



St. Columba's College

Transition Year

Subject Choice

Information Booklet

2017 / 2018

Gi V Y W h 7 \ c] W ' D f c W g g '] b ' G h " 7 c ` i a V U { g ' 7 c ` ` Y [Y ' .

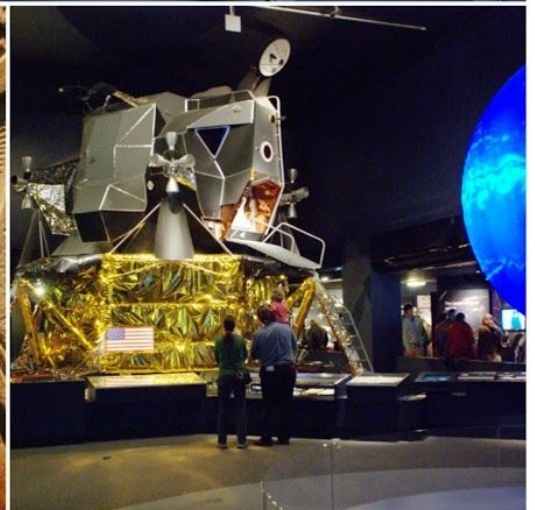
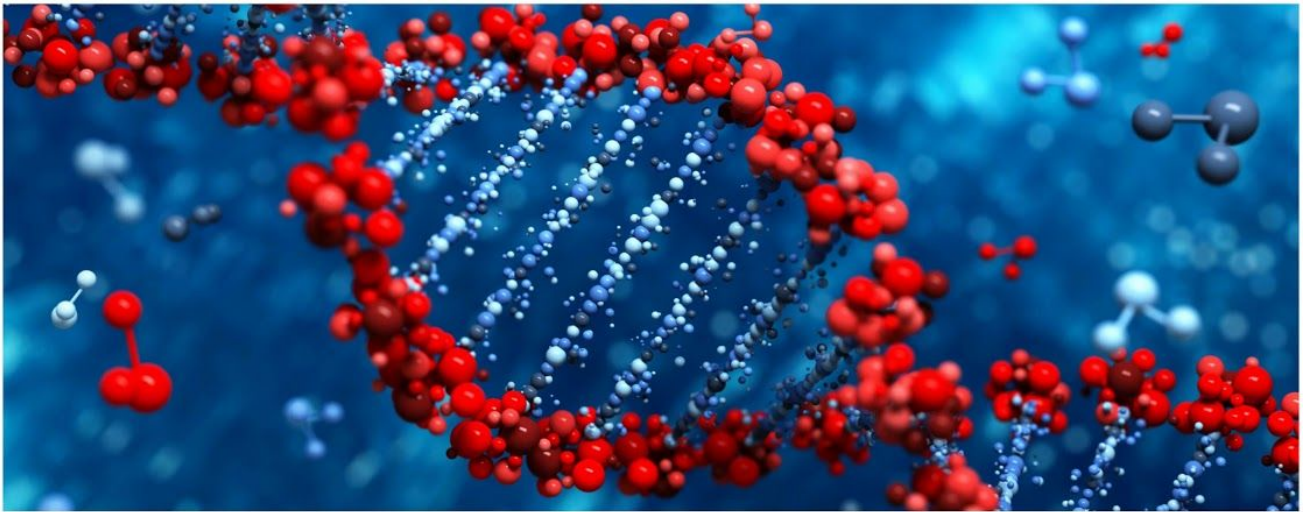
In general pupils study eight full subjects in Transition Year along with a number of compulsory modules. English, Mathematics and Irish (unless exempt) are compulsory. The remaining subjects on offer (see page 3) are organised into blocks based on pupil preferences. Much work goes into the development of these blocks in order to best suit the requirements of the pupils. In order to derive maximum benefit from the process it is important that pupils give some thought to their strengths and abilities in advance of making their subject choices. Having said that, Transition Year is also an opportunity to try new things and see if a subject suits you before committing to studying it for Leaving Certificate.

In addition to the eight main subject groupings pupils also study a number of compulsory modules on an 8 week rotation. This is an opportunity to experience a wider range of educational experiences. In February all pupils for the upcoming Form IV will be given a complete list of the available optional subjects and asked to rank them in order of preference. It is very important that any subject you are really interested in studying is given a high ranking as these initial preferences help determine the contents of the subsequent blocks of subjects from which the pupils make their final choices.

Based on these initial preferences the available subjects are then organised into blocks. These blocks are arranged to best meet the preferences of the majority of pupils. In recent years we have been able to completely satisfy over 95% of pupil wishes, and consistently satisfy the first and second preferences of almost all pupils.

In March these final block choices, will be issued to all pupils entering Form IV in September 2017. Pupils then choose one subject in each block. These final choices are then signed off by the pupils and their parents. The entire process must be completed by the end of the Hilary term in order to facilitate the development of the timetable for the coming year.

Mary Singleton, Registrar and Director of Studies



5fh

Cj Yfj JYk ."

The generous allocation of one double and two single periods per week allows the interested pupil time to explore and develop areas of art not touched on previously. Photography, Expressive Portraiture, and group-work Street Art are the three topics covered in the three terms.

7ci fgY 7cbhYbh .

The Z]fgh'hYfa is dedicated to looking at the history and development of 'd\chc[fUd\m from the camera obscura to the present day Digital Single Lens Reflex. Alongside this the pupil must find and investigate their favourite photographer and produce a mini illustrated biography on them. This is mainly a very hands on, practical course where they learn all about the camera's controls, so anyone hoping to gain the most from it must have some form of digital camera which will allow them to manually select image controls. The software programme Lightroom, which allows image adjustment is also shown. The 'gYVbX'hYfa is spent developing a concept for and refining the image of an ' 9l dfYggj Y'GY'ZlDc'fhfU]h" This is quite a personally challenging project as they have to find their own route to visually explain a part of who they are and weave it into a portrait. Any media are allowed. In the 'h\]fX'hYfa the pupils, working in groups of five, have to find a site/wall space, within the school grounds, develop a design and realise an artwork, to a suitable scale, specific to that site. The work can be either a two or three dimensional piece.

HYUVW]b['7 '@YUfb]b[."

All three of these projects are demanding of a strong creative commitment that will broaden and deepen the pupils artistic horizons into areas not worked in previously. They will discover the difference between a snapshot image and a considered photograph. How to use the three main creative controls of the camera, allowing them greater freedom of expression. Using many different media and techniques trying to find new ways to visually express who they are at this moment. Learning how to work creatively together, seeing each other's skills and weaknesses and using the individual's strengths to benefit the whole.

5ggYgga Ybh.

The individual parts of the photography course are marked: 15% Photographers Biography; 15% History of Photography; 30% Practical Application; 15% 4 Photo Essay; 25% Theory of Photography Exam. The other two modules are continually assessed for effort and consistent involvement.

5XX]h]cbU' bZcfa Uh]cb."

For those choosing to follow this course, the first terms element of photography can only be of true benefit to the pupil if they have access to a 8][]hU' 7Ua YfU with some form of manual control.

5ghfcbca mif7ca di `gcfmA cXi `YŁ`

Cj Yfj]Yk ."

Astronomy provides a structured but flexible six week module which will introduce pupils to a variety of space related topics.

