

1st Year Subject Choice



Loreto College
2019/2020

Important Considerations



- Your interest in the subject
- Your ability in the subject
- Your future dreams



Loreto College



All First Year Students Study:

- English
- Irish
- Mathematics
- History
- Geography
- Science
- Physical & Health Education
- Religion
- Choir
- CSPE (Global Citizenship)
- Computer Programming

Three Other Subjects....

What to Choose?



Loreto College Subject Options

- Art
- Home Economics
- Music
- German
- Spanish
- French
- Business Studies
- Classical Studies with Latin



Art



Art

What you will do/ learn about:



Junior Cycle Visual Art An ISRAITH School

Element	Art Strand	Craft Strand	Design Strand
Critical and Visual Language	Students should be able to: 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge 1.2 respond to an artwork using critical and visual language 1.3 critique an artwork using critical and visual language	Students should be able to: 2.1 identify and use the critical and visual language associated with more than one type of craft 2.2 interrogate and communicate ideas about different crafts using critical and visual language 2.3 reflect on their own, or another's, craftwork through the use of critical and visual language.	Students should be able to: 3.1 use critical and visual language to describe diverse design work 3.2 use critical and visual language to explain their own designs and those of others 3.3 respond to and critique works of design using appropriate visual language
Drawing	Students should be able to: 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them 1.5 interpret the world and communicate ideas through visual means 1.6 use drawings to communicate their personal outlook or understanding	Students should be able to: 2.4 show they can use their drawings to observe, record and analyse 2.5 develop their ideas for craftwork through drawing 2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making	Students should be able to: 3.4 interpret a design brief and represent this through their drawings 3.5 experiment with design ideas through research and analytical drawing 3.6 design a final work based on their drawings
Visual Culture and Appreciation	Students should be able to: 1.7 examine the method of a number of artists and the artwork they created 1.8 discuss examples of historical and contemporary visual art 1.9 debate the value that they and society place on an artwork	Students should be able to: 2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts 2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures 2.9 assess the visual culture references that are incorporated into craftwork/s	Students should be able to: 3.7 describe examples of historical and contemporary design 3.8 discuss historical and contemporary design practices 3.9 justify the design concepts made by historical and contemporary designers
Art Elements and Design Principles (AEDP)	Students should be able to: 1.10 identify the use of art elements and design principles within an artwork 1.11 consider the use of the art elements and design principles in their own artwork 1.12 apply their understanding of the art elements and design principles to make an artwork.	Students should be able to: 2.10 describe art elements and design principles as they are used across a number of different crafts 2.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures 2.12 justify the choice of art elements and design principles in their own or others' craftwork.	Students should be able to: 3.10 explain the use of art elements and design principles in examples of design work 3.11 examine their own and others' design work through the use of art elements and design principles 3.12 assess their own and others' design work using their knowledge of art elements and design principles.
Media	Students should be able to: 1.13 identify media which are used to create artwork 1.14 use media to create their own artwork 1.15 critique the choice of media in their own or others' artwork	Students should be able to: 2.13 identify the role of media in the development of craftwork 2.14 use media to create craftwork 2.15 justify the choice of media in their own or others' craftwork	Students should be able to: 3.13 describe the use of media in examples of design work 3.14 utilise media in their own design work based on a design brief 3.15 justify design concepts and the use of media in their own or others' work

Art



How you will be examined:

- Year 2-Term 2 *Classroom Bases Assessment 1*
- Year 3- Term 1 *CBA 2*
- Individual Project
- There is no *Assessment Task* or *Final Drawing Examination*

Art

How it will be useful to you:



- Many of the skills you learn will be very useful outside of school.
- Careers like Advertising, Photography, Animation, Fashion & Interior Design, Education and Architecture.

Home Economics



Home Economics

What you will do/ learn about:



- Your body – what is good to eat and how to keep healthy.
- Food - how it nourishes your body, how to choose, prepare and cook it.
- Using money – how to spend it wisely, how to save it, and how you are protected as a consumer.
- Your home – about design in the home, about safety and hygiene.

Home Economics



How you will be examined:

Final Assessment

The final assessment comprises of a practical food skills examination and a written examination.

Supported by Ongoing Formative Assessment	Final Assessment (Year 3) (Issued & marked by the State Examinations Commission)	
	Practical Food Skills Examination	Written Examination
	<ul style="list-style-type: none"> Based on CBA 2, the Food Literacy Skills Brief Demonstrate culinary and creative food literacy skills in the implementation of the chosen brief 1hr 30 mins + 30 mins preparation time 50% of final examination mark 	<ul style="list-style-type: none"> 1hr 30 mins 50% of final examination mark
Reported on in JCPA		

Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Home Economics Specification and the Junior Cycle Home Economics Assessment Guidelines for the Classroom-Based Assessment.

www.jct.ie – This is the website of the Junior Cycle for Teachers (JCT) schools' support service. Our aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Follow JCT @JCTforTeachers and the Home Economics Team using @jctHomeEc on Twitter

We have a team of full-time advisors who can be contacted by email at info@jct.ie

