SUBJECT CHOICE FOR SENIOR CYCLE

What is the Leaving Certificate?

The Leaving Certificate is a two-year programme.

Usually students sit seven subjects for the Leaving Certificate.

Students in Le Chéile also study LCVP which means students will study eight subjects for their Leaving Certificate.

Leaving Certificate subject selection consists of the core subjects; English, Maths and Irish*, LCVP and four other subjects.

Best six subjects are counted for points for the CAO.

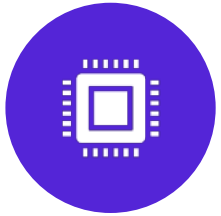
Senior Cycle Subject Options

Languages: French, Spanish, German

Commerce: Business, Accounting, Economics

Humanities: History, Geography, Politics and Society, Religion

Science: Biology, Physics, Chemistry, Computer Science



Practical/Design: Construction Studies, Technology, Design and Communication Graphics

Other: Art, Music, Home Economics and PE

Choosing a Subject

A *wise choice* of subjects requires:

L.C. Books, Past exam papers

RESEARCH

CareersPortal.ie

Guidance Counsellors, Current Teachers

DISCUSSION

Student Ambassadors, Family

Consider all the information, views and opinions

REFLECTION

Then, ultimately each student must make up their own mind.

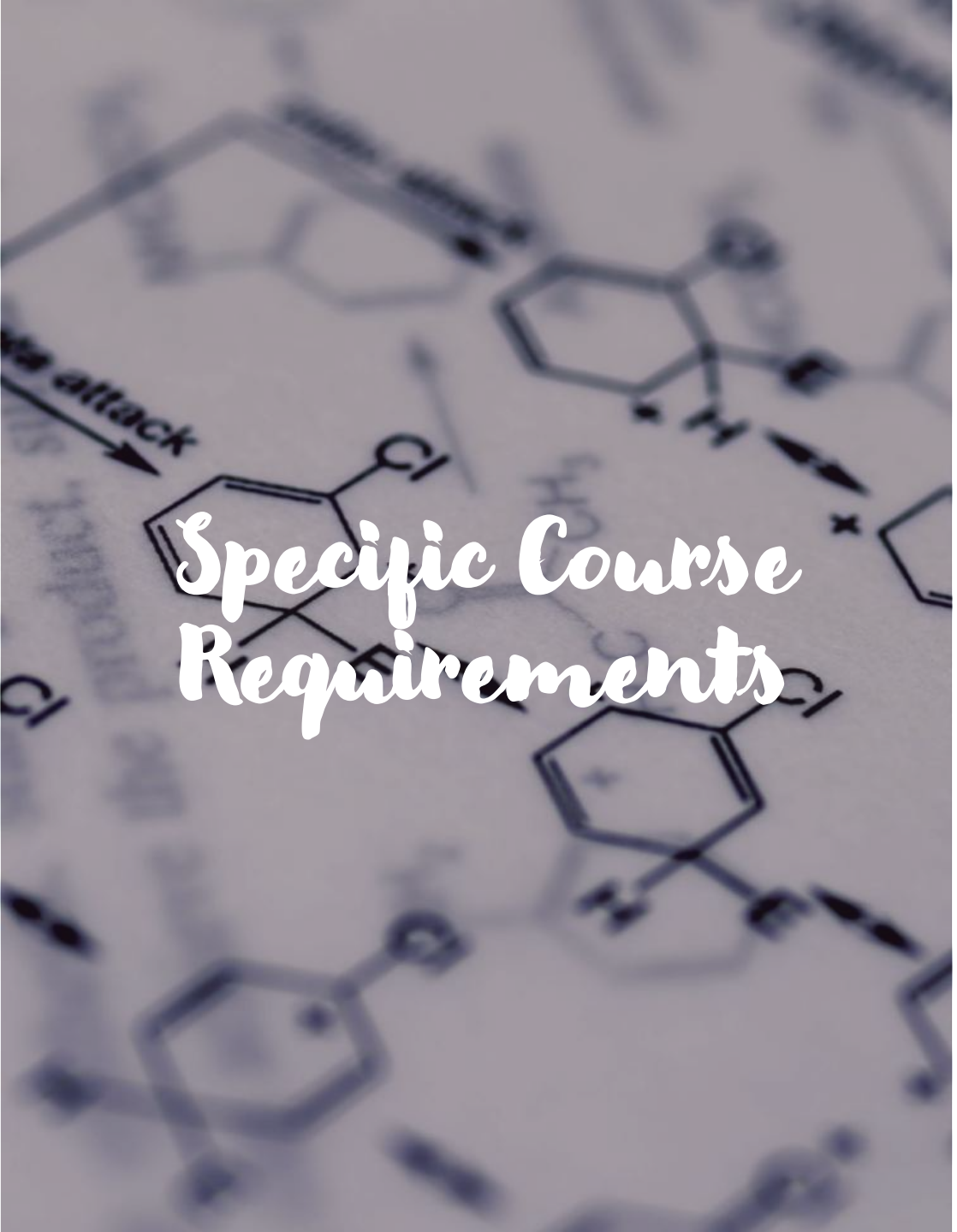
DECISION

College Entry Requirements

- When choosing Leaving Certificate subjects great care must be taken as the choices of subjects made now may determine 3rd level and career options.

- **Why?**

  Regardless of how many points you get in your LC, you also need to meet certain **“Entry Requirements”** to get offered a course.



Specific Course Requirements

- Specific L.C. subjects / grades required for entry to particular courses.
- They tend to be in the following subject areas:

  Science subjects

  Languages

- E.g. Veterinary Medicine in UCD

  Entry Requirements:

  O6/H7 in English, Irish, Modern Language **&** Mathematics, H5 in Chemistry.

*Course requirements should be checked by the student on the ***Careersportal*** *website by selecting ' **Course Search' and 'Entry requirements'.***

Third Languages

- NUI Colleges: UCD, Maynooth University, Royal College of Surgeons, University of Galway and University College Cork.
- The cadetship in the Defence Forces.
- Home languages (Polish etc.) can be substituted for French, German, Spanish or added as an additional subject. This is prepared for outside of school time.

Science

A pass in at least one Lab Science subject is needed if you are applying for:

