



Assessment in the Junior Cycle

There are three main ways that students will be assessed in the new Junior Cycle.

- **Terminal exams**
- **Classroom-Based Assessments (CBAs)**
- **Assessment Tasks**

Terminal exams

In the full subjects, students will sit a terminal exam at the end of their 3rd year. There will only be one paper per subject and these will range from 1.5 to 2 hours. Only English, Maths & Gaeilge will be offered at both Higher and Ordinary level, all other subjects are studied at Common level. The majority of these exams will make up 90% of the total marks (in practical subjects the weighting for exams varies). There will be no Foundation Level exams.

The grading classification of the terminal examinations is shown below

Junior Cycle Grade Classification	
Percentage	Grade Descriptor
>90 to 100	Distinction
>75 and <90	Higher Merit
>55 and <75	Merit
>40 and <55	Achieved
>20 and <40	Partially Achieved
> 0 and <20	Not Graded

Classroom-Based Assessments (CBAs)

Classroom-Based Assessments are short projects completed in the 2nd and 3rd year where students can demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills.

As the name suggests, CBAs take place in the classroom when all other students are present. Students can decide on the topic of their CBAs with the help of their teachers and are given three weeks to complete them. The CBAs are then graded by the subject teachers at a common level. In Practical classes, the second CBA may take the form of a piece of practical work and this will be marked by the State Examinations Commission in the normal way.



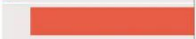

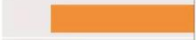




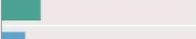
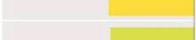




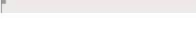
In the Classroom-Based Assessments, students will receive one of the following descriptors-

Classroom-based Assessment Descriptors
Exceptional
Above Expectations
In line with Expectations
Yet to meet Expectations

Assessment Tasks

Assessment Tasks are undertaken in the 3rd Year after the second CBAs have been completed. They are generally designed to make students reflect on their learning from completing their CBAs. The Assessment Tasks are set and corrected by the State Examinations Commission and are generally worth 10% of the overall grade. There are no Assessment Tasks for the Practical subjects: Wood Technology and Applied Technology.

Assessment in the Senior Cycle

Points	Higher	Your % marks	Ordinary	Points
100		H1 90-100		56
88		H2 80-89		46
77		H3 70-79		37
66		H4 60-69		28
56		H5 50-59		20
46		H6 40-49		12
37		H7 30-39		0
0		H8 0-29		0

+25 Bonus points for H1-H6 maths

LCVP link modules

 Distinction 66

 Merit 46

 Pass 28



Wood Technology Junior Cycle

COURSE AND ASSESSMENT INFORMATION

In Junior Cycle Wood Technology students learn woodworking skills, use design thinking and finally create projects as well as learning about sustainability and the importance of trees to the world around us.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1hour 30min paper Taken at Common level Worth 30% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Wood Science in Our Environment CBA 2- Student Self-Analysis and Evaluation	Students complete a project set by the SEC after CBA 2 in 3 rd Year. Worth 70% of overall grade



Construction Studies Senior Cycle

Exam Structure

Construction Studies	Higher	Ordinary
Written Paper	1 Paper - 50% of Marks	1 Paper - 40% of Marks
Practical	1 Paper - 25% of Marks	1 Paper - 30% of Marks
Project	1 Paper - 25% of Marks	1 Paper - 30% of Marks

- Construction Studies is assessed at two levels, Ordinary level and Higher level
- There is a written examination, a practical test, and an assessment of student project work.

The examination at both Higher and Ordinary level has three separate components:

Section A Three hour written paper worth 300 marks. The exam consists of 10 questions out of which five have to be attempted. Question 1 is a compulsory drawing question of a building detail.

Section B 4-hour practical woodwork exam where the student makes a small item out of timber under exam conditions. The exam normally takes place in May. This accounts for 150 marks.

Section C Building Project where the student makes a building detail, a scale model of a building or a craft piece. The student also produces a portfolio to accompany the project that they make. Ideally this project must be completed by Christmas. This accounts for 150 marks.



Applied Technology Junior Cycle

In Applied Technology there are three inter-connected strands:

- **Principles and Practices**
- **Energy and Control** and
- **Technology and Society**

Throughout each of the strands, there are four elements: Analysis and Problem Solving, Design and Innovation, Planning, Managing and Creating and Communicating which create a framework for student learning.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1.5 hour paper Taken at Common level Worth 30% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Exploring the application of controlled systems in a local context CBA 2- Student self-analysis and evaluation	Students complete a project set by the SEC after CBA 2 in 3 rd Year. Worth 70% of overall grade



Technology Senior Cycle

Exam Structure

Technology	Higher	Ordinary
Written Paper	1 Paper - 50% of Marks	1 Paper - 50% of Marks
Project	1 Paper - 50% of Marks	1 Paper - 50% of Marks

Technology is assessed by means of a terminal exam and a project – both are equally weighted, 50% each.

