

Subject Choice Form 1

2011-12

The High School
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Est. 1870

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The junior cycle curriculum • Forms 1-3

All pupils attend classes in the following subjects:

English, Irish, Mathematics, History, Geography, General Science, Civic Social and Political Education, Religious Education, Physical Education, Social Personal and Health Education, and Music (general - not the Junior Certificate course).

The first seven of the above subjects will be presented by all pupils in the Junior Certificate examinations at the end of Form 3. Two further examination subjects are chosen and studied until the end of Form 3, **one** from each of the following Option Groups. **A continental language is essential for entry to some NUI courses and is an important component of many other 3rd level courses. It is strongly recommended that pupils choose a continental language. Consultation with the Guidance Counsellor is advised for pupils with learning difficulties or pupils not intending to study a continental language.** Additionally, pupils wishing to undertake R.E. in the Junior Certificate may consult their teacher for advice as not all of the course is covered in class.

Group 1 - Art, Craft and Design; Business Studies; Classical Studies; French; Home Economics; Music; Materials Technology (Wood)

Group 2 - Art, Craft and Design; Business Studies; French; German; Technical Graphics

Note: In the event that too few pupils choose a subject for the class to be viable, or if the subject can not be timetabled, the school reserves the right to withdraw the subject. If a class is too full, the school reserves the right to request some pupils to make a different choice. However, the school will always attempt to ensure that pupils' choices are met and the above events are rare.

Information about subject courses

Art, Craft & Design

The art course is designed to increase pupils' awareness of the visual world and the environment in which they live. They learn to express their personality and develop their creativity. They will discover their own personal style, exploring individual interests, improving their existing skills and learning new ones, and acquiring an appreciation of art, design, architecture and traditional crafts.

The course is best suited to a student who is lively, enthusiastic and observant, already showing an interest in Art and Crafts. The course consists of four main areas - Art, Craft, Design, and Art History and Appreciation.

Art

Drawing - life, still life, outdoor sketching, composition, colour, perspective, painting and use of pastels and other media. Graphic design and design for crafts, 3D, ceramics & sculpture

Design

Graphic design - layout, composition, lettering
Design for craft

Crafts

Pottery, modelling, puppetry, embroidery and collage, textile printing, batik, calligraphy, etching, block print making, screen printing

History and Appreciation

Informal study of art through the ages, with emphasis on looking at art, visiting exhibitions, becoming familiar with the great art movements, architecture and craftsmanship of both Ireland and the world.

The course provides a foundation for taking Leaving Certificate Art, which in turn can lead to many careers. It will provide pupils with lifelong hobbies and leisure interests, and lead them to an appreciation of good design and fine workmanship in their everyday lives.

Business Studies

The Junior Certificate Business Studies course covers the everyday business of living, contributing to an understanding of the world of business and encouraging a positive attitude to enterprise and developing appropriate skills.

The syllabus consists of four main interrelated sections:

- (a) The business of living - this would include such topics as personal finance, consumer education, insurance, money and banking.
- (b) Economic Awareness - this is an elementary introduction to economics and its importance in society. Topics would include taxes, foreign trade, unions, communications.
- (c) Enterprise - this would include business orientated topics such as advertising, marketing, types of business units. It also incorporates a substantial accounting element.
- (d) Information Technology - this would cover computer applications and keyboarding.

A pupil of average ability who works reasonably conscientiously should not find too much difficulty in dealing with the course, but emphasis is placed on neatness, accuracy, attention to detail and general presentation.

The value of this subject may be considered from two aspects. Firstly, it provides a broad general knowledge of accounting and business of value and relevance to any adult, but particularly useful to someone going into a business type career on leaving school. Secondly, it lays a suitable foundation for studying the business studies subjects (Accounting, Business Organisation, Economics) at Leaving Certificate and perhaps later at Third Level, or for entry to professions such as Accountancy.

Classical Studies

This is a subject with great appeal to young people, many of whom have already developed an interest in the ancient world while at primary school. They learn about how Greeks and Romans lived through looking (in English translations) at their stories, history, plays and ways of thinking. In addition, the exciting world of ancient art, buildings, myths and legends form part of the course. Both the Greek and Roman worlds are studied but this does not include study of Latin or Greek as languages. Since our modern European way of life is heavily influenced by these ancient people and their way of life, the course makes a very interesting study and is a good preparation for taking Classical Studies for the Leaving Certificate.