- Pharmacy
- Human Nutrition/Dietician
- Medicine (Biology and/or Chemistry)
- Veterinary Science (Chemistry)
- Nursing
- Physiotherapy
- Radiography

General Advice

If you are not sure what you want to do in the future:

Pick a broad range of subjects in order to keep options open

- E.g.
  - one *language*
  - one *science*
  - one *business*
  - one *humanities*

- This combination would allow access into a broad range of courses/careers.

- **`Many students will change their minds about their future a number of times in the next 2 years.**

Decision Making Process

1st Think subjects not careers

What subjects do I enjoy?

What do I like about these subjects?

2nd Match your interests & abilities

What subjects have I a proven ability for?

What subjects am I good at?

3rd Keep your options open

What are the specific College/Course entry requirements needed in order to apply for courses I am interested in?

If I have no specific course in mind, have I chosen a broad range of subjects?

Consequences of Poor Subject Choice

Student may be quite unhappy in the subject for two years and hence motivation will be a recurring issue.

Student may not do well in subject and the overall grade may be impacted on.

Student may end up not having a subject they need for a particular career/college course they are interested in.

In 5th year student may want to change to another subject. May not always be able to do this due to class sizes/timetable restrictions.

Guidance in Senior Cycle

- *Ms Leahy and Ms O'Connell will visit all 3rd year classes to discuss subject options in greater detail.*
- *Students can also contact with Ms Leahy and Ms O'Connell if they have any questions or concerns.*
- *In Senior Cycle, Career Guidance is a timetabled class which covers topics such as careers research, apprenticeships, college applications etc.*
- *Scheduled one on one guidance appointments will also be given to ALL students in 6th year to help them as they prepare for life after school.*
- *Guest speakers and presentations are scheduled throughout the year in 6th year.*
- *All students attend Higher Options in September of 6th year and Le Chéile hosts an annual Careers Fair.*

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Le Chéile Secondary School

LCA LEAVING CERTIFICATE APPLIED
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INTRODUCING

LEAVING CERTIFICATE APPLIED (LCA)

PROGRAMME

What is the Leaving Certificate Applied?

