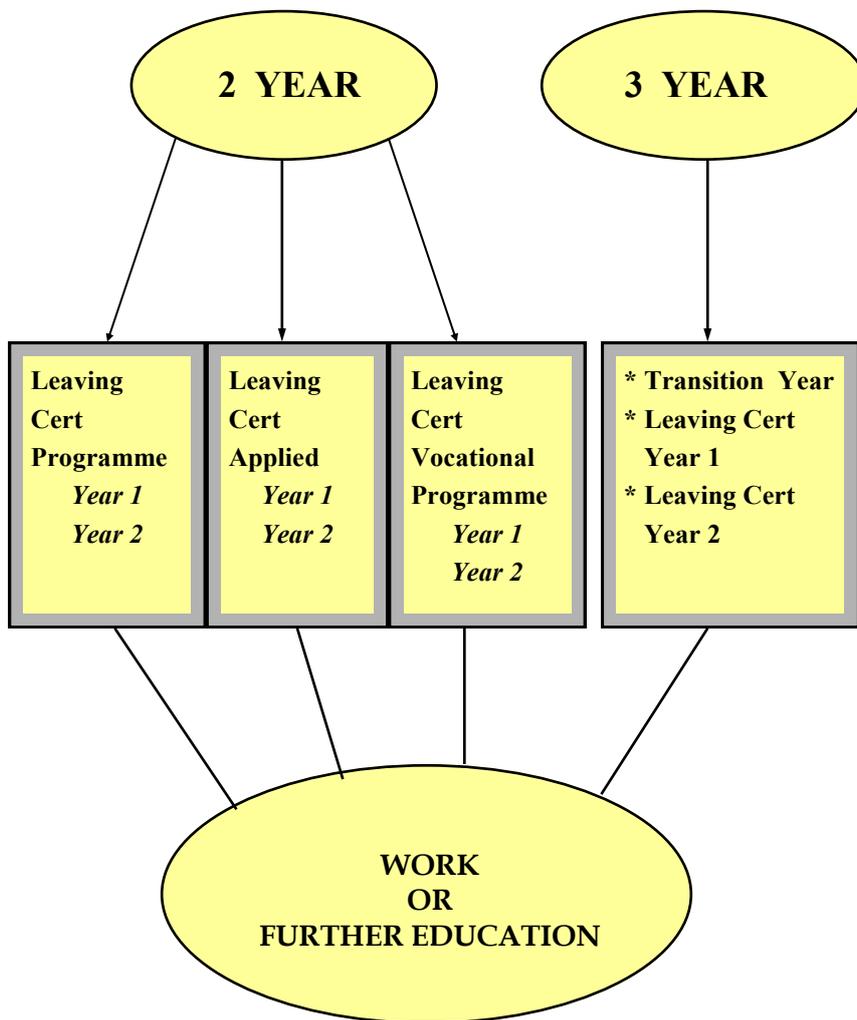


SENIOR CYCLE



**PRESENTATION SECONDARY SCHOOL
LISTOWEL
CO KERRY**

APPLICATION FORM FOR TRANSITION YEAR 2018-2019

1. Transition Year is not a compulsory part of the curriculum in Presentation Secondary School Listowel. Students may wish to avail of the course as one of the Senior Cycle options and can apply for the course at the end of 3rd Year.
2. Students must outline briefly (on the back of this page) why she wishes to be considered for a place in Transition Year.
3. A number of criteria, printed on this form, have been developed for entry into Transition Year based on the capacity of the students to engage with the course as demonstrated during the Junior Cycle and in particular during the previous school year. Your application will be assessed on the basis of these criteria.
4. Students who apply may be interviewed on the basis of the criteria in order to ascertain their suitability for the course and whether or not it would be in their best interests to avail of this course.
5. The assignment of a student to Transition Year will be considered final once the offer of a place has been accepted by the student and her Parents/Guardians.
6. The progress of each student will be closely monitored from the outset, and if it is apparent at any time during the year that her progress, behaviour or attendance is unsatisfactory, she may be transferred into the regular Fifth Year class.
8. There will be a fee as discussed at the Information Evening (€550 in 2015/2016) to cover outings, photocopying, visiting speakers, admissions charges for events and transport.