Junior Cycle Home Economics Learning Journey

Year 1

Engage with learning outcomes
Learning supported by formative assessment

Year 2

Engage with learning outcomes
Learning supported by formative assessment

Classroom-Based Assessment 1
Creative Textiles

(Subject Learning and Assessment Review (SLAR) Meeting)

Year 3

Engage with learning outcomes
Learning supported by formative assessment

Classroom-Based Assessment 2
Food Literacy Skills Brief

(Subject Learning and Assessment Review (SLAR) Meeting)

Practical Food Skills Examination

(Issued & marked by the State Examinations Commission)

Final Written Examination

(Set & marked by the State Examinations Commission)

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JuniorCYCLE
for teachers

**Junior
Cycle
Information
on
Home
Economics**

Home Economics



How it will be useful to you:

- You will be able to use the information in your everyday life; from looking after yourself, to shopping and caring for others.
- There are many jobs and careers - e.g. Chef, Catering, Fashion, Childcare, Teaching, Food industry, Tourism, and Health and Nutrition.

Music



Music



What you will do/ learn about:

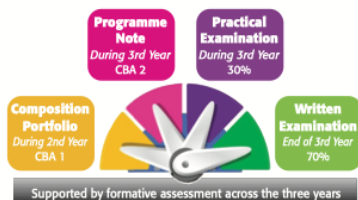
- You will sing and take up the recorder in First Year
- You will listen to many types of music such as pop, classical and traditional Irish music.
- You will also start composing.
- It is not necessary to already play an instrument.

Music

How you will be examined:



The Learning Journey



First Year

The Learning

- The learning in first year will be derived from the 36 learning outcomes from across the three interconnected strands and through the three integrated elements.
- Learning is supported by formative assessment.

Second Year

The Learning

- The learning across second year will again be derived from the 30 learning outcomes but will now build on learning from first year.
- Learning is supported by formative assessment.

Classroom Based Assessment 1

- **Composition Portfolio** is a collection of the students' musical ideas and creative expressions.
- The focus is on the developmental and progressive nature of the student exploring creative 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 purpose.

Subject Learning Assessment Review (SLAR)

- The results of CBA1 are reported using descriptors

Third Year

The Learning

- As the learning outcomes are for three years, teachers plan for learning building on the learning that took place in first and second year.
- Learning is supported by formative assessment.

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. It could include:
 - Brief introduction to the composers/songwriters
 - Description about the historical context
 - Interesting musical point to listen out for in each piece
 - Famous exponents of a tune or instrument
 - Student's role in a group performance

Subject Learning Assessment Review meeting

- The results of CBA2 are reported using descriptors

Practical Examination (SEC) worth 30%

- Three solo and/or group songs / pieces
- Can be presented on a combination of instruments
- Standard is based on three years class-based tuition
- Choice of unprepared test: aural memory or sight reading or improvisation.

Written Examination (SEC) worth 70%

- One paper at common level
- One and a half hour's duration
- Sample of the 36 learning outcomes will be examined

Junior Cycle Profile of Achievement (JCPA)

Results of the CBAs, and the overall SEC result are recorded on the Junior Cycle Profile of Achievement.

Website: www.jct.ie
Twitter: [@JctMusicEdu](https://twitter.com/JctMusicEdu)
Contact: info@jct.ie

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JuniorCYCLE
for teachers

**Junior
Cycle
Information
on
Music**



Music

How it will be useful to you:



- Listening to music, singing or playing an instrument.
- Careers in music: Teaching, Sound Engineer, Composer, Performer, Conductor.