7ci fgY 7cbhYbh .

Home Sweet Home - provide pupils with a better understanding of our solar system, the stars and origins the universe

NASA Mission to Mars - experience the fundamentals of the engineering design process, with a hands-on, critical-thinking, authentic approach. Using collaboration and problem-solving skills, develop a mission that meets constraints (budget, mass, power) and criteria (significant science return).

Constellation Basics - Through online research and tool suchs as Cybersky and solarium astronomy become familiar with the night sky and the constellations.

Asteroid Hunting - Using real time programs and tools developed by JM University in Liverpool pupils will locate and track asteroids

Telescope Basics - Use remote telescopes from Liverpool University and Bradford University for celestial observations. Learn how to operation a GPS Compound Telescope and view solar system planets, constellations and deep space objects.

Galaxy Quest - evaluate Hubble tuning Fork Model and classify a variety of Galaxies

Offer flexibility within the program to enable pupils to pursue topics of interest with the scope of the module.

HYUW]b[' / @YUfb]b[.

This is very much an activity driven module with the pupils learning new tools in a variety of hands-on and computer based activities. Group work is key to this module where pupils develop collaborative and critical thinking skills in space related projects.

5ggYgga Ybh ."

Pupils will complete a variety of classroom hands-on activities and weekly assignments. On completion of the 6 week module they will received a certificate of merit base on their participation in all activities - Gold (80 – 100), Silver (60 -79), Bronze (40 -59)

5XX]h]cbU `bZcfa Uh]cb ."

All material for the course can be found on the astronomy website sctyastronomy.weebly.com

6]c`c[m

Cj Yfj]Yk ."

Biology is the study of life and living things. In Transition Year, Biology is about building on the foundation of Junior Cycle Science. The vast majority of the course is not relevant to the Leaving Certificate Biology course but instead tries to explore the applications of biology to our own lives. One double and two singles are assigned to the course weekly.

7ci fgY`7cbhYbh."

In this varied and interesting course, pupils will get an opportunity to explore the modern applications of biology in their daily lives, while also debating the controversial issues that exist within. An inquiry and project based approach is taken in class, allowing pupils to explore topics including (but not limited to) the definition and origins of life, evolution and natural selection, classification of organisms, a study of mammals, nutrition (a focus on sugar and fat), genetically modified foods, microbiology and infectious disease, the immune system, the science of sport (including drugs in sport), genetics and genetic engineering, the biology of space travel, environmental science and ecology. Biology is a practical subject so there will be opportunity to design and implement investigations, both in the lab and outside. There will also be a number of expeditions organised, including to the Natural History Museum, Dublin Zoo and the Science Gallery.

HYUWx]b[`/' @YUfb]b[."

This is very much an activity driven module with the pupils carrying out a number of hands-on and computer based activities, as well as completing a variety of project work – presentations, video making, posters, newsletters and investigations. Teaching strategies including inquiry based learning, problem solving, debate and active involvement. Pupils are expected to be highly motivated.

5ggYgga Ybh."

Pupils will be assessed on a continuous basis by completing a variety of classroom hands-on activities and weekly assignments. The use of online tests reinforce learning while pupils will also sit a common exam at Christmas and Easter. There are various projects to be completed and these form part of the overall grade at the end of the Trinity Term.

5XX]h]cbU` 4Zcfa Uh]cb. fl]fY: `m@]b_žVŁa dYh]h]cbgž`YhVŁ

There is a dedicated Transition Year Biology FireFly Page, which contains course notes, video content, revision aids and opportunity to expand your knowledge. Pupils in Form IV can take part in the Senior Biology Prize, which normally involves a research project or essay.

FireFly Page: <http://stcolumbas.fireflycloud.net/biology/transition-year-biology>

8 Yg][b / ; f Ud \] Wg'

Cj Yfj]Yk .'

This course is theoretical based. It looks at the graphic communication, design and aims to give a greater understanding of our graphic communication. Pupils who may wish to take this subject for Leaving Certificate and who have not studied Technical graphics for Junior Certificate can get a feel for the subject and catch up on the main concepts missed.

7ci fgY'7cbhYbh ''

These skills developed in this course include graphic communication, creative problem solving, spatial abilities / visualisation, design capabilities. The creative and decision-making capabilities of students are developed within the activities associated with design. It is intended to develop the creative thinking and problem solving abilities of students through project work.

Draftsmanship, free hand drawing, pictorial drawing, perspective, rendered drawing

Standards and conventions

Descriptive geometry

Drawn project

Introduction to computer aided design.

HYUW\]b[' / '@YUfb]b[.'

This course taught with students carrying out a number of research and investigation based projects. Drawing and designing along with model making is very much part of the activities. The teaching strategies include problem solving and investigation.

5ggYgga Ybh ''

The pupils sit a written exam at Christmas and Easter. There are a number of projects to be completed and these form part of the overall grade at the end of the terms.

6i g]bYgg'Ghi X]Yg/ '9Vt bca]Vg

Cj Yfj]Yk .

This module provides an introduction to Business Studies and Economics (no prior knowledge is necessary). It develops an overall understanding and helps pupils to discern between the two subjects. This module is designed to help pupils make an informed choice when selecting Business Studies or Economics or both or none of them for the Leaving Certificate. The topics covered teach useful life skills. The module has been developed over years based on feedback from pupils and current events (Four lessons per week, no text book necessary all notes available on Firefly).

7ci fgY '7cbhYbh .

By the end of the module pupils should be able to:

- Explain the difference between Business Studies and Economics □
- Describe how Marketing, Logistics, Strategy and Finance operate in a (mini) company
- Identify their Consumer rights □and to know how and when and to make an official complaint
- Describe the process of the Small Claims Court □and to know how, when and why to use it.
- Explain the World at work and the rights and responsibilities of Employers and Employees
- Outline different forms of Taxation and do a tax calculation□
- Define Stocks and Shares □and explain how Stock Exchanges function
- Give clear examples to explain how prices are influenced by Supply and Demand □
- Make clear the difference between Micro and Macro Economics □
- Evaluate different Economic systems in around the world □and study one specific country
- Outline what is meant by Enterprise and look at some successful Entrepreneurs

□

HYUW]b[' / @YUfb]b[.

- Every effort is made to make the class fun, practical, relevant and interesting
- In class there is a mixture of discussion, group work, case studies and problem solving
- Pupils are given questions to research for prep so that they are involved in self-discovery
- The Team Hope mini company project gives pupils a chance to put theory into action □

5ggYgga Ybh .

- In the Michaelmas and Hilary terms, pupils sit a 90 minute exam. □
- In the Trinity term pupils do a Business Studies project and presentation as well as an Economics project and presentation, which counts towards the term mark. □
- Each term pupils get a mark for their folder, a cumulative mark for preps and class tests as well as a series of effort marks
- Pupils are given a mark based on their involvement in the mini company project □every term
- At the end of the year there is a prize for the top Business Studies pupil and the top Economics pupil

7UfYYf'8Yj Y`cda Ybh'

Cj Yfj JYk .''

The Career Development module takes place over five or six weeks and is a compulsory module, with all pupils participating over the year. The course allows for exploration into the factors affecting career decision making and specific career areas. Two lessons per week (a double) are assigned to the module weekly.