TRANSITION YEAR

THE MISSION OF TRANSITION YEAR IS:

To promote the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative, and responsible members of society.

OVERALL AIMS:

The following aims are interrelated and interdependent and are strongly reflected in the Transition Year programme:

1. Education for maturity with the emphasis on personal development including social awareness and increased social competence.
2. The promotion of general, technical and academic skills with an emphasis on interdisciplinary and self-directed learning.
3. Education through experience of adult and working life as a basis for personal development and maturity.

EDUCATION FOR MATURITY:

Transition Year helps students to:

- Discover more about their own personal strengths.
- Take part in outdoor pursuits.
- Learn about working as part of a team.
- Establish contacts with young people in other parts of the world.

- Learn through meeting people beyond the classroom.
- Develop their own natural skills and talents.
- Undertake projects on topics which interest them.
- Engage with civic, social and political issues and form their own opinions.
- Improve their skills of relating to people.
- Become more independent learners.
- Develop more understanding and confidence about themselves as young people.
- Develop more mature student-teacher relationships.
- Learn about leadership, co-operation and dealing with conflict.
- Become more mature people.

PROMOTION OF GENERAL, TECHNICAL AND ACADEMIC SKILLS BY:

- ◇ Catching up on learning missed out during Junior Cycle.
- ◇ Exploring the possibilities offered by computers and information technology.
- ◇ Sampling and discovering new subjects.
- ◇ Building a solid foundation of skills for a Leaving Certificate programme.
- ◇ Practising and developing oral communication skills.
- ◇ Making informed choices about Leaving Certificate subjects.
- ◇ Learning to meet deadlines for assignments.
- ◇ Visiting third-level colleges and other workplaces.
- ◇ Becoming skilled at planning and doing homework on their own.
- ◇ Becoming more motivated for the Leaving Certificate Programme.

EXPERIENCE OF ADULT AND WORKING LIFE:

- * Learn more about the working world through work experience.
- * Discover more about job and career opportunities beyond school.
- * Develop skills that are necessary for the world of work and further study.
- * Add a valuable set of experiences on to their CV.

WILL TRANSITION YEAR HELP THE LEAVING CERTIFICATE COURSE?

A Transition Year programme is **NOT** part of the Leaving Certificate programme. However, the Transition Year lays a solid foundation for Leaving Certificate studies.

Transition Year offers the opportunity for:

- ◇ Informed subject choice.
- ◇ Learning through Multiple Intelligence.
- ◇ Study Skills
- ◇ Independent Self-Directed Learning.
- ◇ Self Assessment.

WHO IS IT FOR?

The Transition Year is open to **all students** who have completed their Junior Certificate examination.

CRITERIA FOR ENTRY:

Students who wish to follow a Transition Year must complete the Application Form and present themselves for interview.

- * Application forms must be completed on time.
- * Students must attend for interview at the appointed date and time.
- * Students must attain 60% of the marks allocated to the Interview.
- * Those who receive an offer of a place must accept it in writing by a specified date.

The Transition Year Coordinator, Teachers of Third Year and when possible, the Principal conduct the interview. Marking Scheme for the Interview is available from the Transition Year or Programmes' Coordinator.

Criteria for the selection of students for Transition Year:

- 1. Level of Responsibility and dependability displayed by the student throughout Junior Cycle in the light of the level of both qualities required for insurance purposes while on Work Shadowing.**
- 2. How responsive the student has been to existing discipline structures in view of the required level of responsiveness to structures and codes of behaviour demanded in work placements to ensure a safe learning environment.**
- 3. Co-operation with teaching staff throughout Junior Cycle in light of that required during school trips and activities integral to Transition Year.**
- 4. Demonstrated potential for self-discipline and self-motivation essential to the level of personal initiative demanded by the Transition Year Programme.**
- 5. A record of regular attendance during Junior Cycle which would indicate the probability of regular attendance during Transition Year especially for Work Shadowing placements.**

HOW IS IT ASSESSED?

Assessment is an integral part of the learning process in Transition Year
- not separate from it (DES).