Terminal Exam – 50% marks

At both Higher and Ordinary levels, the terminal exam is made of two sections:

Section A: Core

Section B: Options.

Project – 50% marks

Students will be required to undertake a project, based on a specified thematic brief and within stated parameters. The project involves the design and production of an artefact and an accompanying folder. The project should integrate the various elements of the study of technology and should represent the highest standard of knowledge and skills attained by the student. The folder should reflect all stages of the student's work from design to realisation, and should include an overall evaluation.



Maths Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The **Unifying Strand** builds a foundation that is used to explore the contextual strands. It focuses on six key elements: building blocks, representation, connections, problem solving, generalisation and proof, communication.

The **Number Strand** focuses on different aspects of numbers, laying the groundwork for the transition from arithmetic to algebra.

The **Geometry and Trigonometry Strand** focuses on analysing characteristics and properties of two and three dimensional geometric shapes.

The **Algebra and Functions Strand** focuses on representing and analysing patterns and relationships found in numbers.

The **Statistics and Probability Strand** focuses on determining probability from random events and generating and investigating data.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
240 hrs minimum	One 2-hour paper Can be taken at both Higher & Ordinary level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Mathematical Investigation & Report CBA 2- Statistical Investigation & Report	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

Maths Senior Cycle

Exam Structure

Mathematics	Higher	Ordinary	Foundation
Written Paper	2 Papers - 100% of Marks	2 Papers - 100% of Marks	1 Paper - 100% of Marks

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.



Science Junior Cycle

The specification for Junior Cycle science focuses on the development of students' knowledge of and about science through the unifying strand - **Nature of science**, and FOUR other strands: **Physical World, Chemical World, Biological World, and Earth and Space**.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper Taken at Common level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Extended Experimental Investigation CBA 2- Science in Society Investigation	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

Biology Senior Cycle

Exam Structure

Biology	Higher	Ordinary
Written Paper	1 Paper - 100% of Marks	1 Paper - 100% of Marks

Exam Structure

The examination at Higher and Ordinary level is three hours in duration. The exam paper is divided into three units.

- Section A - Six short questions (answer five) 100 marks.
- Section B - Three questions on practical activities (answer two) 60 marks.
- Section C - Six long questions (answer four) 240 marks.

Comments

- It is recommended that a student taking Leaving Certificate Biology has a good understanding of Junior Science at higher level.
- 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.



Chemistry Senior Cycle

Exam Structure

Chemistry	Higher	Ordinary
Written Paper	1 Paper - 100% of Marks	1 Paper - 100% of Marks

The leaving cert exam is three hours in duration. Each candidate must answer at least two questions from Section A (experimental section) and a maximum of six questions from Section B.

There are eleven questions in total on the exam paper, each carrying 50 marks.

There is no element of continuous assessment but experimental copies must be available for inspection by the State Examinations Commission. Students taking chemistry have to memorize the chemical components of a series of prescribed experiments. They will need to present the elements of four such experiments in their exam.



Physics Senior Cycle

Exam Structure

Physics	Higher	Ordinary
Written Paper	1 Paper - 100% of Marks	1 Paper - 100% of Marks

The leaving cert exam is three hours in duration. A total of 400 marks are available for the exam.

Section A:

- Students must answer 3 out of 4 questions
- 120 marks: 40 marks per question
- Questions are based on experimental procedures and use of results

Section B:

- Students must answer 5 out of 8 questions
- 280 marks: 56 marks per question
- Questions are more broad and theory based

Leaving Certificate Physics is assessed by means of one terminal examination paper at each level. Students are required to keep a record of their practical work over the two years of the course.



Agricultural Science Senior Cycle

Exam Structure

Agricultural Science	Higher	Ordinary
Written Paper	1 Paper - 75% of Marks	1 Paper - 75% of Marks
Project	1 Paper - 25% of Marks	1 Paper - 25% of Marks

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 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.

Both the portfolio and student project will amount to a combined total of 25% of the student's final grade.

Computer Science Senior Cycle

Exam Structure

Computer Science	Higher	Ordinary
Computer Based Assessment	70% of Marks	70% of Marks
Coursework Assessment	30% of Marks	30% of Marks

There are two assessment components at each level, an end-of-course examination (70%) and coursework assessment (30%).

The end-of-course examination will be made up of a range of question types. It is anticipated the exam will be computer-based.

The questions will require students to demonstrate knowledge, understanding, application, analysis, evaluation and creativity appropriate to each level. The key skills are embedded in the learning outcomes and will be assessed in the context of the learning outcomes.