7ci fgY'7cbhYbh''

Over the course of the module pupils, using a series of online assessment tools, will assess the factors affecting career decision making. Pupils will get an opportunity to explore their career interests, values, personality and skills. These four areas, along with aptitude, play a major role in understanding one's suitability to a certain career. Pupils complete these assessments in class, exploring the career areas that suit various individuals. At the end of the module pupils are expected to summarise their own results and predict what careers or courses may suit their values, skills, interests and personality. They then complete a project on that career area in an effort to understand it fully.

HYUW]b['7 @YUfb]b[.''

The course is taught in a practical and fun way, with pupils often working in groups on tasks and assignments. Pupils generally require a device (laptop, ipad etc) to complete the assessments and produce their reports. There is plenty of opportunity for class discussion, on various aspects of career development.

5ggYgga Ybh''

Pupils are assessed based on weekly prep assignments which generally stem from the career assessment that week. At the end of the module pupils prepare a project, which forms the main basis of the assessment. There are no term exams associated with the module.

5XX]h]cbU`bZcfa Uh]cb''

For more information on the Career Development module visit the Careers & Guidance FireFly page:

<http://stcolumbas.fireflycloud.net/careers-and-guidance>



7\Ya]ghfm

Cj Yfj]Yk ."

Chemistry is the study of matter and its properties and focuses on the discovery of how and why interactions take place. Constructing links to previous encounters in Junior Cycle Science acts to achieve the aim of Transition Year Chemistry which is, to provide pupils with fundamental knowledge of basic chemical principles and highlight its application both within day to day life and the workplace.

7ci fgY 7cbhYbh."

In an enriching course which seeks to motivate and provide pupils with an insight into why they should study Chemistry they receive the opportunity to discover recent advancements, as well as think critically in relation to the role it plays in our world, all of which aids in broadening their perspectives. Pupils will explore a variety concepts such as atomic structure, bonding, chemical formulae, the mole, chemical calculations, SI units, production of different chemicals, properties of chemicals, forensic chemistry (use of practical investigations to solve a murder mystery), environmental chemistry (greenhouse effect, ozone layer, acid rain and water treatment), concentrations of solutions (solubility) and organic chemistry. Pupils will be completely immersed when engaging in the study of Chemistry through participating in and designing their own projects and investigations linking directly to the chosen concepts. Furthermore there is plenty of opportunity for debate amongst pupils due to the topical nature of certain concepts.

HYUW]b[' / @YUfb]b[."

This module provides pupils with the opportunity to engage in self-directed learning where they research, debate and present topics within the field of Chemistry that are of direct interest to them. In addition they develop their laboratory skills through completing over 30 different investigations. Active and inquiry based teaching strategies coupled with working with others are the core approaches adopted so as to promote discussion and generate a sense of interest and curiosity while simultaneously achieving clear levels of understanding.

5ggYgga Ybh."

Assessment will take place continuously through the completion of class quizzes, practical workbooks, personalised extension tasks and various projects/presentations. Self-assessment is also encouraged through the medium of online quizzes and pupils setting their own targets to achieve. Formal assessment will take place at Christmas and Easter where pupils will sit a common exam.

5XX]h]cbU` bZcfa Uh]cb."

There is a dedicated Transition Year Chemistry FireFly Page

<http://stcolumbas.fireflycloud.net/chemistry/form-iv-chemistry>, which contains course notes, video content and online tests/quizzes all of which is aimed at pupils furthering their own learning.

7`Ugg]WJ`Ghi X]Yg`

Cj Yfj]Yk .`

This course involves the study of a small number of the many topics contained in the ancient civilizations of Greece and Rome. It is suitable for all pupils as no previous knowledge is necessary. It is useful for those who wish to study the subject in the Leaving Certificate. No textbooks are needed as everything is supplied by the Classical Studies Department.

7ci fgY`7cbhYbh`

The topics studied include: **Greek Tragedy**, where conflict, families and the power of religion are explored in *Oedipus Rex* and *Antigone* by Sophocles. **Philosophy**, through the *Meditations* of Marcus Aurelius and *An Introduction to Plato's Republic*, providing an insight into the thoughts of a philosophic Roman emperor and a major Greek philosopher's idea of a perfect state. **Women in Ancient Greece**, where the status of women is explored from childhood to death and pupils are invited to debate the changing role of women throughout history. **Greek and Roman Poetry**, through which pupils will examine the issues of the ancient world - love, hate, life, death, wealth, poverty, humour, war, etc. through the poetry of Ovid, Propertius, Theocritus, Pindar, among others. **Latin for Today (or how to use latin phrases in everyday conversation and show people what a clever person you are)**, where pupils have classes *ante meridiem et post meridiem* and learn that once *magister dixit, primus inter pares est* and that it is not *tempus ludendi. O tempora! O mores!* **The TY Classical Studies Play**, a department-written short play in the bawdy style of the Roman comic playwright Plautus. **Greece and Rome in the National Gallery of Ireland**: the depiction of scenes and characters from the ancient world are examined on a visit to the gallery. **The Classical World in Film**: *Gladiator, Troy, Alexander, Carry on Cleo, Up Pompeii* give a glimpse of the many and varied ways of interpreting the ancient world.

HYUW]b[`Z`@YUfb]b[.`

Great emphasis is placed on pupil participation through discussion, debates, quizzes, pair/teamwork, pupil presentations.

5ggYgga Ybh`

- (i) Preps are set, corrected and recorded.
- (ii) Effort marks are awarded every 2 to 3 weeks.
- (iii) Essays/projects are set.
- (iv) The TY Classical Studies prize is awarded to the top pupil each year.

7ca di hYf`Ghi X]Yg`

Cj Yfj]Yk .''

Pupils are introduced to coding, computational thinking, creativity and problem solving. They create a program that is entered into the National Scratch Programming Competition at which we have had winners over the last two years. This is followed up with a robotics course using LEGO Mindstorms and finally pupils learn about MOOCs and lifelong learning. The aim is to develop 21st century learning skills.

7ci fgY`7cbhYbh .''

The basics of coding is learned through a program called Scratch. The program was developed at the MIT Media Lab and allows pupils to create their own interactive stories, animations, games, music, and art and these can all be published online. As pupils create and share their projects, they learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, work collaboratively and problem solve.

The course on robotics will involve pupils designing, building and testing robots that are able to complete complex tasks, record live data, respond to environmental changes and more. LEGO MINDSTORMS will help bring the technology, science and computer programming to life.

MOOCs are free online courses and pupils will become participant observers in an effort to discover lifelong learning and to think critically about how we learn.

HYUW]b[`7` @YUfb]b[.''

The course is engaging and encourages pupils to work independently, think critically, work collaboratively and learn actively rather than passively.

5ggYgga Ybh .''

This is carried out through presentations, project work and a work portfolio. There are no exams but pupils must enter the National Scratch Programming Competition as well as complete assignments in their online course. Peer assessment plays a key role in the learning.

5XX]h]cbU` `bZcfa Uh]cb. fl]fY: `m@]b_žVŁa dYh]h]cbgž`YhWŁ

[Scratch](#)

[Winning Project from SCC 2015](#)

[Best Animation 2016](#)

[LEGO MINDSTORMS](#)

9b[`]g\`

Cj Yfj]Yk .`

This course bridges the gap between Junior Cycle and Leaving Certificate, and introduces pupils to a variety of interesting texts and approaches to literature and language. It was the first TY course in the College, and has been modified and improved by teacher experience and pupil feedback over 20 years.