- ◇ Portfolio Assessment.
- ◇ Oral/Aural Assessment.
- ◇ Project Work.
- ◇ Self Assessment.
- ◇ Peer Assessment.
- ◇ Written/Practical Class Tests.
- ◇ Skills Assessment.

In February, the students sit their mid-year exam and in May/June students will sit an end-of-year examination in all academic subjects. Students will be awarded their certificates at a social occasion attended by parents, teachers, students and local community representatives involved in work experience and other areas.

Presentation Secondary School Listowel
Portfolio Assessment Christmas 2017



Name: _____

Assessors: _____

Criteria	Mark	Comment
<p><u>Curricular Studies (40m)</u></p> <p>1. Evidence of engagement with the work in subject/ classes.</p> <p>2. Notes/Handouts/Exam results to be presented.</p> <p>3. Projects completed.</p> <p>4. Reflections on Modules completed.</p>		
<p><u>Quality of Presentation (10m)</u></p> <p>1. Clearly presented/organised.</p> <p>2. Method of presentation: Powerpoint/Scrap book/Photos.</p> <p>3. Oral skills/Engagement with Assessors.</p> <p>4. Students reflections on their experiential learning.</p>		
<p><u>Evidence of Participation (10m)</u></p> <p>1. Teacher Comments about this student.</p> <p>2. Volunteering in the locality.</p> <p>3. How the student is using her time effectively this year?</p> <p>4. Any individual activities undertaken this term for personal development outside of school?</p>		
<p><u>Self-evaluation (10m)</u></p> <p>1. Ability to be self aware.</p> <p>2. Understanding of success criteria used in TY.</p> <p>3. Goals for term one achieved?</p> <p>4. Personal goals for from now until the end of the year??</p>		

Criteria	Mark	Comment
<u>Evidence of Diary (10m)</u> 1. Has the diary been kept on a daily basis? 2. Genuine reflections as opposed to just keeping records of events.		
<u>Work Experience Evaluation sheet (10m)</u> 1. Employers evaluation. 2. What has the student gained from the experiences? Positive/Negative. <u>Reflections on Social Justice Project</u> 1. Student's observations/reflections. 2. Will the student continue to engage in some capacity (if so reflections will be considered at the end of year 2 Portfolio Assessment).		
<u>Personal input into TY (10m)</u> 1. Overall assessment of student's contribution 2. Leadership opportunities availed of? 3. The question to be asked of the student 'Are you benefitting from TY?' Why and how? Are you any clearer about your Senior Option Choices? 4. Final comments to the student: What did they think about the assessment?		
TOTAL		

Comments:

Signed: _____ Date: _____

SUBJECTS OFFERED:
All subjects will be offered either as modules
or as taster subjects.



Irish
English
Maths
History
French
German
Chinese
Science
Biology
Design, Communication & Graphics
Home Economics
Business
Art
Music
Environmental Studies
Computers
Religion
P.E.
Career Guidance
Education for Living

ACTIVITIES: *(Subject to availability of personnel & resources)*



Weekly Work Experience Placement
Weekly Social Justice Placement
Outdoor Pursuits
Mentoring
Photography
Sign Language
Legal Studies Course
Hair, Beauty & Department
Swimming Lessons
First Aid
Recording Studio
Kerry Entrepreneur
Media Studies
Animation
Gaisce
Gardening

CERTIFICATES:

First Aid
E.C.D.L.
Legal Studies Course
Photography
Adventure Trip
Gardening
Sign Language
Food Safety
Gaisce
Young Entrepreneur
Hair & Beauty



LEAVING CERTIFICATE

The Leaving Certificate is a two year academic-based programme in preparation for further education or the world of work.

The curriculum consists of

- ⇒ Core Subjects
- ⇒ Optional Subjects
- ⇒ Non-Exam Subjects

CORE SUBJECTS:

(Full details on subjects in Subject Choice Booklet)

- ⇒ Gaeilge: Higher
Ordinary
Chumársaideach
- ⇒ English: Higher
Ordinary
- ⇒ Maths: Higher
Ordinary
Foundation

OPTIONAL SUBJECTS: (subject to demand and resources)

Languages: French, German

Business Studies: Accounting, Business

Creative: Music, Art

Humanities: History, Geography, Religious Education.