The examination will assess:

- knowledge and recall of facts, principles and methods relating to computer science
- application of knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation, and how to analyse problems in computational terms
- ability to write code and to compile, test and debug program code
- ability to evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions
- problem solving based on integration, analysis and evaluation of qualitative and quantitative information and data, using knowledge gained from all three strands
- understanding of the ethical, historical, environmental and technological aspects of Computer Science, and of how computer science contributes to the social and economic development of society

The examination will have sections covering questions that address

- Computer science topics across the entire specification
- Practical questions requiring the use of a programming language
- Questions based on contexts and drawn from across different areas of the specification

Coursework Assessment

Leaving Certificate Computer Science does not require a specific language. However, for the initial years of the subject, Python and JavaScript will be the languages used in the end-of-course assessment and the coursework assessment; this will be reviewed on an ongoing basis. There is no restriction in choice of language used in the strand 3 applied learning tasks.

Applied Maths Senior Cycle

Exam Structure

Applied Maths	Higher	Ordinary
Written Paper	1 Paper - 80% of Marks	1 Paper - 80% of Marks
Practical	1 Paper - 20% of Marks	1 Paper - 20% of Marks

There is a separate examination paper for Ordinary level and Higher level:

Ordinary Level Paper

This is a 2.5 hour paper (150 minutes) and carries 300 marks. You are required to answer 6 out of 9 questions and each carry 50 marks.

Higher Level Paper

This is a 2.5 hour paper (150 minutes) and carries 300 marks. You are required to answer 6 out of 10 questions. Each carry 50 marks.

Tip: Allow approx. 25 minutes per question in either paper. If you answer more than six questions, they will all be corrected and you will be given the marks for the best six.

Practical - Modelling Project 20%

The modelling project assessment will require students to demonstrate proficiency in course content and skills that cannot be easily assessed by the written examination. The assessment will require students to present a solution to an authentic modelling problem, and to report on the work and process involved.



Music Junior Cycle

The course consists of three strands: **Procedural Knowledge; Innovate and Ideate and Culture and Context**. As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves emerge.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1hour 30min paper Taken at Common level Worth 70% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Composition Portfolio CBA 2- Programme Note	Students complete a practical examination made up of three solo and /or group songs/pieces. Worth 30% of overall grade

Music Senior Cycle

Exam Structure

Music	Higher	Ordinary
Written Paper		
Composing	25%	Choice of 50% / 25% of Marks
Project	(Higher Level Elective) - 25%	
Oral		
Aural	25%	Choice of 50% / 25% of Marks
Performance	25%	Choice of 50% / 25% of Marks

Listening Paper

Examined in June of 6th year

90 minutes duration

Four set works, Irish music and general listening skills.

Composition Paper

Examined in June of 6th year

90 minutes duration

Melody writing and harmony

Performance

Examined in 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 April of 6th year.



Graphics

COURSE AND ASSESSMENT INFORMATION

The course consists of three strands:

2D Graphics, 3D Graphics and Applied Graphics.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper Taken at Common level Worth 70% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Communicating through Sketching CBA 2- Graphical Presentation Skills	Students complete a project set by the SEC after CBA 2 in 3 rd Year. Worth 30% of overall grade

Design and Communication Graphics (DCG)

Senior Cycle

Exam Structure

Design & Comm Graphics	Higher	Ordinary
Written Paper	1 Paper - 60% of Marks	1 Paper - 60% of Marks
Project	1 Paper - 40% of Marks	1 Paper - 40% of Marks

One Terminal Exam Paper: 60%

Student Assignment: 40%

Terminal Exam: 3 hours duration.

Student Assignment Emphasis on:

1. Elements of design
2. Communication graphics
3. Use of ICT in design

Different theme for Higher and Ordinary level

May take the form of:

- A design investigation and modification
- A concept design

Visual Art Junior Cycle

Junior Cycle Visual Art focusses on the interconnected strands of the disciplines of Art, Craft and Design. A student will experience learning in each of these as they progress through their junior cycle.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	There is no final drawing examination for Visual Art	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- From Process to Realisation CBA 2- Communicate and Reflect	Students reflect on feedback received after CBA 2 and significantly develop their ideas to create two artefacts . These are then sent to the SEC for marking. Worth 100% of overall grade

Art Senior Cycle

Exam Structure

Art	Higher	Ordinary
Written Paper	1 Paper - 30% of Marks	1 Paper - 30% of Marks
Practical	1 Paper - 20% of Marks	1 Paper - 20% of Marks
Project	1 Paper - 50% of Marks	1 Paper - 50% of Marks

The exam structure is the same at higher and ordinary level

Candidate will be required to answer all four papers:

- Imaginative Composition or Still Life - 100 marks
- Design or Craftwork - 100 marks
- Life Sketching - 50 marks
- History and Appreciation of Art - 150 marks

Coursework (a) Imaginative Composition or Still Life and (b) Design or Craftwork

The Imaginative Composition or Still Life component and the Craft or Design component is executed as coursework in schools. This coursework is to be completed from Feb- April of 6th year.