7ci fgY`7cbhYbh`

The course is a mixture between literature and language study. In the first term, the major project of the year is completed: an Extended Essay on books chosen by each pupil, taking about 10 weeks to finish. This is comparative and is a good basis for such work in the Leaving Certificate years. There are three classroom texts during the year - currently Shakespeare's *Julius Caesar*, Khaled Hosseini's novel *A Thousand Splendid Suns* and Tennessee Williams's play *A Streetcar Named Desire*. Another significant element of the course is a Work Portfolio completed during the second and third terms, including creative, discursive and personal writing, which strongly emphasises re-writing. Sets rotate among teachers for four short 'module' courses for extra flavour and variety, currently looking at Geoffrey Chaucer and the History of the English Language, the poetry of W.B. Yeats, performance poetry, and images in poetry.

HYUWx]b[`Z`@YUfb]b[.`

There is a strong emphasis on pupils taking responsibility for their own work, especially in terms of selecting (with guidance) texts for the Extended Essay, and organising over time their responses to the Work Portfolio. This is combined with more traditional classroom discussions about the Department-chosen texts.

5ggYgga Ybh`

30% for the Extended Essay, 25% for the Work Portfolio, 20% in total for the College exams in the first two terms, and 25% awarded by teachers on the level of commitment, organisation and classroom contributions of the pupils. At the end of the year all pupils also fill in an online self-assessment form.

5XX]h]cbU`bZcfa Uh]cb`

All TY pupils are encouraged to enter the College prizes offered by the Department (Senior English, Senior Poetry, Shakespeare), and to take part in the many external essay and poetry competitions offered by outside bodies.

Resources and guidance on Firefly: <http://stcolumbas.fireflycloud.net/english/transition-year>.

: fYbW

Cj Yfj]Yk . f&! ' ~]bYg'gi a a Uf]g]b['h\Y Vti fgYŁ

This course provides pupils with the skills necessary for Senior Cycle. There are two main aims: firstly, students will be able to express themselves more fluently in the French language, gaining a deeper knowledge of grammatical structures. Secondly, we hope to foster an appreciation for Francophone culture: literature, cuisine, music, history, tourism and current developments. French in TY is divided into three sets, one of which is open to ab initio students.

7ci fgY 7cbhYbh f] !%&~]bYg'XYgW]V]b['h\Y Vt bhYbh Vtj YfYXŁ

In the Michaelmas term, pupils research and deliver a presentation on a Francophone country. Some also give a lesson in their native language through French. We cover topics such as pastimes, relationships and describing people. We also learn about Paris: its history, cultural significance and importance as a tourist destination. In Hilary, we study the film *Jean de Florette* alongside extracts from the novel. We also read *La Parure* by Maupassant and pupils write a creative continuation of the story. We compare school life in France and Ireland (pupils are set up with a pen-pal from Lorraine). Much of the Trinity term is devoted to preparation for the main presentation on a chosen Francophone topic. A selection of these is chosen to be delivered at TCD as part of our Modern Languages Evening. Over the course of the year, all major points of grammar are covered within relevant topic areas. They should be familiar with writing diary entries, informal letters, discursive pieces, reviews and publicity articles.

HYUW]b[' / @YUfb]b['fl !(~]bYg'XYgW]V]b['łck 'h\Y'gi VYVh]g'hUi [\h!]bei]fm#dfc YVh VUgYX YhW

We have a variety of approaches to delivering this course. In some contexts, lessons are teacher led; in others pupils work in groups on an open-ended task. Lessons are dynamic and active and pupils are encouraged to develop an enquiring, questioning attitude. They are expected to research independently and develop areas of interest with guidance from their teacher. A willingness to speak in French is essential.

5ggYgga Ybh f&! ' ~]bYg'cb łck 'h\Y Vti fgY]g UggYggYX !dfc YVh k cf_žhYghžYI Ua gždcfhZc`]c YhVŁ

Just over half of the course (55%) is assessed orally, through presentations and speaking tests. Examinations make up a further 30%. The remaining 15% is devoted to presentation of work and approach to class-work.

5XX]h]cbU` bZcfa Uh]cb. fl]fY: `m@]b_žVŁa dYh]h]cbgž YhVŁ

The TY Modern Languages Evening takes place in May of the Trinity Term in the Swift Theatre at TCD. All pupils make their presentation beforehand in class and the best 7-8 (in both French and Spanish) are chosen for the night. The winner is presented with the Alyn Stacey Cup. We also hold a TY quiz morning with chocolat chaud and viennoiseries. We also make regular cinema trips. We have a link with a school in Lorraine and pupils correspond regularly with a pen-pal.

; Yc[fUd\m

Cj Yfj JYk .

The key aim of this course is to provide pupils with important knowledge of the world around us. This relates to relevant topics and issues that we face today such as globalisation, climate change, poverty and development to name a few. It aims to broaden horizons of key issues whilst preparing pupils for the challenge that Leaving Certificate Geography offers.

7ci fgY 7cbhYbh .

This course is for pupils who are interested in important global issues. World development and physical geography will be the essential topics covered. This helps you to understand your role as a global citizen in relation to global development and sustainability. The course examines important global issues and considerations that shape our lives including globalisation and interdependence. It explores processes that lead to the development of a more just and equitable society and the role of global citizens in achieving that end. It also incorporates the physical world around us and looks at various aspects of physical geography.

The course is multidisciplinary drawing upon elements of a range of subject areas. It combines the spatial dimensions of geographical study; a focus on international relations, institutions and systems of governance within political studies; historical perspectives vital for an understanding of current situations; aspects of sociology in exploring human inter-relationships; and the emphasis in economics on production and exchange. Coupled with this, physical geography will also feature, largely focusing on natural hazards, plate tectonics along with other engaging and fun topics.

HYUW]b[' / @YUfb]b[. .

The course is designed to be stimulating and engaging, encouraging independent research and using a range of enquiry methods to learn about particular topics. We endeavour to keep the topic up to date and relevant relating to case studies and examples from the news and social media.

5ggYgga Ybh .

Pupils are assessed throughout the course via presentations, debates and projects. They also have an examination at the end of the Michaelmas and Hilary terms.

5XX]h]cbU ` bZcfa Uh]cb. fl]fY: `m@]b_žVta dYh]h]cbgž`YhW`

National competitions are entered each year which are relevant to the course.

<]ghc fm

Cj Yfj]Yk ."

The course consists of three modules which provide a bridge from the current Junior Certificate to the Leaving Certificate course. Pupils will examine three aspects of history which serve as an introduction to key skills such as independent and self-directed research, source-analysis, essay-writing, the nature of historical interpretation and field work. Pupils will be encouraged to use I.T. to develop and deliver individual presentations. Excursions will be arranged to places of historical interest, like the recent combined History/Science trip to London.

7ci fgY 7cbhYbh."