- A structured two year Leaving Certificate Programme

- students progress to PLC Courses or Apprenticeships and is a gateway to Third Level Education

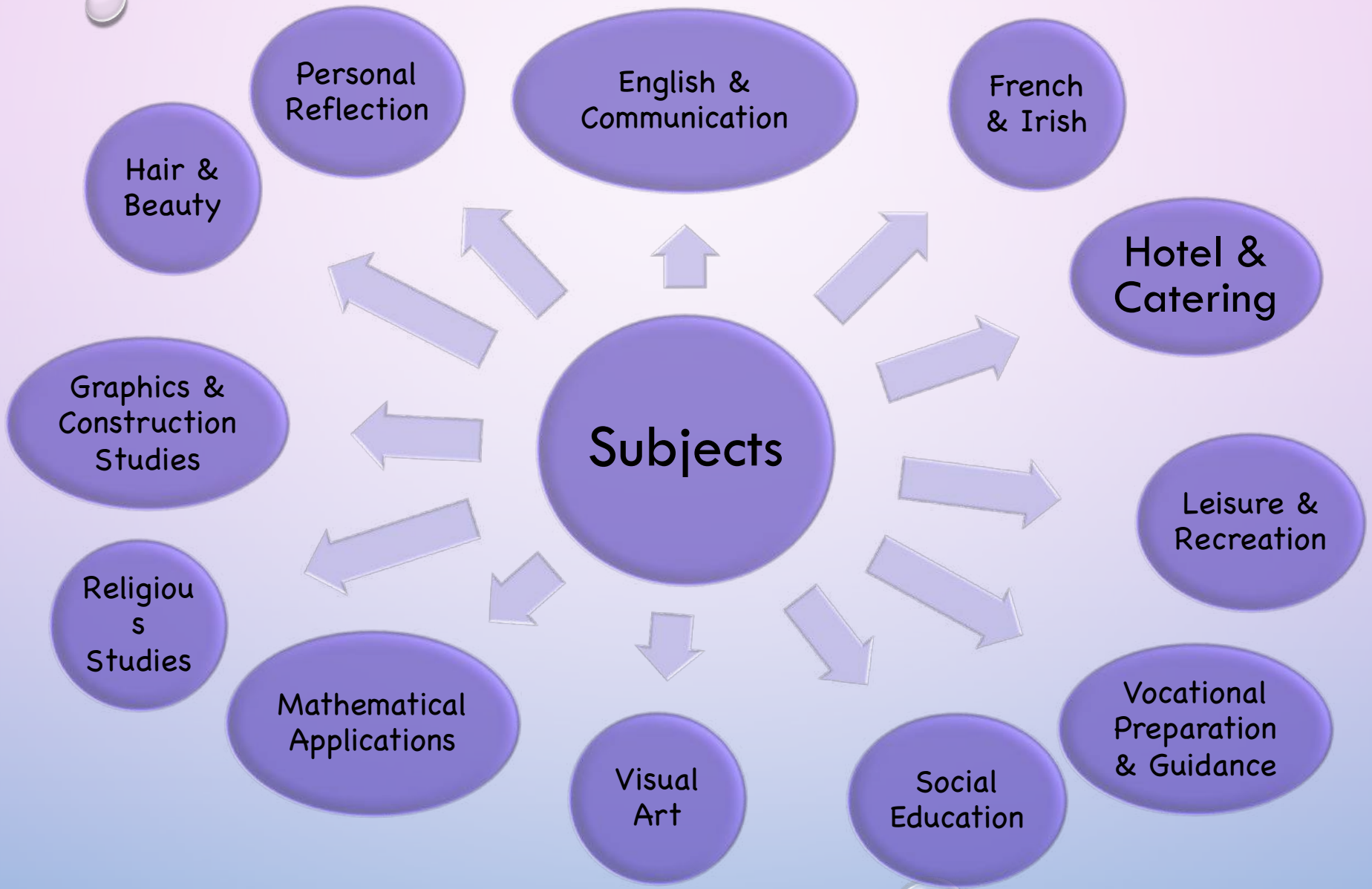
- emphasis on preparation for the world of work and life-long learning.

