliteracy provides the framework for understanding in geography and is threaded throughout learning and teaching of geography. The core components of Geoliteracy are the three I's: Interactions, Interconnections and Implications.

**Interactions** refers to how systems, both human and natural, interact. **Interconnections** refers to the linkage between people, places, environments, and spatial patterns, either by tangible links such as roads or intangible links such as politics. **Implications** refers to the individual's ability to reason the consequences of their decision making and that of others.

### Assessment for the Junior Cycle Profile of Achievement & Exam

The assessment of geography for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: Geography in the news; and My geography. The assessment for the junior cycle geography examination comprises two components, an assessment task and the examination taken in June of third year.

CBA 1 - 2nd yr.  
Geography in  
the news

CBA 2 - 3rd yr.  
My Geography

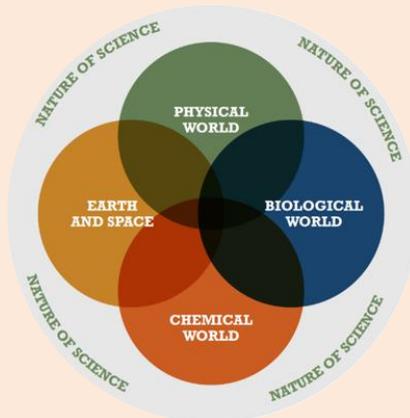
Assessment  
Task - 3rd yr.  
10%

Exam - 3rd yr.  
90%

# Science

Science focuses on the development of students' knowledge of and about science through the unifying strand, Nature of Science, and the four contextual strands: Physical World, Chemical World, Biological World, and Earth and Space.

## *What will I learn in Science?*



## *How will I learn Science in school?*

- Students learn in Science by developing their content knowledge of science through scientific inquiry

Science students construct a body of facts, learn how and where to access knowledge, and develop scientific habits of mind and reasoning skills to build a foundation for understanding the events and phenomena they encounter in everyday life. Students can engage not only in experimental activities and discussion within the classroom, but also in researching and evaluating information to look beyond claims and opinions to analyse the evidence which supports them

## *How is Science assessed in Junior Cycle?*

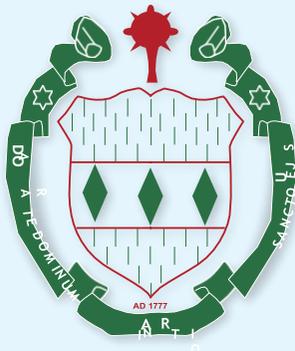
The assessment of Science for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise of:

CBA 1 - 2nd yr.  
Extended  
Experimental  
Investigation EEI

CBA 2 - 3rd yr.  
Science in Society  
Investigation

Assessment Task -  
3rd yr. 10%

Exam - 3rd yr. 90%



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