These two components will be based on a single set of stimulus materials issued annually by the State Examinations Commission. Based on these materials, the candidate will choose one theme from which both components will be developed.

Each candidate will be required to create and submit a realised work for the Imaginative Composition or Still Life component and a realised work for the Craft or Design component, as well as preliminary and preparatory material.

(c) Life Sketching

Candidates will be required to make two sketches of the model. The first will be a pose of 15 minutes. The second will be a more fully worked drawing taking approximately 30 minutes. Colour may be used.



(d) History of Art Exam

The art course also features a written examination on **History and Appreciation of Art**, which counts for 37.5% of the marks. The exam is divided into three sections, one on Irish art, one on European art, and a final section on artistic appreciation. The course content is extremely broad, and covers everything from prehistoric art to the modern day, but students are free to focus their studies on a few narrow areas of interest such as renaissance or Celtic art. Diagrams and illustrative sketches are encouraged in the exam.

Note for Students taking Art outside of School

The changes to examinations arrangements are especially pertinent to students who intend to take Art as an additional subject outside of the normal school setting, either on their own or with private tuition outside of a school or centre. Practical Coursework must be conducted under the supervision of a class teacher with the work authenticated by the teacher and principal. As it is not possible to meet the authentication requirements outside of a formal educational setting, coursework cannot be accepted from external candidates. If you intend on taking Art outside of school ensure that your coursework can be authenticated otherwise you will forfeit 50% of your Art grade.



History Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The specification follows three strands of learning:

Strand 1: The Nature of History - where students can develop historical skills and form students as historians

Strand 2: The History of Ireland is the study of historical personalities, issues and events from Irish History

Strand 3: The History of Europe and the Wider World is the study of historical personalities, issues and events from European and World History.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper Taken at Common level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- The Past in My Place CBA 2- A Life in Time	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

History Senior Cycle

Exam Structure

History	Higher	Ordinary
Written Paper	1 Paper - 80% of Marks	1 Paper - 80% of Marks
Project	1 Paper - 20% of Marks	1 Paper - 20% of Marks

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.

The marks are to be weighted as follows:

Authentication procedures

The report must be the candidate's own work. Authentication procedures will be put in place to ensure compliance with this requirement. These will include a protocol in relation to the use of internet-sourced material.

The terminal examination

Mark allocation

The percentage of the total marks to be allocated to this component will be 80%.

- **The Higher Level Paper**

Candidates will answer four questions, one on each of the four topics studied. All four questions will be of equal value. One of the questions will be documents-based.

- With the exception of topics nominated for the documents-based study, a specified number of questions will be asked on each of the topics.
- In the case of each topic, at least two of the three perspectives will be examined each year.



The Ordinary Level Paper

- Candidates will answer four questions, one on each of the four topics studied. All four questions will be of equal value. Three of the questions will be general questions, while one will be documents-based.
- One question will be set on each topic.
- An element of choice will be "built in" to each of the general questions.

A common format will apply to each of the general questions and each will be stimulus-driven.

The stimulus is intended to facilitate candidate recognition of the topic and as a reasonably gentle lead-in to more testing examination of knowledge and understanding. The common format will include stimulus-driven questions (testing comprehension and/or identification) and paragraphs or short essays linked to the key personalities and case studies.



French Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Specification is organised around three integrated strands: **Communicative Competence**: Listening, reading, spoken production, spoken interaction and writing; **Language Awareness**: which enhances the students' general awareness about languages and **Socio-Cultural Knowledge and Intercultural Awareness**: which encourages students to develop their knowledge of the countries and culture of their target language, and make comparisons with their own country and culture.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper (including aural) Taken at Common level Worth 90% of overall grade (aural component worth 35% of overall grade)	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Oral Communication CBA 2- Student Language Portfolio	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade



French Senior Cycle

Exam Structure

French	Higher	Ordinary
Written Paper	1 Paper - 55% of Marks	1 Paper - 55% of Marks
Oral	1 Paper - 25% of Marks	1 Paper - 20% of Marks
Aural	1 Paper - 20% of Marks	1 Paper - 25% of Marks

Leaving Certificate Exam Tips:

- The key to doing well is practice and individuality. The more reaction essays you write, and comprehension you read, the easier it becomes.
- Try to get your hands on as many past mock comprehensions as well as doing all the past papers, so you are well trained in the format and question types.
- After each comprehension make sure it is correct using the marking scheme.
- Any vocabulary you don't understand should be noted and learned as you will most likely see it again or you will be able to use it in your written work.
- You should be able to express yourself and talk about different topics - a rich vocabulary is key.
- Learn five new words every night going to bed and try to recall them in the morning.
- an extensive knowledge of the different tenses will be needed for all aspects of the French exam.
- Some people find downloading French CDs/recordings onto their iPod and listening to them regularly very helpful.
- When preparing for the aural exam, write out answers to common questions, learn these answers and practise saying them aloud so it comes across as natural as possible.