What makes it different to traditional Leaving Certificate

- Work experience
- Active and practical learning experiences
- Less emphasis on the final examinations as course work is assessed continuously throughout the two years
- Variety of assessments methods
- Regular feedback on their success and achievement.
- Individual talents recognised
- Work and career focused

LCA is for…

- Someone who prefers learning by doing
- Someone who would be motivated by Continuous Assessment
- Someone who wants to develop skills which help them in their future career
- Someone who's needs, aspirations and attitudes are not adequately catered for in the Leaving Certificate Established


Subjects
Personal Reflection
English & Communication
French & Irish
Hair & Beauty
Hotel & Catering
Graphics & Construction Studies
Leisure & Recreation
Religious Studies
Mathematical Applications
Vocational Preparation & Guidance
Visual Art
Social Education

Keywords for LCA

Each subject is divided into ***modules*** – a module is 30 hours

A total of 44 modules must be completed by each student over the 2 years (4 ***Sessions***)

Students collect ***credits*** over the two years

Credits are marks given to students over 3 types of assessment

1. **Key Assignments** 4 for each module
2. Student **Tasks/Projects (7)**
3. **Exams** at the end of year 2

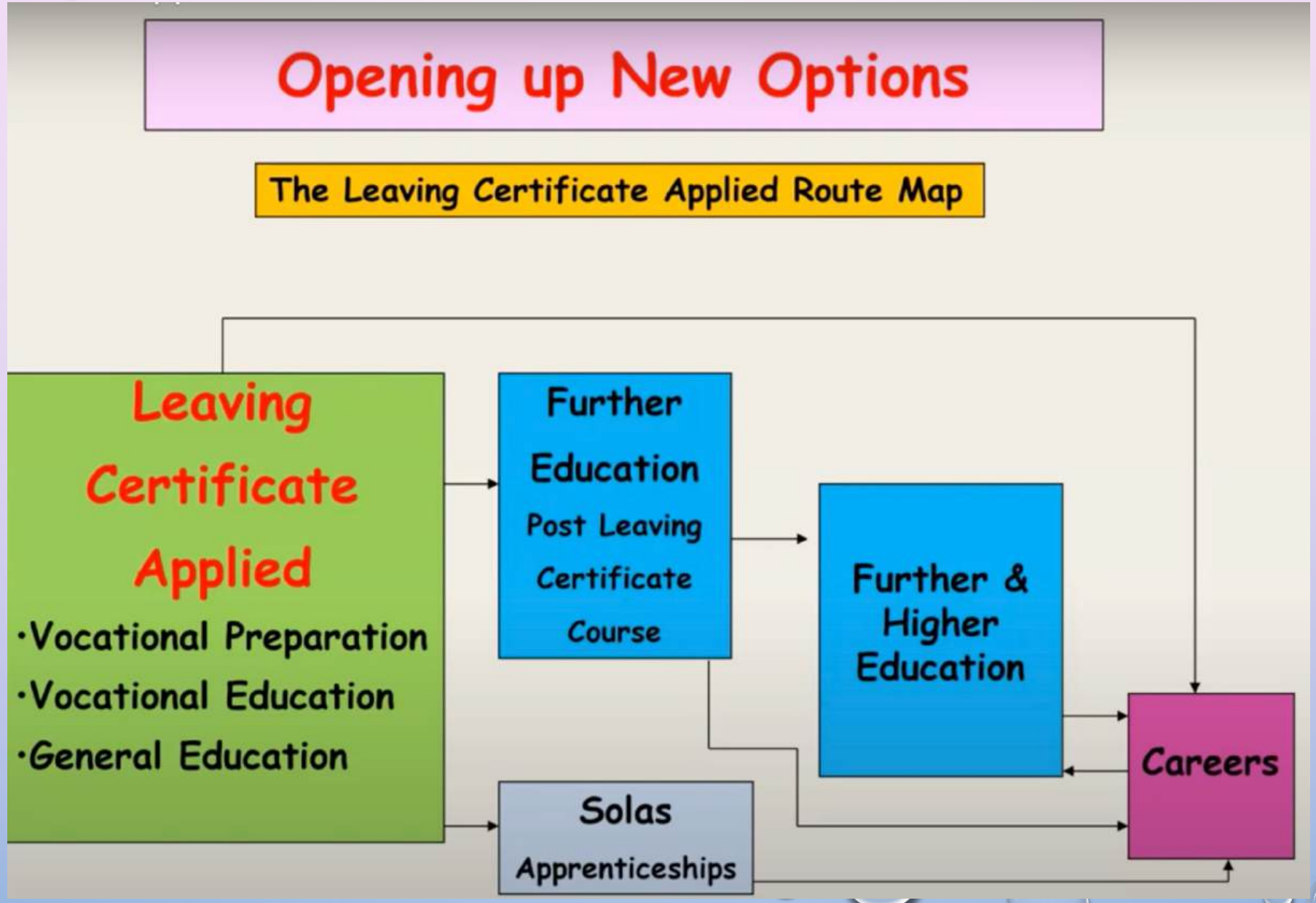
Allocation of Credits

Completion of Modules & 90% Attendance per subject	62 Credits	31%
7 Student Tasks	70 Credits	45%
Final Examination	68 Credits	34%
Total	200 Credits	100%

LCA AWARDS

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

Opening up New Options



Some comments from students why they chose LCA

"I chose LCA because it seemed like an interesting course to do"

"I liked the idea of doing a variety of different subjects"

"I chose it because it prepares you for adult life"

"It gives you the opportunity to do work experience"

"I prefer practical work to theory work"

"I prefer project work to exams"

Life, Community and Work?