Modern Languages



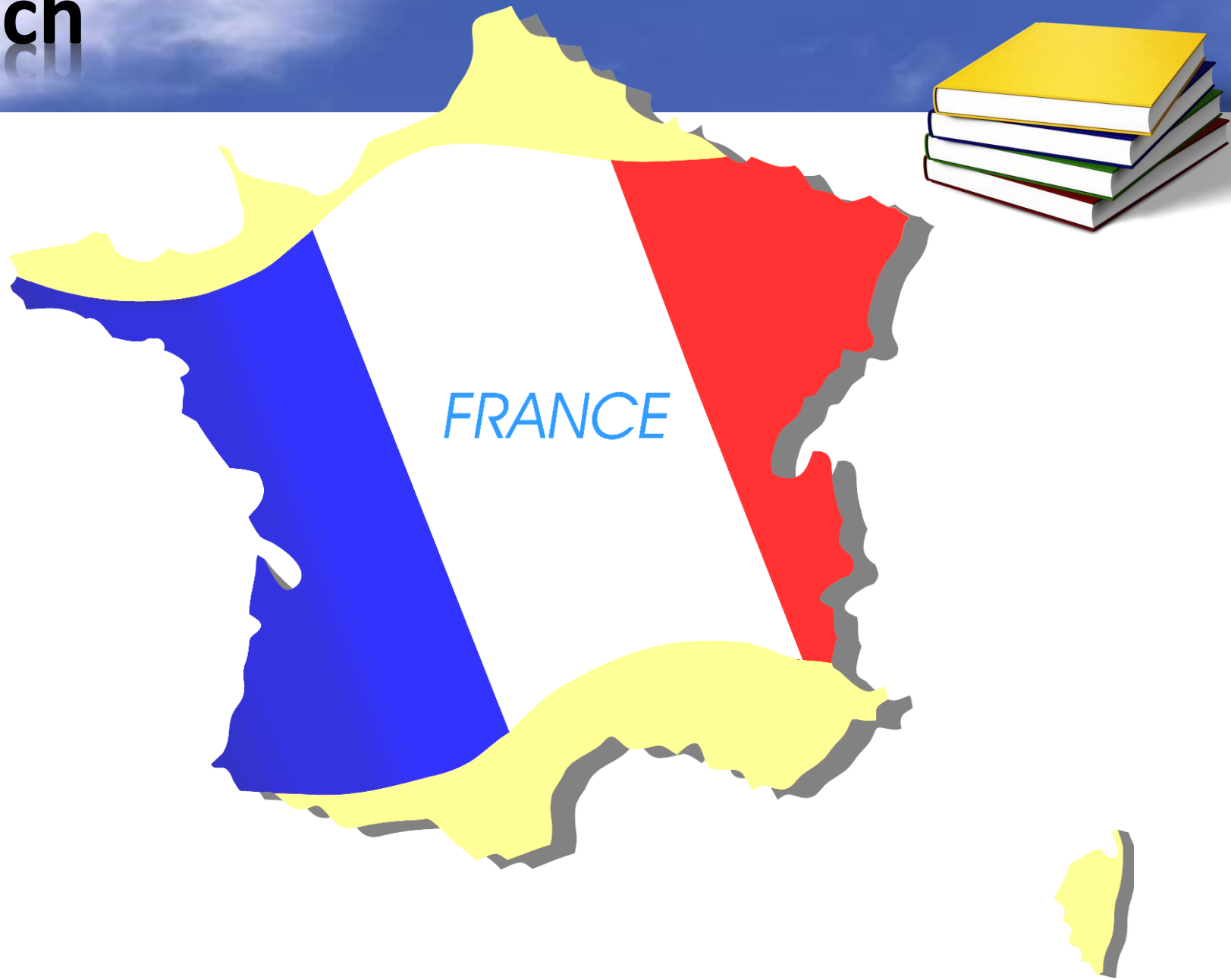
German



Spanish



French



Modern Language



What you will do/ learn about:

- How to speak in the language about yourself, your family and friends, your hobbies, your school.
- This will help you to talk to people who speak the language.
- The skills of listening to, reading and writing in the language.
- Information about the countries where people speak the language.

Modern Language

How you will be examined:



Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the specification for Modern Foreign Languages, Guidelines for the Classroom-Based Assessments and the Assessment Task.

www.juniorcycle.ie – Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

www.jct.ie – This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

www.examinations.ie – for sample examination materials.

Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.

JCT has a team of full-time advisors who can be contacted by email at info@jct.ie



Follow us on Twitter @JCTforTeachers

Learning Journey - MFL

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

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

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

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

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

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Learning another language is not only learning different words for the same things, but learning another way to think about things.
— Flora Lewis

Modern Language

How it will be useful to you:



- Useful for travelling and careers such as Tourism, Education, Business and Translation.
- Universities in Ireland require you to have a Modern Language to enter many of their courses.
- Good idea to choose a language that your family know best.

Business Studies



Business



What you will do/ learn about:

- How to collect, organise, and record financial information.
- What your rights and responsibilities are as a consumer.
- How to calculate your wages when you start working.

Business

How it will be useful to you:



- Business Studies helps you to make wise decisions about saving and spending your money.
- You will learn about the world of work.
- Careers such as Accountancy, Finance, Sales, Marketing, and Management.

Classical Studies



Classical Studies

Classical



What you will do/ learn about:

- Course breaks down to approx 2/3 History and 1/3 Latin
- How to read, understand and enjoy Latin.
- How to translate interesting stories in Latin.
- Find out who the Ancient Greeks and Romans were, what they achieved and why they remain important to us today.

Classical Studies



How you will be examined:

- CBA 1 & 2
- Assessment Task during CBA 2 to be marked by the SEC
- Written Examination (SEC)

Classical Studies

How it will be useful to you:



- You will quickly begin to make connections with words you have already met in your primary school in English, Irish and other languages.

Subject Choice



Loreto College Subject Options

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- Home Economics
- Music
- German
- Spanish
- French
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- Classical Studies with Latin



We Recommend.....



You should...



- (a) Focus on what you think you'll **enjoy**
- (b) Consider the subjects you are **good at** and subjects which you may not have studied before in Primary School
- (c) Take into account the **work load** involved.
- (d) Take the **Modern Language** that your family know best - French, Spanish or German

You should...



- (e) Take a balance of subjects- a practical subject like Art with a more theoretical subject like Business Studies.
- (f) Talk to friends/brothers/sisters who study it.
- (g) Take a look at: JCT.ie for more information on each subject.

Best of Luck with your Decision!!



Donnchadh O Mahony
Guidance Counsellor