Sciences: Physics, Chemistry, Biology. Ag. Science

Applied Sciences: Home Economics (Social and Scientific),

Design & Communication Graphics.

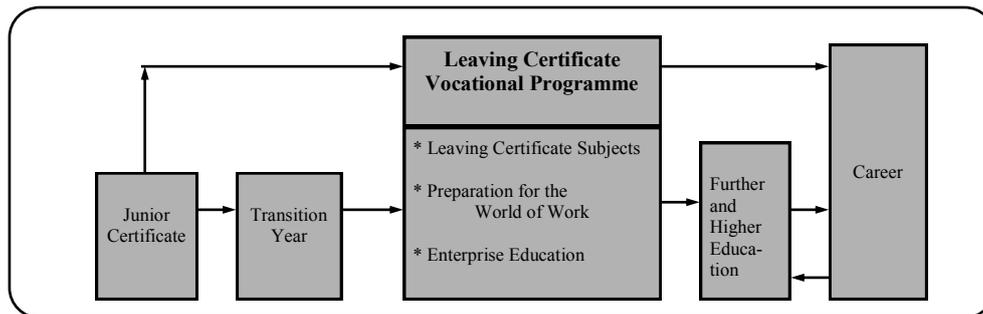
Construction Studies, Engineering in St. Michael's College

NON-EXAM SUBJECTS:

P. E.; Guidance; Computer Studies –Year 1.

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

SUBJECT TO DEMAND AND RESOURCES THE SCHOOL MAY OFFER THIS PROGRAMME



WHAT IS THE LEAVING CERTIFICATE VOCATIONAL PROGRAMME?

The Leaving Certificate Vocational Programme (LCVP) can be described as a Leaving Certificate with a strong vocational dimension. It provides students with the opportunity to realise their potential for self-directed learning, for innovation and for enterprise.

WHAT IS ITS PURPOSE?

The Programme aims to prepare students for the real world where the ability to cope with rapid change, is of increasing importance in preparation for social and economic life. The Programme balances the virtues of the traditionally academic Leaving Certificate with the development of skills and qualities which will prove relevant to the lives of students on leaving school for further education, the world of work, or the business of making a living.

CRITERIA FOR ENTRY:

Students wishing to follow a Leaving Certificate Vocational Programme must complete the Application Form and present themselves for interview. Marking Scheme for the Interview is available from the LCVP or Programmes' Coordinator. The LCVP Coordinator, a member of the LCVP team or a teacher of Third Year conduct the interview.

The School programme complies with the criteria laid down by the Department of Education & Science.

In this school:

- ⇒ LCVP students generally study up to 7 Leaving Certificate subjects (at Higher, Ordinary or Foundation Level) including Irish.
- ⇒ Two of the above subjects must be selected from one of the designated Vocational Subject Groupings.
- ⇒ Students must follow a recognized course in a Modern European Language (other than Irish or English).
- ⇒ They must study two additional Link Modules:
Preparation for the World of Work and Enterprise Education.

VOCATIONAL SUBJECT GROUPINGS
SPECIALIST GROUPINGS
1. Home Economics or Agricultural Science or Biology (any two)
2. Home Economics and Art
3. Accounting or Business or Economics (any two)
4. Physics and Chemistry.
5. Biology and Chemistry
6. Biology and Physics
7. Physics and Design & Communication Graphics
8. Art and Design & Communication Graphics
9. Agricultural Science* & Design & Communication Graphics
10. Agricultural Science* & Physics or Chemistry

VOCATIONAL SUBJECT GROUPINGS
SERVICE GROUPINGS
11. Home Economics and Business
12. Home Economics and Accounting
13. Home Economics and Economics
14. Art and Business
15. Art and Accounting
16. Art and Economics
17. Music and Business
18. Music and Accounting
19. Music and Economics
20. Design & Communication Graphics and Accounting
21. Design & Communication Graphics and Business
22. Design & Communication Graphics and Economics
23. Agricultural Science* and Accounting or Business or Economics

IN WHAT WAY WILL STUDENTS BENEFIT FROM TAKING THE LCVP?