Life, Community and Work is a new Leaving Certificate subject (from **September 2026**)

Aims

- **helps students:**
- Understand **who they are**
- Explore **career and education options**
- Learn how to **engage with work and community**
- Develop **real-life skills** for adulthood
- It focuses on **personal development, careers, community involvement, and the workplace**, rather than traditional exams alone

Module 1: Me and My Future

This module is about **understanding yourself and planning your future.**

Module 1: Me and My Future

- **Strand 1: Understanding Myself**
- Students learn to:
- Understand **personal development**
- Identify **values, strengths, weaknesses, interests and skills**
- Set and review **personal goals** (e.g. SMARTER goals)
- Recognise **transferable skills** (skills useful in many jobs)
- Write and develop a **personal statement**
- ***Applied Learning Task 1***
  Create and regularly update a **personal statement** explaining:
  - Who you are
  - Your skills and strengths
  - Your goals for the future

Module 1: Me and My Future

- **Strand 2: Understanding My Progression Opportunities**
- Students learn about:
- Different **post-school pathways**:
  - Apprenticeships
  - Traineeships
  - Further Education and Training (FET)
  - Higher Education
  - Work, travel, entrepreneurship
- **Career fields and job roles**
- Workers' **rights and responsibilities**
- **Tax, entrepreneurship, and labour market trends**
- How technology (including **AI**) affects work
- ***Applied Learning Task 2***
  Create a **career progression plan** showing:
  - Possible education, training and work steps
  - How these link to your personal statement and goals

Module 2: Community and Work

This module focuses on **community involvement and workplace skills**

Strand 1: Appreciating My Community

- Students learn to:
- Understand what **community** means (local, national, global)
- Explore **volunteering and community issues**
- Understand **enterprise and social enterprise**
- Work in groups to solve a **real community problem**
- Use **design thinking** to develop solutions
- ***Applied Learning Task 3***
  Reflect on your role in a **group problem-solving project**, showing:
  - Teamwork
  - Communication
  - Creativity
  - Problem-solving skills

Strand 2: Engaging with the Workplace

- Students learn how to:
- Apply for jobs (CVs, applications, interviews)
- Complete **competency-based application forms**
- Prepare for interviews and deal with feedback
- Take part in **work experience or work shadowing**
- Reflect on workplace learning and feedback
- ***Applied Learning Task 4***
  Create a **development plan** showing how you will:
  - Improve skills based on workplace feedback
  - Set goals for future growth

Assessment

- **1. Portfolio in Action – 60%**
- Based on work collected over two years
- Students respond to a brief set by the SEC
- Includes reflection, evidence and application of learning
- **2. Written Examination – 40%**
- Tests understanding of:
  - The four strands
  - Applied Learning Tasks
  - Real-life application of learning

INTRODUCING

TRANSITION YEAR PROGRAMME

PARENT INFORMATION EVENING

What is Transition Year?

… a unique one-year programme that promotes the personal, social vocational and educational development of students and prepares them for their role as autonomous and responsible members of society

… a bridge to enable students to make the transition from the more dependent type of learning associated with the Junior Cycle to the more independent learning environment associated with the Senior Cycle and beyond

… encourages the development of a wider range of transferable critical thinking and creative problem-solving skills

… evidence has shown that students perform better in senior cycle having completed the TY programme