We have great flexibility in the courses we study in TY. Michaelmas focuses on Britain and WWI. Pupils will examine the causes of the conflict, the major battles of the war and how it developed on land, sea and air, the art and literature of the period, the technological innovations of the war, the causes and events of the Russian Revolutions, the defeat of Germany and the peace treaties. The history of the USA between 1919 and 1941 is studied during Hilary. Topics include the federal system of government, immigration to the USA, prohibition, the booming economy of the 1920s and the Great Depression of the 1930s, the Ku Klux Klan and other manifestations of intolerance during the inter-war period and the changing and contrasting status of women. Finally, the local history of Dublin is the theme for Trinity, incorporating the Viking and Medieval history of the city, as well as later periods, like Georgian Dublin and Dublin during the struggle for independence between 1916 and 1921.

HYUW]b[' / @YUfb]b[."

Classroom debate and discussion will be a central feature, as will inquiry-based learning, group/pair work and project work. Analysis of primary source material - documents and other written and pictorial and other visual sources - will also feature prominently. Where possible, field visits to places of relevant historical interest will take place, especially in the Trinity term. Pupils, on more than one occasion, will be expected to present to the class on a topic of their own choosing - e.g. the invention of the tank during WWI. Pupils are encouraged to read widely and independently, around the topics covered.

5ggYgga Ybh."

Pupils will be assessed by a combination of essays, short-answer work, project, presentation and extended essays, as well as end-of-term exams in the first two terms.

5XX]h]cbU` bZcfa Uh]cb. fl]fY: `m@]b_žVč a dYh]h]cbgž` YhVč

TY pupils have a dedicated TY History Prize but are also encouraged to enter the Senior History Prize and to participate in the annual historical/cultural trip to the UK or the continent. Notes, links and other resources can be found on firefly at: <http://stcolumbas.fireflycloud.net/history/form-iv>

; UY]`[Y`

Cj Yfj]Yk ."

Soláthraíonn an cúrsa seo scileanna agus ullmhú cuí don tsraith shinsearach. Cuimsíonn an cúrsa trí réimse oibre: teanga, cultúr/litríocht, agus foghlaim na scileanna i gcomhair staidéir neamhspleáiche. Maidir le teanga, cuirtear béim faoi leith ar chumas na ndaltaí i gcur i láthair a gcuid smaointe féin trí mheán na Gaeilge le díospóireachtaí idir daltaí an Choláiste seo agus foirne as scoileanna eile dár gceantar, le léirithe ilmheán agus le físeáin ghearra a chruthaíonn na daltaí iad féin. Tá dhá shraith Ghaeilge san Idirbhliain agus i gcaitheamh na bliana acadúla bíonn sé de dhualgas ar gach ball den dá shraith sin tionscnamh a ullmhú agus é a chur li láthair ós comhair a ranga sa téarma deiridh.

7ci fgY`7cbhYbh."

GU`WX`ÖUX`hÖUfa U roghnaíonn na daltaí téamaí dá dtionscnaimh phearsanta don bhliain. Bíonn rogha measartha fairsing curtha ar fáil dóibh idir imeachtaí cultúrtha, cheisteanna staire, spórt, thíreolaíocht na hÉireann agus ábhair de réir spéise pearsanta na ndaltaí féin, amhail: crann ginealaigh a gclann féin, cur síos ar chomhlacht a dtuismitheoirí nó ar ghradaim a ngaolta, etc. Is é cleachtadh ar a gcumas cumarsáide trí Ghaeilge príomhaidhm na dtionscnamh uile seo. GU`XUFU`hÖUfa U` déantar obair speisialta ar fhorbairt scileanna urlabhra agus cluastuisceana. Bíonn eilimintí den gramadach fheidhmeach mar chuid dílis den phróiseas seo. Tugtar cleachtaí do na daltaí a fheabhsaíonn a dteanga ghníomhach agus neamhghníomhach trí téacsanna léamhthuiscena, tascanna léitheoireachta agus scríofa mar aon le comórtais teanga a eagraítear i mbeirteanna nó i ngrúpaí. Maidir le cultúr agus litríocht na teanga roghnaítear téacsanna a mbeadh suim ag déagóirí iontu: gearrscéalta, úrscéalta agus filíocht nua-aoiseach. Sa dara sraith, déantar staidéar ar shaol na mBlascaodaí agus deireadh na 19ú haoise agus ag tús na 20ú haoise. GU`hfU`hÖUfa U tógann daltaí na hardsraithe páirt i ndráma Gaeilge a léirítear os comhair na scoile uile ag oíche Dhrámaí na dTeangacha lasachta. Bíonn torthaí sa chéad dá théarma bunaithe, a bheag nó a mhór, ar scrúduithe foirmeálta ach bíonn meastachán an tríú téarma bunaithe go huile agus go hiomlán ar cháilíocht, éifeacht agus ar chur i láthair a dtionscnamh pearsanta.

HYUWX]b[/`@YUfb]b[`

Bíonn modhanna múinte éagsúla in úsáid sna ranganna. Uaireanta bíonn na ranganna faoi stiúradh an mhúinteora, uaireanta eile ligtear do na daltaí obair a dhéanamh i ngrúpaí nó i mbeirteanna. Déantar iarracht i gcónaí na daltaí a choimeád gafa san ábhar, gníomhach agus fiosrach le linn na ranganna. Bíonn aidhm an mhúinteora an straitéis is éifeachtaí a chur i bhfeidhm de réir dinimic agus meon coitinn na ndaltaí i ngach ócáid fhoghlama faoi leith.

5ggYgga Ybh`

Meastar (60%) den chúrsa de réir chumas cainte na ndaltaí trí léirithe, díospóireachtaí, óráidí sa rang agus drámaíocht; (10%) de réir a gcumais chluastuisceana agus (30%) atá tugtha dóibh dá gcaighdeán i dtástálacha scríofa nó scrúduithe.

English

Course Description

The course provides skills and the appropriate preparation for the senior school cycle. Principally three areas are covered: language, culture/literature and the acquisition of the requisite skills for independent learning. As regards language, emphasis is placed on the ability of the pupils to express their own thought through the medium of Irish and this is achieved by their participation in interschool debates, multimedia presentations and short video which the pupils themselves create.

Personal Project

At the beginning of the year the pupils choose from their personal project for the year. They are given a reasonably wide-ranging choice of topics from cultural events, historical matters, sport, the geography of Ireland and subjects may also be chosen because of a personal interest such as: their family tree, their parents' company, or the achievements of their relatives. The main focus of the project is the development of effective communication skills through the medium of Irish. Special work is carried out to develop the spoken and aural skills of the pupils. Included are elements of functional grammar which are considered to be an integral part of any such process. Pupils are given exercises to improve both their active and passive vocabularies, written and reading assignments along with competitive strategies that are organized in pair-work or in group-learning activities. In regard to literature and culture, pupils are presented with texts and commentaries that are considered to be of interest to teenagers. In the second set, a detailed study is made of life on the Blasket Islands at the end of the 19th and the beginning of the 20th centuries. In the higher set, pupils in the higher set prepare a play in Irish which is performed by them in front of the whole school at the Modern Language Plays Festival that is held annually here at the College. The pupils' performance on an individual basis is assessed by formal examinations in both the Michaelmas and Hilary terms but in the final Trinity term, their work is primarily assessed on the quality and presentation of their personal projects.