Students who take the LCVP will benefit in several ways.

Through the Programme's focus on **personal development** they will be better able to :

- * communicate their thoughts and ideas effectively;
- * take responsibility for their own learning;
- * work as a member of a team or group;
- * adapt and cope with changing circumstances.

Through the Programme's focus on the **world of work** they will have:-

- * a better understanding of the work place, health and safety issues, employment conditions, etc;
- * skills for job-seeking through their study of CV's, Interview Skills, Video Interviews, Letters of Application, etc;
- * undertaken one week's work experience or participated in work simulation;
- * carried out a Career Investigation.

Through the Programme's focus on **enterprise , business and technology** they will:

- * be more innovative and enterprising;
- * be used to working in teams;
- * be familiar with setting up and running enterprising initiatives;
- * have experience of using computers and audio-visual equipment;
- * profile an entrepreneur;
- * investigate Business and Community enterprises.

This will be supported by site visits, invited guests, case studies, etc. Through these benefits, LCVP students will be more employable. They will be in a better position to set up their own business. In addition, they will have skills and attitudes which will enable them to be more effective learners in the further education they receive at third level.

ASSESSMENT:

The Link Modules are assessed in May of the students' Leaving Certificate year. Assessment is by means of examination and portfolio.

Written Examination	40%
Portfolio of Course Work	60%

Link Modules are graded in the following way:

Distinction	80% – 100%
Merit	65% – 79%
Pass	50% – 64%

WHAT VALUE IS THE LCVP TO A STUDENT GOING TO THIRD LEVEL?

The LCVP enhances the student's opportunity for access to third-level education by virtue of studying the Link Modules which are also considered for points. LCVP students receive the same certificate as other Leaving Certificate Students but their certificate includes an additional statement of the results of the Link Modules (Pass, Merit or Distinction).

As with every other subject the Link Modules count for CAO points.

Points accepted by the following Third Level Colleges:



New CAO points system in place since Leaving Cert 2017

Distinction	66
Merit	46
Pass	26

Dublin City University
Mary Immaculate College
Mater Dei
Maynooth College
Shannon College of Hotel & Catering
St. Angela's College, Sligo
St. Patrick's Teacher Training College
University College, Cork
University College, Dublin
University College, Galway
University of Limerick
Institutes of Technology
Trinity College, Dublin
Colleges of Art & Design

HOW MUCH EXTRA STUDY IS INVOLVED IN THE LINK MODULES?

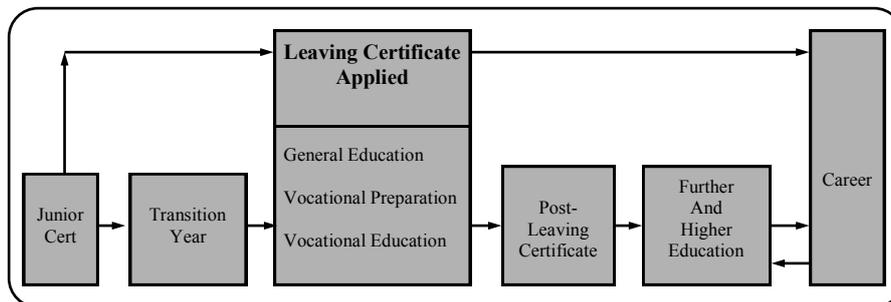
The Link Modules are activity based:

- * the activities involved in the Link Modules such as the organisation and running of mini enterprises, visits to businesses and industry, investigations of the local community do take time, but most of these activities take place within school hours;

- * the enthusiasm of LCVP students for these activities means that they seldom associate them with the idea of 'extra study';

LEAVING CERTIFICATE APPLIED

***SUBJECT TO DEMAND AND RESOURCES THE SCHOOL
MAY OFFER THIS PROGRAMME***



OPENING UP NEW OPTIONS:

The Leaving Certificate Applied is a distinct and self-contained two year programme available to students who wish to follow a practical or vocationally orientated programme

CRITERIA FOR ENTRY:

Students wishing to follow a Leaving Certificate Applied Programme must complete the Application Form and present themselves for interview.