A general introduction to the classical world takes place in Form 1, with the following topics:

- myths and legends of ancient Greece and Rome
- the gods of Mount Olympus

In Forms 2 and 3, five topics are chosen by the school from a list of ten for more detailed study. The ten topics are:

- The wrath of Achilles, based on Homer's Iliad
- Greece and Persia, based on The Histories of Herodotus
- The life and death of Socrates, based on writings by Plato
- Mycenae and Troy, based on the archaeology and legend of the two centres
- The Athenian Acropolis, based on the art, architecture, religion and history of the period in which the Acropolis was built
- The Quest of Aeneas, based on Virgil's Aeneid
- The Roman Theatre - Comedy, based on The Swaggering Soldier by Plautus
- The life and times of Julius Caesar, based on Plutarch's life of Caesar
- A Roman city, based on the study of Pompeii
- The Roman army

French and German

Thanks to changes in examinations and methods, the learning of a language has become extremely practical. Grammar has not disappeared but the role of communication has been greatly enhanced. Examinations set at both Junior and Leaving Certificate levels include aurals and live interviews in the foreign language, as well as letter writing and tests in the understanding of written material such as advertisements and instructions for the use of household appliances.

The aim of the work carried out in Form 1 is to introduce the pupils directly to practical French or German, so that they will be capable of making themselves understood in any one of a large number of everyday situations e.g. in hotels, cafes, with young people, etc. The School offers opportunities for exchanges on an individual basis with both France and Germany, usually for pupils from Form 3 upwards, and with this in mind, great emphasis is placed on the vocabulary of the home, letter-writing and personal relationships. All the modern languages staff have travelled extensively abroad, and most have lived and worked for various periods of time in the target countries, so that there is also an emphasis on the general cultural background to the two languages.

It is generally felt that the majority of pupils leaving second-level schools should be able to communicate in at least one modern European language. However, there may be some pupils who have already experienced difficulty in their study of English or Irish, and might hesitate before choosing an additional language.

The trend towards an integrated approach to German and French has already provided considerable benefit to people who wish to make a holiday visit to countries where these languages are spoken, and to have personal contact with their inhabitants. The considerably increased business and industrial contact with Western Europe is demanding more people at all levels in our country who are able to communicate in these languages with confidence. In addition, future European patterns of employment are likely to provide more working opportunities abroad for young people who have acquired a Leaving Certificate level of competence in one or both of French and German.

Home Economics

Home Economics has a direct relevance to the present and future life of every young person. Its purpose is to equip young people in certain important skills for living as individuals and of establishing and developing a stable environment for their families. It encompasses studies of many of the processes which are necessary for day to day living, particularly within the household.

The main areas focus on the basic human needs for food, clothing, shelter and personal relationships. Home Economics builds on the pupils' knowledge of different forms of home life and on their immediate experience of making choices in relation to the organisation of their own lives.

Emphasis throughout the course is on management, creativity and living skills. This is to ensure that the young person taking the course will be equipped for personal independence and community in which he or she lives.

The syllabus structure consists of two sections:

- (a) a common course of five areas of study
- (b) one optional study from a choice of three
- (a) The five common areas are:

Food Studies and Culinary Skills, Consumer Studies, Social and Health Studies, Resource Management and Home Studies, Textile Skills

The three optional areas are:

Childcare, Design and Craft Work, Textiles Skills

An optional area of study is chosen at the end of Second Year. The Syllabus is offered at two levels, Ordinary and Higher.

Aims

- (a) to provide pupils with knowledge and practical skills for application in the process of everyday life within the home and community.
- (b) to ensure that pupils will be capable of wise decision-making in areas related to the management of their personal resources.
- (c) to develop in pupils competence in making wise consumer decisions.
- (d) to develop interest in vocational aspects of the subject.