Teaching Methodologies

Various teaching methodologies are employed in the classroom. Sometimes the classes are teacher-led but on other occasions, the pupils are encouraged to work in groups or in pairs. An effort is constantly made to keep all the pupils engaged, active and curious about the work they are doing. The general aim of the teacher in any class is to identify the most effective learning strategy that will work with the particular dynamic and general demeanour of each and every class.

Assessment

(60%) of the total assessment is based on oral competency during activities such as: presentations, debates, class talks and participation in plays & videos; (10%) is based on aural tests and (30%) on written tests and examinations.

@U]b`

Cj Yfj]Yk ."

This TY course is designed to build on the grammatical and syntactic knowledge gained in the Junior Forms and to develop skills and fluency in the process of translation . The aim is also to provide a deeper understanding of the political ,social and mental worlds of antiquity.

7ci fgY `7cbhYbh`

We use two G.C.S.E. Textbooks (Momentum and Gradatim). There is no need to purchase these as all materials are provided. These two books cover our language studies .Additionally there is a range of modules from which pupils choose,including Greek Philosophy,an in -depth study of one character from Roman history (e.g.Caesar,Cicero,Augustus), a Roman Poet,Greek Language,Roman Art and Architecture,Religion,Social and political organization,Roman writers of History. Class time is fairly equally split between the core language work and the study of these modules.

HYUW]b[` / `@YUfb]b[."

Oral and written translations in the classroom are at the centre of the learning process for Latin language.The mode of learning varies considerably depending on which module has been chosen but a high level of motivation is expected and the emphasis is on analysis and critical thought .

5ggYgga Ybh`"

This is carried out on a continuous basis by the evaluation of classroom contributions and Preps. There are Examinations at the end of the first and second terms.

5XX]h]cbU` `bZcfa Uh]cb`"

There is a dedicated T.Y. Prize in Latin .

A Uhg'

Cj Yfj]Yk .'

The Mathematics Department aims to develop each pupil's mathematical potential to the full during transition year. In addition to this we strive to increase their appreciation of mathematics in everyday life and in the world around us.

7ci fgY'7cbhYbh.'

Our syllabus is designed to reinforce the learning that took place in the Junior Certificate while also looking and learning about aspects of mathematics not generally seen until future years. We focus mainly on the main pillars of algebra, trigonometry and statistics but allow time to explore and develop ideas and concepts that are outside of the Junior and Leaving Certificate syllabi. In addition to this each teacher can, if desirable, undertake a project, which will culminate in a presentation by the pupil as well as a written submission. The department also promotes the undertaking of Applied Mathematics at Leaving Certificate. Any pupil who shows an interest in this area will be given a short introductory course in this subject, giving them a taste of what the actual course involves.

HYUWk]b[' / @YUfb]b[.'

All mathematics classes in transition year are streamed and therefore have their own programme of study. These courses are adapted, on an on-going basis, to individual classes, but all will focus on the main pillars of the TY syllabus as listed above.

5ggYgga Ybh.'

Pupils are assessed on a continuous basis by the evaluation of classroom work, preps and frequent class tests. There are Examinations at the end of the first and second terms and a final classroom assessment at the end of the third term.

A i g]W

Cj Yfj]Yk ."

Music in Transition year consists of four periods a week and no previous knowledge of music is necessary, although an interest in music is essential. The course is designed to give a real appreciation of music through the ages, and is not theory based. The aim is to increase our student's love of music through listening, learning and exposure to many different styles of music.

7ci fgY 7cbhYbh .

There is great flexibility in the study of music. In the Michaelmas term we focus on early notation and the origins of music. We have no text books, but many helpful notes are given out and are available on Firefly. We listen to music from the Renaissance to the Classical periods, and watch suitable films and documentaries to further the listening experience. There is a great opportunity to explore performance in TY music, and if there is suitable group they can work on some songs with Alan Grundy for one period a week. There is a 90 minute examination at the end of the term. In the Hilary term, students will study the history of the piano, and Romantic composers such as Chopin and Liszt, enhanced by suitable films and documentaries. General features of music are studied, which help appreciation of all music genres. A study is made of some Romantic music that tells a story - programme music - and this also covers musical history of that period. Students pick a topic of personal interest and prepare a PowerPoint presentation for the class, and this counts for 20% of the end of term examination. In the Trinity term we focus more on 20th century popular music, and make a study of The Beatles and their contribution. A study is made on recording techniques, and students also have the opportunity to spend some class periods learning music technology and our Sibelius software, which is a real skill they will carry with them whether they continue to study music as a subject or not.

HYUW]b[' / @YUfb]b[."

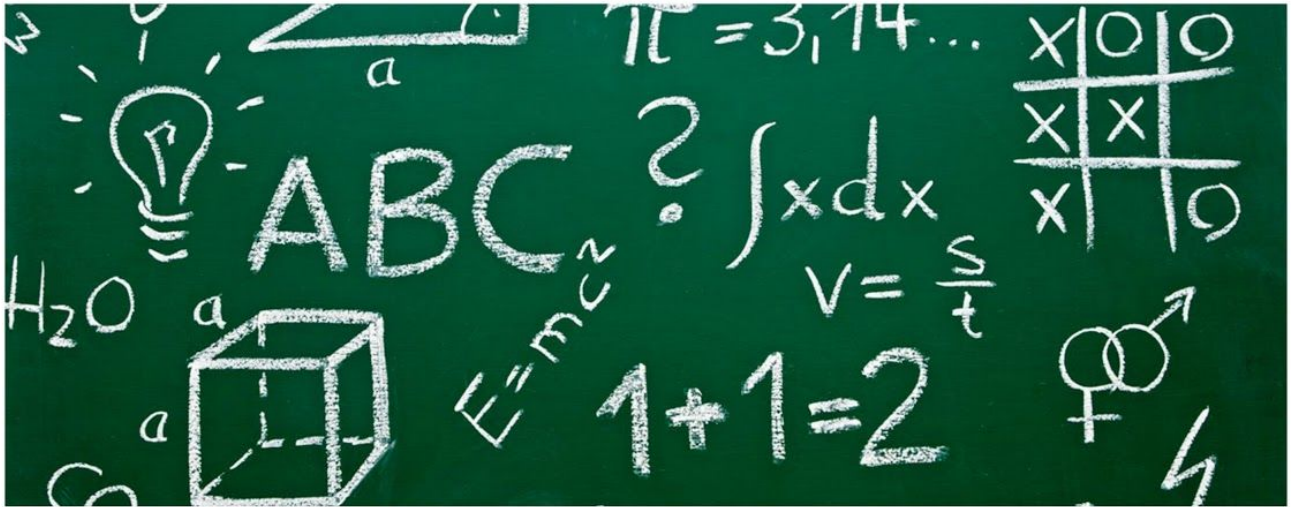
Essays and worksheets are an integral part of the learning process. There is quite a lot of listening and discussion of different styles. Preparing the presentation in the Hilary term develops this skill, and they also learn from each other's work. Learning music technology in the Trinity term gives students a new and useful skill.

5ggYgga Ybh ."

Assessment is by essays during the terms, class tests and the final examination at the end of each term

5XX]h]cbU`bZcfa Uh]cb."

There is a TY music prize awarded at the end of the Trinity term for the student who has made the most effort and contribution. Students are also really encouraged to join musical activities such as choirs and orchestra, and every effort is made to encourage any musical talent.