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.

For higher level, the written section involves formal and informal letters, diary entry, message/fax/email, expressing an opinion, and personalised writing.



Spanish Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Specification is organised around three integrated strands: **Communicative Competence**: Listening, reading, spoken production, spoken interaction and writing; **Language Awareness**: which enhances the students' general awareness about languages and **Socio-Cultural Knowledge and Intercultural Awareness**: which encourages students to develop their knowledge of the countries and culture of their target language, and make comparisons with their own country and culture.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper (including aural) Taken at Common level Worth 90% of overall grade (aural component worth 35% of overall grade)	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Oral Communication CBA 2- Student Language Portfolio	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

Spanish Senior Cycle

Exam Structure

Spanish	Higher	Ordinary
Written Paper	1 Paper - 55% of Marks	1 Paper - 55% of Marks
Oral	1 Paper - 25% of Marks	1 Paper - 20% of Marks
Aural	1 Paper - 20% of Marks	1 Paper - 25% of Marks

Leaving Certificate Exam Tips:

(1) Oral Examination (25%): 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.

Part 1: The examiner will use personal questions to assess knowledge of tenses in the following order: present, past and future and/or conditional tenses. Make sure you respond in the correct tense. If you make a grammatical mistake or mispronounce something don't just keep talking. If you realise your mistake say sorry (Lo siento) and then what you meant to say. You will less likely be penalised for mistakes.

Part 2: This comes after the personal questions when the examiner asks a student one role-play from five prepared. Have fun with this and try avoid monotony, let the examiner know that you are feeling what you are saying by using intonation in your speech and eye contact. Don't spend the whole time looking at the sheet, rather try to enjoy it and leave a positive impression.

(2) Listening Examination (20%): 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 comprehensions 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.

In this exam, you will be asked to look within a comprehension piece for a Spanish sentence/phrase/word that is similar to a phrase they have given you. Have a look at the phrase and the tense it is written in - the phrase you are looking for in the text will normally be in the same tense so this will narrow down your search.



German Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Specification is organised around three integrated strands: **Communicative Competence**: Listening, reading, spoken production, spoken interaction and writing; **Language Awareness**: which enhances the students' general awareness about languages and **Socio-Cultural Knowledge and Intercultural Awareness**: which encourages students to develop their knowledge of the countries and culture of their target language, and make comparisons with their own country and culture.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper (including aural) Taken at Common level Worth 90% of overall grade (aural component worth 35% of overall grade)	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Oral Communication CBA 2- Student Language Portfolio	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

German Senior Cycle

Exam Structure

German	Higher	Ordinary
Written Paper	1 Paper - 55% of Marks	1 Paper - 55% of Marks
Oral	1 Paper - 25% of Marks	1 Paper - 20% of Marks
Aural	1 Paper - 20% of Marks	1 Paper - 25% of Marks

The examination will assess a candidate's ability to:

1. Understand the spoken language
2. Understand the written language
3. Communicate in the spoken language
4. Communicate in the written language

Leaving Certificate Exam Tips:

The German paper is a fair paper which gives scope to students at all levels to achieve their maximum potential. The paper will test both the students' proficiency in the language as well as skills in answering technique.

Students should be very familiar with the layout of the exam paper, being aware of the skills required in each section. It is essential to practise answering a variety of questions that may occur in the exam.

Have a definite time plan made out to complete all sections on the day and practice within the time limits given. In reviews of past German exams, time was a critical factor on the higher paper for students chasing the top grades.

The **reading comprehension** section carries most marks in both ordinary and higher level papers. Be mindful that:

- **Accuracy** is important
- Marks are deducted for grammatical errors
- Read the questions carefully before you start to read passage
- Underline what you are being asked in each question and highlight where answers can be found
- If the question does not specify length of answer a safe bet is to assume that at least three main points are needed
- Students who **practise** comprehensions on a regular basis build up their skills and gain high marks. You can access all the marking schemes through the resources section of this page.



The German **oral examination** consists of a fifteen minute interview where students are examined in three different sections:

German Interview with examiner, presentation of project or picture sequence and role play.

At higher level the exam is worth 25% and at ordinary 20%. The secret for success is in your preparation. Criteria used to assess oral competence include:

- Range of vocabulary
- Range of expression
- Awareness and use of grammar
- Independence from examiner support
- Appropriateness
- Fluency
- Pronunciation

The oral exam takes place in March/April of 6th year. 15 mins – German

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. One section on the German paper requires answers in German.

Written Exam (2½ hours) At Higher Level Reading Comprehension involves a literary and a journalistic reading text, followed by questions testing comprehension, language awareness, applied grammar and the student's ability to give an opinion on a topic raised.

The written section consists of a formal or informal letter or an essay-type response to a picture.