The LCA Coordinator, a member of the LCA team or a Third Year teacher who is familiar with the LCA programme conduct the interview.

(Marking Scheme for the Interview is available from the LCA or Programmes' Coordinator).

The school's programme complies with the criteria laid down by the Department of Education & Science.

- * Application forms must be completed on time.
- * Students must present for interview at the appointed date and time.
- * Students must attain 65% of the marks following the criteria on the LCA Interview Sheet.
- * Those who receive an offer of a place must accept it in writing by a specified date.

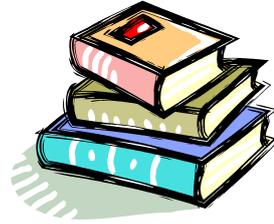
WHAT DOES "APPLIED" MEAN?

The word "applied" is used because the programme is designed to allow the students to apply the learning and experiences they gain over the two years of the programme to practical educational tasks at school, in the workplace and in the wider community.

WHAT IS DIFFERENT ABOUT THE LEAVING CERTIFICATE APPLIED?

- * **it includes seven student tasks** that bring together the different learning experiences that the students have gained from the courses they have taken;
- * **it uses a unique system of assessment.** The students' work is assessed over the two years of the programme and they gain credits as they go along. Practicals, interviews and terminal written papers are among the different forms of assessment used;
- * **work experience** is undertaken one day weekly; the programme has been designed to provide students with continuous feedback, incentive and motivation during the two year cycle;
- * it helps students **discover and build on their talents**;
- * it helps students **apply what they learn in the real world**;
- * it develops **students' community awareness** and pride in their area.
This is achieved by inviting guest speakers into the school and by arranging local visits;
- * it focuses on the **personal, social and cultural development** of students;
- * it helps students develop **practical skills** and knowledge through individual and co-operative learning;
- * it stimulates students into **learning by focusing on areas of real interest** and relevance to their talents.

WHAT SUBJECTS ARE STUDIED?



English & Communications
Mathematical Applications
Irish
Spanish or French - Subject to demand & personnel
Music
Science
Social Education
Vocational Preparation
Career Guidance
Religious Education
Leisure & Recreation
Introduction to Information and Communication Technology
Choose <i>two</i> from the following :
** Hotel, Catering & Tourism
** Hair & Beauty
** Office Administration & Customer Care
** Information & Communication Technology

**** Subject to demand and resources the school may offer these subjects.**

HOW ARE STUDENTS AWARDED CREDITS?

Three Modes:

Attendance and satisfactory completion of the course	62 Credits
Examination of 7 tasks	70 Credits
Final Examination	68 Credits
Total	200 Credits

The Leaving Certificate Applied is awarded at three levels:

Pass	120 – 139 Credits (60% – 69%)
Merit	140 –169 Credits (70% – 84%)
Distinction	170 – 200 Credits (85% – 100%)

Students who accumulate fewer than **120 credits** will receive a **Record of Experience**.

DESTINATION ROUTES FOR GRADUATES OF LCA:

Graduates of a Leaving Certificate Applied **do not have direct access** to Higher Education through the Central Applications Office (CAO).

However, graduates of Leaving Certificate Applied can progress onto many courses and jobs, some of these including the following:

PLC Courses Leading onto 3rd Level Higher Certificates Ordinary Degrees Higher Honours Degrees— www.fetac.ie
Nursing via PLC— www.fetac.ie
Fás Courses & Apprenticeships— www.fas.ie
Bord Iascaigh Mhara (BIM) - www.bim.ie
Teagasc Courses— www.teagasc.ie
Dublin Bus— www.dublinbus.ie
Clerical Officers with Local Authorities & Civil Service— www.publicjobs.ie
Defence Forces— www.military.ie
Banks
Peter Mark— www.petermark.ie hairsay@petermark.ie
Garda Síochána— www.garda.ie
ESB— www.esb.ie
Beauty Therapy— www.qualifax.ie
Industries-Greencore, Hewlett Packard, Intel
Kildalton Agricultural College— www.kildaltoncollege.ie
Equine Studies— education@equinestudies.ie

The Leaving Certificate Applied provides students with important skills which makes them more in demand by employers.