DYfgcbU` :]bUbW`f7ca di `gcfmIA cXi `YŁ

Cj Yfj]Yk .

The Personal Finance module consists of five double lessons. Pupils learn about numerous issues to do with managing their own finances. The module starts with a money personality quiz. Pupils explore their philosophy of money and other people's philosophies of money. The module has evolved over a number of years based on topics that pupils have expressed a desire to learn about. These include: budgeting; banking; saving; investing; earning money (linked to careers); handling money; renting; insurance and depreciation.

7ci fgY 7cbhYbh .

By the end of the module pupils will have:

- Completed a money personality quiz and analysed and discussed the results
- Explored the various money personalities: Hoarder; Squirrel; Money Monk; Avoider; Practical Domestic; Amasser and Spender and identified with a number of them
- Examined various options for handling, making, saving, spending and investing money
- Considered how banks operate and make their money, including: current accounts; savings; loans; mortgages; interest rates; debit cards; credit cards and investment options
- Compiled a monthly budget based on income from a 40 hour week at minimum wage; less taxes and expenses: rent; food; clothes; phone; transport; entertainment and utilities.
- Prepared another budget based on the average salary in Ireland.
- Explored average salaries for careers they may be interested in
- Searched for a house they would like to buy and then used a mortgage calculator to work out the required income, repayment period and interest rates
- Selected a car they would like to buy and then price insurance, road tax, running costs, repayment costs, interest and depreciation

HYUW]b[7 @YUfb]b[.

- Every effort is made to make the class fun, practical, relevant and interesting
- All pupils will need a laptop or device in the class to look things up and to compile budgets
- In class there is a mixture of discussion, group work, research and problem solving
- Pupils are given questions to research for prep so that they are involved in self-discovery▫

5ggYgga Ybh .

- Each week tasks are set in class and a small amount of prep is set which involves research or putting together a budget and the end product is assessed
- Effort marks are awarded but the module mark does not appear on the end of term report

D\mg]WJ`9Xi Wjh]cb`f7ca di`gcfmIA cXi`YŁ`

Cj Yfj]Yk .:

Physical education in transition year takes a snapshot look at the Junior Sports Leader Award. While exploring what makes a good sports leader, the module culminates with the emphasis being on the student to be the sports leader.

7ci fgY`7cbhYbh`:

By the end of the module the students will have:

- Explored what makes a good sports leader
- Explored what categorizes a well organised and poorly organised session
- Implemented either a sports specific or general warm up
- Devised a mini game
- Planned their own macro session
- Delivered their macro session
- Evaluated their performance as a sports leader

HYUWx]b[`7`@YUfb]b[.:

Classroom debate and discussion will be a central feature of each lesson. Students will work in groups, pairs and individually. Research will be required as well as drawing on previous experience.

5ggYgga Ybh`:

Assessment will be continually, both by the individual, their peers and the teacher and will cumulate with the student delivering their own macro session.

D\mg]WJ`9Xi W[h]cb`f} 7G9`7ci fgYŁ`

Cj Yfj]Yk .''

Edexcel GCSE Physical Education short course, is taught over one year. It is both a practical and theory based subject which requires students to have competed in one sport to the highest level in schools sport and / or played representative or senior club standard.

7ci fgY`7cbhYbh .''

By the end of the course, students will have been taught:

- Healthy, active lifestyles and how they can benefit you
- Influences on your healthy, active lifestyle
- Exercise and fitness as part of your healthy, active lifestyle
- Physical activity as part of your healthy, active lifestyle
- Your personal health and wellbeing

Students will write and complete a six week personal exercise programme and write a analysis of performance document. They will also be required to complete a module in fitness training for assessment and one other sport of their choosing will also be required to be offered for assessment.

HYUWx]b[` / @YUfb]b[.''

The subject will be taught both in theory and in practical lessons, with a strong emphasis placed on applying knowledge taught in theory to practical situations. There will be one double lesson and two single lessons per week.

5ggYgga Ybh .''

- A one hour written examination in May
- Two sports, one being fitness training, and other of guided choice will be assessed in a practical situation
- Two pieces of coursework: personal exercise programme and analysis of performance

Physics

Course Overview

Physics, the study of matter and energy, is an extremely interesting and relevant science. The course is broad and focuses on the real life application of the most fundamental topics of physics, many of which have been introduced in junior cycle. Central to the course will be the development of the pupils experimental skills, computational abilities and the analysis and presentation of data.

..

Course Content

The pupils will be receive a subject folder which will be populated with topic notes and written assignments over the course of each term. Designed to be flexible the course module topics will vary from year to year. Topics include - Motion and Energy, Heat and Temperature, Electricity and Magnetism, Medical Physics, Light and Optics and Electronics. In all cases we attempt to focus on aspects of the topics not covered in the Leaving Certificate course while building on the pupils mathematical skills and conception knowledge. The key focus to develop a strong skill base in critical thinking and problem solving. Class expeditions include trips to Funderland, Tayto Park (Amusement Park Physics), Dublin Fire Brigade (Heat Energy), DIT (CanSat - Rocketry and Space Science) and Trinity (Crann - Nanotechnology). Pupils are also encouraged to participate in Young Scientist.

..

Course Aims

Physics is an experimental science and all modules include hands-on design thinking or STEM based activities. A strong emphasis is placed on inquiry based learning using classroom and online resources. Group work is essential to developing collaborative and critical thinkers, thus core to all modules.

..

Assessment

Pupil progress and assessment will be on a continuous basis for all three terms.

Written assignments	10%
Class tasks and research projects	10%
Investigations and report writing	20%
Term examination	60%

.

Additional Resources

A Transition Year Physics page can be found in FireFly

<http://stcolumbas.fireflycloud.net/physics/transition-year---physics>

This contains course notes, videos, revision aids and links to many online resources.

..

.

F Y`][]ci g'9Xi W[h]cb

Cj Yfj]Yk ."

Pupils attend one Religion lesson per week. RE classes from Form II through to Form V are based on the Junior Certificate syllabus and parts of the Leaving Certificate syllabus. The Transition Year RE course provides an overview of the five major world religions as well as looking at general religious concepts and practices. It attempts to help pupils develop a social conscience from involvement with charity work. It involves researching both sides of various topics and learning how to differ well and debate both sides of a topic.

..

7ci fgY'7cbhYbh "

Topics covered throughout the year include:

Communities at Work □(looking at communities of faith in general as well as looking at how St.Columba's College developed)

Expressions of Faith □(looking at the 5 major world religions: origins; founders; history; denomination; fundamentals)

Morality in Action □(looking at problems in society, global issues, learning how to differ well)

Charity Project (research what the organisation does, who founded it, why it was founded, how people can get involved in promoting awareness of the organisation, and how people can help to fundraise for the organisation and then get actively involved in fundraising for their chosen charity - Term 1 Team Hope: Operation Christmas Child: Term 2 Habitat for Humanity and a variety of other charities such as Cystic Fibrosis Ireland)

.

HYUWX]b[' / @YUfb]b[.

Every effort is made to make the class fun, practical, topical, relevant and interesting

In class there is a mixture of discussion, debate, group work and case studies

□Pupils are given topics to research for prep so that they are involved in self-discovery

The Team Hope Christmas Shoebox Appeal gives pupils a chance to do something practical and spur them on to helping other charities. □

.