Materials Technology (Wood)

The course aims to develop many skills. Pupils learn

- to work with tools and materials (primarily wood)
- to understand properties of materials
- to read and make drawings
- to use a design process in solving problems
- to plan and make projects that they have designed or helped to design
- to evaluate their own designs and finished projects
- to work in a workshop where they must take responsibility for their own safety and the safety of others
- to care for tools and equipment
- to communicate ideas using notes, sketches, design drawings, working drawings and computer generated drawings

The course develops gradually in factor-of-difficulty, starting with simple design projects in first year to the more complex briefs that the pupils is expected to tackle for the Junior Certificate. As the pupil's skill and creativity develops she/he engages in the design process with greater autonomy, striving to achieve excellence in craft skill when executing projects.

In the Junior Certificate the pupil must

- submit a project and design folio in answer to one of three design briefs set by the Department of Education (200 marks)
- sit a theory examination (100 marks)

Materials Technology (Wood) provides an excellent foundation for pupils who wish to take Construction Studies for the Leaving Certificate.

Music for Junior Certificate

The aim of the music course is to give pupils an appreciation of the music they hear every day. There is an equal emphasis on the practical and theoretical aspects. Previous knowledge of music is not necessary but would be beneficial and a keen interest is important. As part of the Junior Certificate course every pupil has to study a performing skill. There is also an emphasis on singing as the study of prescribed songs ranging from Irish folk songs to modern songs, forms a large part of the course. Students also have to study some orchestral works ranging from the sixteenth century to the present day. Although some musical analysis is undertaken, the emphasis is more on an aural appreciation. Students are taught how to read music and basic composition also forms part of the course.

The course provides a good background for musical recreation, and can lead to the Leaving Certificate course.

Religious Education for Junior Certificate

The Junior Certificate course is taught to all pupils, although taking the examination is optional. Help is provided for pupils wishing to take the Junior Certificate examination. Please see the Religious Education teacher concerned.

The course for the Junior Certificate is comprehensive and challenging. It aims to provide students with a framework for encountering and engaging with the variety of religious traditions in Ireland and elsewhere. It seeks to promote an understanding and appreciation of religious beliefs and to encourage a tolerance of and respect for others. The syllabus content includes:

Foundations of religion - Christianity. Exploration of the context into which Jesus was born. The person and preaching of Jesus. The impact of the death and resurrection of Jesus

Major world religions - Exploration of at least one major world religion in detail, other than Christianity

The question of faith - Identifying characteristics of religious faith, examining challenges to religious faith in today's world for the adolescent and offering an opportunity for the exploration of, and reflection on personal faith positions

The moral challenge - Exploring the human need to order relationships at the personal, communal and global levels. Looking at how religious belief is expressed in particular moral visions and examining the moral vision of two major religions. Analysing the impact of these visions on the lives of believers and non-believers in addressing some current moral issues

Assessment - Assessment will be based on knowledge, understanding, skills and attitudes within each section of the course. Students' personal faith commitment and/or affiliation to a particular religious grouping will not be subject to assessment and will not be an issue within the course. Religious Education will be assessed at higher and ordinary level in the Junior Certificate. The assessment will consist of two components: (a) a final written examination - 80% of marks (b) project - 20% of marks.

Technical Graphics

Graphics have become a means of communication in our every day life. Technical Graphics is an international language of technology. Drawing is used in signs, symbols, logos and product design. In this subject pupils learn how to communicate ideas and solve problems in two and three dimensions using a variety of drawing techniques:-

- Free hand drawing
- Measured drawing using drawing board and instruments
- Isometric, axonometric and perspective projections
- Orthographic projection including elevation, plan, end view, sectional views and auxiliary views
- Computer aided design

The course provides a unique range of skills and techniques at junior cycle and is a foundation course for senior cycle Design & Communication Graphics.

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**This form must be returned to the school on or before
Wednesday 9 March, 2011**

Name of pupil.....Form.....

Name of parent/guardian.....

Present postal address.....

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Although only one subject will be studied in each group, please give a second choice as well in each group in case a particular class is full (the school always attempts to give pupils their first choice and having to select the alternative is rare):

Group 1 First choice.....Second choice.....

Group 2 First choice.....Second choice.....

If you have not chosen a continental language it is obligatory that you contact the Guidance Counsellor to discuss why. If the pupil is exempt from Irish due to a specific learning disability or auditory disability a continental language should not be chosen, the certificate of exemption should be forwarded to the School Secretary and it is not necessary to contact the Counsellor.

Signature of parent/guardian.....

Please note that the school reserves the right to withdraw a subject due to timetabling or other difficulties.