At Ordinary Level students do one literary and two journalistic comprehensions with similar exercises to Higher Level. Written exercises include letters, telling a story from a given series of pictures, writing a dialogue.



English Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The English course identifies **39 learning outcomes** that describe the knowledge, understanding, skills and values students should be able to demonstrate after their three years of Junior Cycle.

Students will experience all of these learning outcomes through rich texts and engaging learning experiences. The learning outcomes are divided equally among **Reading, Writing and Oral Language**.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
240 hrs minimum	One 2-hour paper Can be taken at both Higher & Ordinary level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Oral Communication CBA 2- Collection of Student's Texts	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

English Senior Cycle

Exam Structure

English	Higher	Ordinary
Written Paper	2 Papers - 100% of Marks	2 Papers - 100% of Marks

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)



Exam Tips

Paper 1:

Composing: (100 marks) Long before the examination, identify **the type** of composition (short story, personal essay, discussion or descriptive essay) that is likely to gain you the highest grades and practise this. Bear in mind that the personal essay can be written as a narrative or a discussion, so it provides an alternative back up for both the short story and the discussion essay.

Short story: A short story is an exploration of a personality caught in a defining situation, indicating that the life of a character must be shown, through appearance, behaviour, and voice, both internal and external. The phrase "defining situation" means a situation that exposes the essence of that personality. It is useful to reduce the description of your central character to a single word so you know how the character looks, acts and speaks. Read as many short stories as possible to understand how the very best material is written.

Personal essay: The best preparation for the personal essay is to write short, colourful paragraphs that express your own personality. If approaching the personal essay as a narrative - the description of **you** caught in a defining situation, read the tips on the short story above. Be mindful that correctors are directed to look for **reflective elements** that capture your thoughts, feelings and judgments and interpretations on your experiences not just descriptions of things that happened to you.

Discussion essay: The key to a good discussion essay is to reduce the topic you are given to the point you wish to make. Using techniques such as exaggeration for effect, colourful illustrations and rhetorical questions influence a good discussion. It is important to read outside the course, for example the newspapers.

Descriptive essay: The task is to evoke a mood or atmosphere, the technique of settling on a single scene and bringing it alive with expressive and revealing details.

**Paper 2:**

The Single text: (60 marks) Be guided by the question, not by any standard essays that you may have prepared or learned which cannot offer a relevant discussion of an unseen play or novel. Use your opening paragraph to explore the implications of the given quote, your concluding paragraph to assess its merits, whether you wholeheartedly agree or disagree with it or indeed if you have mixed feelings about it.

Comparative study: (70 marks) In answers to questions in this section, students may compare and contrast (address similarities and/or differences) in both the content and style of their chosen texts. The most important thing to remember is to understand clearly your modes of comparison, compare your texts in each paragraph you write and do not summarise your texts, rather refer to key moments to support your points.

Poetry: (70 marks) two sections; unseen and prescribed. In the unseen part your ability to engage with a poem you have not seen before is tested. To do this you need to think about what poetry is and why it is different to prose. Remember poetry is compressed communication, you see it, hear it and feel it. While you need to learn about a poet's work and life from the writings of others in the prescribed section, do not underestimate your own honest responses to gain top grades. Be guided by the question not by the responses you have prepared. Discuss both the themes and techniques of your chosen poet, the characteristic images and expressions as well as the recurring experiences and emotions. Demonstrate a good understanding of the poem by providing quotes.

Other tips for English exam:

- Answer the question you are directly asked
- Always sketch out your ideas on a page first
- Plan before you write (arranging points in paragraphs)
- Replace commonly used words with less common synonyms (there are many = there is a plethora)
- Buy a good dictionary and thesaurus

Gaeilge/Irish Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Junior Cycle Gaeilge course consists of three main strands:

Communicative Competence: This strand encourages students to deepen and enrich their competence and language skills.

Language and Cultural Awareness: This strand involves students' understanding and reflection of how Irish works as a language of communication.

Learner's Self-Awareness: Learner's self-awareness refers to students' self-awareness as language learners. Each language learner is different and students concentrate on their individual style and attributes as language learners.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
240 hrs minimum	One 2-hour paper Can be taken at both Higher & Ordinary level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Language Portfolio CBA 2- Oral Presentation	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

Gaeilge/Irish Junior Cycle

Exam Structure

Gaeilge	Higher	Ordinary	Foundation
Written Paper	2 Papers - 50% of Marks	2 Papers - 50% of Marks	1 Paper - 40% - of Marks
Oral	1 Paper - 40% of Marks	1 Paper - 40% of Marks	1 Paper - 40% of Marks
Aural	1 Paper - 10% of Marks	1 Paper - 10% of Marks	1 Paper - 20% of Marks

Exam Structure

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 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.

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.