5ggYgga Ybh "

The term mark is based on a project that is set at the start of the term and due shortly before the exams

Each term pupils get a mark for their folder, a cumulative mark for preps as well as a series of effort marks

Pupils are given a mark based on their involvement in the charity project □every term

At the end of the year there is a prize for the top Religion pupil

.

GCSE Health and Social Care

1.1 Introduction

The Social, Personal and Health Education (SPHE) programme provides pupils with a unique opportunity to develop the skills and competencies to learn about themselves and care for themselves and others, and to make informed decisions about their health, personal lives and social development.

1.2 First Aid

An integral part of the Transition Year SPHE course is the learning of emergency aid, CPR and the use of an AED. The aim is to provide some basic skills to enable pupils to take some initial action in the event of an emergency. The procedures for dealing with the following will be covered: bleeding, shock, burns, fractures, strains & sprains, epilepsy, fainting, diabetic emergencies, angina and heart attack, asthma attack and choking. Pupils will also learn how to perform CPR and how to use an AED.

During and after the annual Bullying Awareness Week, pupils learn about and discuss our Pupils' Anti-bullying Charter. They have the opportunity to give feedback on the events of the week and to reflect on their attitudes to bullying behaviour, friendship and relationships. As part of the annual Mental Health Week, pupils have the opportunity to experience mindfulness exercises and to reflect on other ways in which they can deal with stress in their lives. In the Relationships and Sexuality Education (RSE) module, pupils learn about healthy relationships, consider the consequences of sexual activity and learn about fertility and contraception.

1.3 Assessment

As pupils learn the basics of emergency aid, they are encouraged to apply this information in a very hands-on way through problem-solving exercises and role play. The other modules of the course use the experiential method which ensures that pupils participate in their own learning and can apply what they have learned to their own lives.

1.4 Evaluation

Emergency aid is assessed formally through written and practical tests. In other modules, pupils assess and evaluate their own perceived progress in a given skill through questionnaires, worksheets and personal reflection exercises. Evaluation and a review of learning takes place at the end of each lesson and module. Pupils' work and skills are assessed and evaluated by the teacher through specific tasks or project work.

GdUb]g\

Cj Yfj]Yk .

This is a wonderful opportunity to explore aspects of the Spanish language and culture beyond those encountered in the Junior Certificate years. There is a huge emphasis on oral and aural work in class and also investigative work on Spanish history, geography, culture, gastronomy, art, poetry and literature. Pupils will gain confidence in their fluency through role play and consequently will be comfortable in their delivery of the various projects presented in class.

7ci fgY 7cbhYbh .

The course is divided into 3 terms. In the first, as we inevitably have mixed ability classes, pupils are paired specific to their ability and will then do the first of their presentations on a Spanish related topic. This can range from La Comida Española to La Corrida to Las Banderas de América del Sur. This is followed by a couple of weeks of oral work on Así Soy Yo, Mi Personalidad y Mi Familia. We then have our first Quince Días de Cine where we study the film El Orfanato by Guillermo del Toro. This in-depth study incorporates an introduction to Spanish cinema in addition to some well-known Spanish and South American directors and actors. We use study guides to discuss characters and their personalities and themes in the film. The Michaelmas exams incorporate questions on all of the above. In Hilary term as well as lessons on specific grammar and tenses which aid the pupils in their discussions and presentations, we introduce Spanish Art and Cuisine. We firstly study the main artists like Velazquez, Murillo, Picasso, Goya and El Greco. We then introduce the Spanish Cuisine where the pupils literally get a taste of Spain as we cook either a Tortilla Española or Chocolate con Churros in class - always a favourite! These two areas of interest are brought together in a cultural trip to the National Gallery of Ireland where we have a guided tour in the Spanish rooms and then off to a Spanish restaurant where the pupils can order in Spanish and experience the authentic cuisine. We also organise a cultural trip to the Instituto Cervantes where the pupils are introduced to the facilities and have a general knowledge quiz and a tour of the library. They also have a workshop on Flamenco Dancing which takes place towards the end of the term. The Trinity term focuses more on oral and listening skills and the pupils prepare for their final individual presentation where at least two representatives present at the Modern Language Evening in Trinity College Dublin. This is an absolute privilege and honour for both our presenters and their peers to attend and to be judged by the senior language lecturers in Trinity. It is a wonderful evening indeed. Some of our pupils take part in the Language Plays evening which are approximately ten minutes in duration.

HYUW\]b[' / @YUfb]b[.

We aim to strike a balance between teacher and pupil led learning. As the year progresses pupils should develop greater independence and become more able to direct their own learning. Speaking in public, in front of an audience builds confidence and gives a sense of achievement. Lessons are communicative and given in the target language. They are designed to be dynamic, engaging and

informative and at the same conscious of differentiation which seems to occur annually in this academic year. A range of strategies is used including role play, presentation,, question and answer, imaginative writing from Flashcards, pair work and quizzes. ICT is relied on and we attach importance to all four language skills ; reading, writing, speaking and listening.

5ggYgga Ybh."

Exams take place at the end of the first two terms and specific percentages are given to the presentations, attitude and involvement in class, group and individual participation. There are also oral exams at the end of each term. The pupils are given a questionnaire at the end of the year to give them the opportunity to express how they felt about their TY experience and their learning outcomes. This Jude Kirwan's of is a valuable document going forward as it assists us in our self-evaluation and future planning.

5XX]h]cbU` bZcfa Uh]cb."

The pupils are encouraged to take part in the various Prize Competitions offered in SCC and we encourage continued correspondence with native past pupils of the college.

Assessment of the Academic Programme for Transition Year

Assessment techniques throughout the year vary from subject to subject, but will include combinations of: the two end-of-term exams, class tests, essays, projects, practical activities, presentations and the teacher's own assessment of effort and application - as outlined in individual course plans.

At the end of the year a single grade is awarded for each subject, based on the following scheme:

Premier	80% and above (with addition of 'stars' for really outstanding results)
Higher	65% to 79%
Standard	50% to 64%
Lower	40% to 49%
Ungraded	below 40%

The mark for each subject contributes to the overall year grade, which also takes into account non-classroom based achievements as well, and this information is all summarised in the end of year report.

An Accreditation Folder is built up over the year, largely through the pupils themselves filling in prepared forms. Final certificates and prizes are presented at an end of year TY Awards evening.

Transition Year Academic Prize

Towards the end of the Hilary Term, TY pupils are encouraged to submit a written abstract for a 5 minute talk on any subject of their choice. The TY Team then reviews these abstracts and selects 4 or 5 to go forward for presentation in front of an external judge. This takes place on an evening just before or after the Easter Holiday. Parents and teachers are invited to attend as well as pupils of Transition Year and Form III. The TY Academic Prize Cup is awarded to the winner whose name is inscribed on it. Each speaker is open to questions from the floor after their talk, and is marked on the basis of content, presentation and handling of questions. As an indication of the breadth of opportunity this offers, some of the talks presented by finalists over the past few years have been on topics as diverse as: The Duck Billed Platypus, Sub Atomic Particles, The Hanging Gardens of Babylon, Shakespeare's Heroines, Hippos, Contrasting Portraits of Marriage in Art, Lameness in Horses, The Holocaust.