The YEAR to ACHIEVE

Maturity

Social & Personal Development

Exploring aptitudes and abilities

Responsibility

Work Experience

A more confident individual

Self Directed Learning

Community involvement

Sampling Leaving Certificate Subjects and getting ahead in Core Subjects

What is expected of each student…

Attendance

Punctuality

Engagement & Attitude

100% effort

Uniform

Some Activities to Look Forward To…

- TEAM BUILDING TRIP TO GLENDALOUGH
- SELF DEFENSE
- SCHOOL MUSICAL
- CAREER INVESTIGATION
- BT YOUNG SCIENTIST
- FRESH FILMS
- OVER-NIGHT TRIP IN SEPTEMBER
- FIST AID, MANUAL HANDLING
- EUROPEAN LANGUAGES WEEK
- HALLOWEEN DRESS UP
- FUNDRAISING ACTIVITIES OUR LOCAL CHARITIES SVP, DSPCA
- CHRISTMAS JUMPER DAY
- CHRISTMAS MARKET
- VARIETY OF WORKSHOPS AND SPEAKERS
- ACTING AND DRAMA

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Day To Day Timetable

Core Subjects	Language Samples	Modules	
Religion	French	LIFT	Careers
Irish	Spanish	Science	Wellbeing
English	German	Geography	Korean
Maths		Music	Sign Language
Business		Art	Cultural studies
PE		Film Studies	Animal Care

Work Experience

Work Experience in Transition Year is an opportunity to gain experience in a workplace of interest.

Students will be given one day per week for Work Experience. Students are encouraged to find two different Work Experiences throughout the Year.

Rotation One from September to December
Rotation Two from January to May

During this time students are expected to work in a business that they have organized a work placement with. Students will have to make a CV, a Work Experience Cover Letter and give their employer an insurance letter from the school.

A diary is written by the student after each day and an employer report is completed by their work placement. This evidence will provide students with a bank of evidence of learning and reflection on their areas of employment.

Block work experience can be applied for in some instances once the TY Coordinator is informed by letter from Parents / Guardian

Activities throughout the Year

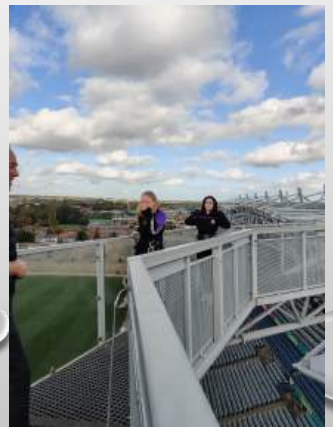
There are opportunities for students to partake in a variety of different activities in the area of Outdoor Pursuits focusing on their physical wellbeing.

Activities this year have included Archery, Ziplining, Mountaineering, bowling, trampolining, Orienteering, Quazer, Indoor & outdoor quests, bubble football, footgolf, Howth cliff walk to name but a few!

Social & Cultural Activities

Students are given the opportunity to visit a wide variety of cultural sites in order to expand their knowledge of the country we live in, our traditions and cultural ideals. This is done on a second ten week rotation.

Places include Causey Farm, Phoenix Park, Glasnevin Cemetery, GAA Museum and Skywalk, Jeannie Johnson for example



REFLECTIVE PRACTICE

- Transition year in Le Chéile puts a strong focus onto reflective practice and encourages all students to practice this after each activity they have take part in.

- At the beginning of the year students are given a digital portfolio, on One Note where the compile an evidence based reflective journal on each of their trips, their work experience, visitors in and out of school and all subjects and activities they take part in throughout the year.

- To support the students, classes are given whereby students are instructed on this; as well as it being completed at home

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- At they end of the year these portfolios are corrected and credits awarded by the TY Team.

- This acts as a Journal of activities and a diary for what each student did in TY and may inform you of how they are getting on in TY

Assessment in TY

Assessment in Transition Year will be awarded in Credits throughout the course.

At the end of the year all students' credits will be compiled and they will be rewarded with a Certificate of completion along with all other certificates they have earned through various courses they have completed through the year.

TRANSITION YEAR AWARDS

Credits	Grade	Award
350 - 400	A	Distinction
300 - 349	B	Higher Merit
250 - 299	C	Merit
200 - 249	D	Achieved
100 - 199	E	Partially Achieved
0 - 99	F	Not Graded

Applications for TY 2026 – 2027

are now open until

Friday January 23rd 2026 at 1.10pm

The link to the application form will be available on the 3rd Year One Voice on Schoology or by following the QR code above

Fees Schedule

The fees for Transition Year 2024 are €400 for the year. All monies are spent on trips and courses offered.

Payment schedule

Option 1: €400 on acceptance of place on Fri 27th February 2026

Option 2: €100 on acceptance of place 27th February 2026
and €200 in May 2026
and €100 in August 2026