Leaving Certificate Exam Tips:

Click [here](#) to view the set of twenty picture sequences (Sraith Pictúir) which will be used in the 2019 Oral Irish Examination (higher and ordinary Level).



- Preparation is the key to success. There are three sections in the Irish paper: oral, written and aural.
- In preparing for the oral exam you could record yourself on an iPod and listen to your voice so you become more comfortable with it. Likewise, as you travel to and from school you could listen to an Irish CD. Getting used to the different dialects is essential.
- For the written exam, write paragraphs regularly and time yourself to practise for the exam.
- Extending your vocabulary and learning new phrases should become part of your daily preparation.
- A large proportion of the marks for story/essay is for correct grammar and spelling so if you don't know how to say it, then avoid it.
- In every study session, practise past papers and check your answers.
- It is important to plan your answers making sure you are aware of the marking scheme.

Ardleibheal/Higher Level

It is advisable for students who wish to do higher level to have obtained at least a grade C but preferably a grade B in Junior Cert higher level Irish.

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

- Bealtírial (The Oral exam) is an important part of the exam 240 marks (40%) from 2012 onwards).
- The Aural/listening exam. 60 marks (10%)
- There are two written papers. 300 marks (50%)



Paper one - 100 marks

- A) Composition Section with a choice from the following: Write either an essay, a story, an article for a newspaper or a debate/speech.
- B) Two reading comprehensions usually connected to cultural affairs, famous people, current affairs, etc.

Paper Two - 200 marks

This firstly consists of questions on compulsory prose and poetry.

There are four stories and one film/drama on the prose course which are also on the ordinary level paper.

There is a question on a theme or character or an aspect of the story or film.

There are five poems printed on the paper. These poems are also on the ordinary level paper but the standard of answering expected is more detailed. There are eight additional higher level poems on the course.

Drama/Biography/short stories/bealoideas

The candidate is required to write about an Irish language drama that they have studied. The student also must answer a question on the History of the Irish Language and Literature.

Students attempting Higher level are advised to go to the Ghaeltacht for a period in the school holidays.

Gnathleibheal/Ordinary Level

Last year, over 23,000 students sat the ordinary level paper.

- (i) Bealtriall: The Oral exam is an important part of the exam. 240 marks (40%) (From 2012 onwards)

[Click here](#) to view the set of twenty picture sequences (Sraith Pictúir) which will be used in the 2019 Oral Irish Examination (Higher and Ordinary Level).

- (ii) The Aural/listening exam. 60 mks (10%)

- (iii) There are two written papers - P 1:100 mks P2 200mks (50%)



Paper one – 100 marks

A Written Composition Section with a choice out of the following:

Write a letter, conversation, story or a paragraph.

Usually the letter and paragraph options are topics that are prepared also for the Oral exam.

There are also two reading comprehensions, one usually about a famous person and the other about something to do with young people, current affairs etc.

Paper Two - 200 marks

This firstly consists of questions on compulsory prose and poetry. There are four stories and one film/drama on the prose course.

Students are required to know a summary of the story/film and also discuss a theme or character. They must answer two questions and there is a choice between two in each case.

Three out of the five poems are printed on the paper. Students must answer two questions on the poems. The questions are generally about a theme, a feeling, an explanation of a line or did you enjoy the poem, etc.

Bunleibheal/Foundation Level.

Last year nearly 4,000 students sat the foundation level paper. The main part of this course is Listening and speaking. There is one written paper only and this is very similar to Junior Cert ordinary level consisting mostly of reading comprehension.

There are no prescribed prose or poetry sections in the foundation Level course. However, students may be asked questions about an unseen poem.



Geography Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Geography Specification consists of three main strands: **Exploring the Physical World**: Where students develop knowledge and skills to understand and explain the physical world; **Exploring How We Interact with the Physical World**: Where students explore how we depend on, adapt, and change the physical world and **Exploring People, Place and Change**: Where students engage with topics related to globalisation, development, population and interdependence. Students interact with topics while exploring interrelationships and the implications those topics might have for their lives.

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper Taken at Common level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Geography in the News CBA 2- My Geography	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade



Geography Senior Cycle

Exam Structure

Geography	Higher	Ordinary
Written Paper	1 Paper - 80% of Marks	1 Paper - 80% of Marks
Project	1 Paper - 20% of Marks	1 Paper - 20% of Marks

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 (80%)
2. Geographical Investigation Report (20%)

Students complete two questions on the core units, one question on an elective unit, and one question on an optional unit.

Subject content:

1. Patterns and processes in the physical environment
2. Regional geography
3. Geographical investigation

Two Elective Units (pick one)

4. Patterns and processes in economic activities
5. Patterns and processes in the human environment

Four Optional Units (pick one; higher level only):

6. Global interdependence
7. Geoecology
8. Culture and identity
9. The Atmosphere-Ocean environment

The teaching of *geographical skills* is an important element of the course; students are encouraged to improve their ability to gather information (from map-reading, statistics, charts), present information (using diagrams, maps, and writing), and evaluate information (separate fact from opinion, make informed judgements, propose sensible solutions to problems). These skills are assessed in the Geographical Investigation.



Home Economics Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Home Economics course consists of three strands: **Food, Health and Culinary Skills; Responsible Family Living and Textiles and Craft.**

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	1 hour 30min paper Taken at Common level Worth 50% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Creative Textiles CBA 2- Food Literacy Skills Brief	Students complete a practical food skills examination based on a chosen brief. Worth 50% of overall grade

Home Economics Senior Cycle

Exam Structure

Home Economics	Higher	Ordinary
Written Paper	1 Paper - 80% of Marks	1 Paper - 80% of Marks
Project	1 Paper - 20% of Marks	1 Paper - 20% of Marks

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.



Business Studies Junior Cycle

COURSE AND ASSESSMENT INFORMATION

The Business Studies Specification has three strands:

Personal Finance - In this strand, you will learn about managing your finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

Enterprise - In this strand, you will learn about being enterprising, the functions of an organisation and the business environment.

Our Economy - In this strand, you will learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland's membership of the European Union (EU).

Number of hours over 3 years	Final Exam	Classroom-Based Assessments (CBAs)	Assessments Task
200 hrs minimum	One 2-hour paper Taken at Common level Worth 90% of overall grade	Two CBAs to be taken over 2 nd & 3 rd year CBA 1- Business in Action CBA 2- Business related Presentation	Students complete a specified written reflection task which is sent to the SEC for marking. Worth 10% of overall grade

Business Senior Cycle

Exam Structure

Business	Higher	Ordinary
Written Paper	1 Paper - 100% of Marks	1 Paper - 100% of Marks

Exam Structure - Higher & Ordinary Level

Higher Level – 1 x 3 hour paper (400 marks); 3 sections.

Section 1 – Short questions (8/10) 80 marks.

Section 2 – Applied Business Question – 80 marks (compulsory).

Section 3 – Long Questions (60 marks per question (4/7))

Ordinary Level – 1 x 2.5 hour paper (400 marks); 2 sections.

Section 1 – Short Question (10/15) 100 marks.

Section 2 – Long Questions (75 marks per question (4/8)).



Accounting Senior Cycle

Exam Structure

Accounting	Higher	Ordinary
Written Paper	1 Paper - 100% of Marks	1 Paper - 100% of Marks

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.

Economics Senior Cycle

Exam Structure

Economics	Higher	Ordinary
Written Paper	1 Paper - 80% of Marks	1 Paper - 80% of Marks
Project	1 Paper - 20% of Marks	1 Paper - 20% of Marks

There are two assessment components at each level:

written examination (80%)

research study (20%)

Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

Overview of assessment

MODE		ORDINARY LEVEL WEIGHTING	HIGHER LEVEL WEIGHTING
Written examination		80%	80%
▶ Section A	Choice of short answer questions	20%	20%
▶ Section B	Choice of extended response questions	60%	60%
Research study	Report	20%	20%
Total		100%	100%

LCVP Link Modules

Exam Structure

The Link Modules, Preparation for the World of Work and Enterprise Education are treated as a unit for assessment purposes. Assessment, which is at a common level, comprises two elements, a Terminal Examination Paper and a Portfolio of Coursework.

LCVP students receive the same certificate as students of the Leaving Certificate (established). An additional statement of the grade received for the Link Modules is appended to the certificate.

Terminal Examination Paper - 40% of marks

Date: End of final year of the LCVP (normally in early May)

Duration: Two and a half hours

Content:

Section A: Audio-visual presentation

Section B: Case Study (received in advance by students)

Section C: General Questions (four out of six)

Portfolio of Coursework - 60% of total marks

Date: Assessed at the end of the final year of the LCVP

Duration: Assembled over two years of the Programme

Content:

Section 1:

Core Items:

Curriculum Vitae

Career Investigation

Summary Report

Action Plan

Section 2:

Optional Items: (two out of four)

Diary of Work Experience

Enterprise Report

Recorded Interview/Presentation

Report on "My Own Place"



Grades for the Link Modules are awarded as follows:

Distinction (80 – 100%) Points awarded: 66

Merit (65 – 79%) Points awarded: 46

Pass (50 – 64%) Points awarded: 28



Physical Education Senior Cycle

Exam Structure

Physical Education	Higher	Ordinary
Written Paper	1 Paper - 50% of Marks	1 Paper - 50% of Marks
Project	1 Paper - 20% of Marks	1 Paper - 20% of Marks
Performance	1 Paper - 30% of Marks	1 Paper - 30% of Marks

Click on the links below:

[Physical Activity Project](#)

[Performance Assessment](#)

For the current cohort studying LCPE please note that on page 44 of the PDF specification, training may be aerobic and/or anaerobic.