

**Belvedere College S.J.**

**Transition Year  
Programme**

**(Draft/Working Document)**

**2011 – 2012**

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# Part 1



## 1.1 Transition Year Course

### The mission

The mission of the Belvedere Community - Jesuits, Board, Staff, Parents, present students and past pupils - is to ensure that graduates of the College by their relationship with Jesus Christ and through living Gospel values, shall be persons for others in leadership and example in the pursuit of a just world. To promote the personal, social, educational and vocational development of the students, and to prepare them for their role as autonomous, participative and responsible members of society through the core characteristics of Jesuit education such as opening young people to growth and helping them to become intellectually competent.

### Overall aims

Education for maturity with emphasis on social awareness and increased social competence.

Education through experience of Adult and working life as a basis for personal development and maturity.

Promotion of general, technical and academic skills with an emphasis on Interdisciplinary learning.

*“Transition Year is an optional one-year, school-based programme between Junior Cycle and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependent learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle. Schools have the chance to design programmes and courses tailored to the needs and interests of students.*

*The Transition Year offers students an opportunity to engage in independent, self-directed learning, to develop general, technical and academic skills, and to mature and develop without the pressure of an examination. Students get the opportunity to sample a wide range of subject areas and can make more informed choices about the kind of Leaving Certificate programme they want to follow after the Transition Year.”*

- NCCA (Transition Year)

## 1.2 TRANSITION YEAR INDUCTION

Induction begins in third year with the TY Coordinator visiting all the form groups and discussing the differences between TY and the rest of the secondary cycle. The students are also given information on the Tuesday pursuits and the Thursday activities and make their selections in order of preference (see 2.2).

There is also an information evening for the parent body in May, prior to TY commencing. The parents are invited by letter and they are asked for questions in advance so that any concerns can be addressed. Both the work experience and community care placements are discussed and the pupils are encouraged to organise them over the summer.

The main induction is held over a period of six days in the first week of a new academic year, beginning with a TY assembly involving the Headmaster, Deputy Headmaster and the TY Coordinator. Each form group is inducted on a different day. There are ongoing changes to this format with involvement of the form tutors becoming more important. Induction in 2012 to be across one whole day with form tutors dealing with their own groups.

See below for induction.

### **TY**

- For one year only
- Carpe annum
- You'll never jump into this river again
- Plan what you would like to do with the year
  - Then do it!
- Don't wait for others: lead the way
- This is the first day in the rest of your life – so start writing your CV now.

### **Responsibilities**

- Your classroom is your responsibility
- Your corridor is your responsibility

### **Take care**

- Notice boards & blinds
- Desks & chairs: layout is not for changing
- Bins are for rubbish
- Paper-recycling-bin is for paper
- The floor is for walking on
- If you want to write graffiti – do so on the walls of your own home, thank you!

### **How to tidy up**

- Look before you leave
- Make sure everyone chips in
- If you're going to leave early, then start tidying even earlier!

- Desks in order
- Chairs on desks
- Paper in recycling bin
- Rubbish in bin

### **Tuesday Pursuits Thursday Activities**

No appointments for dentists, etc please.

*Note: Tuesday Pursuits and Thursday Activities are an integral part of the TY experience. These are gone through with the pupils towards the end of 3<sup>rd</sup> year when they make their choices. See 2.2.*

### **Lockers**

Lockers will be given out during Induction.

You must have something in your locker with your name and class on it (even if it is only a sheet of paper!)

If you wish to borrow the master key at any time during the school day, you will be asked to contribute €2 (on the spot) towards the Friday V de P Collection.

### **Work Experience**

- The importance of the form – insurance cover and letter
- Minimum 35 hours per week
- Work experience preparation will be on a Thursday afternoon two weeks prior to the start of the work experience.
- The dates:

Work Exp 1: The two weeks before October mid term.

Work Exp 2: 23 May- 3 June 2011

### **Community Care**

- Minimum 30 hours per week
- Community Care 1: 13-21 December 2010
- Community Care 2: 21-25 March 2011

### **TY Assessment**

- Total Points = 14,000
- Pass = 7,000
- Belvedere College SJ Certification
  - 1st Class Honours – 2nd Class Honours – 3rd Class Honours – Pass

*Note: The assessment policy can be seen in its own section and is gone through in detail with the pupils.*

## **RESPECT**

- Peers
- Teachers & staff who work here
- Clients at work
- Management
- Employers & colleagues in the work place
- Those who run Tuesday Pursuits or Thursday Activities: No second chances here!
- The school buildings – they will outlast us all!

The anti bullying policy is referred to in the journals during induction.

## **Fresh Start**

- It is a chance to start afresh
- If you have a history, you could take this opportunity to put it behind you.

## **Carpe Annum**

- Have a great year
- Let me know if things are not going well
- The TYDT will continue to work to make things better
- Try to be happy
- Keep your sights on the long-term also: don't stop working at subjects

## **Grow in other ways**

- Learn something outside school
- Make new friends
- Be more helpful at home
- Take up a new musical instrument or start a band
- Read more books
- Write poetry
- Be a nicer person
- Join TY newspaper

## **1.3 Transition year timetable**

**Periods**

		<b>JC</b>	<b>TY</b>
Irish oral work	Full year	4	4
English comparative studies	Full year	5	4
Mathematics	Full year	5	4
French oral work	Full year	4	4
Religion	Modular	3	3
Physical education	Full year	1	1
Classical Studies	Full year	0	2
History/geography	Modular	6	3
Science biology/chemistry/physics or sports sc.	Modular/Full year	4	3
Art/German/bus/ltn/msc/Sp	Full year	4	3
Art/ger/bus/ltn/msc	Full year	4	3
IC3 (including careers)	Full year	1	3
CSPE	Full year	1	0
SPHE	Full year	1	0
Thursday Afternoon Activities –choice of 11, students take 2 courses		0	3
Tuesday Afternoon Pursuits – choice of 12, students take 2 courses			

## **1.4 TY Assessment Policy**

- Each departmental policy incorporates a statement in relation to the assessment of students in Transition Year.
  - Subjects studied for four periods a week are allocated 1000 marks. Subjects studied for three periods a week are allocated 750 marks. Subjects studied for two periods a week are allocated 500 marks.
  - Transition Year students are assessed three times over the course of the year and the results of these assessments are communicated to parent(s)/guardian(s). In a small number of cases, two assessments are conducted particularly when a change of teacher occurs at Christmas time.
  - It is the responsibility of subject departments to communicate to their students at the beginning of the assessment period how the marks will be awarded.
  - Assessment marks for Tuesday Afternoon Pursuits and Thursday Afternoon Activities are awarded on the basis of participation only.
  
- 1000 marks are awarded for the reflective report the students write on their October work experience (or exchange) placement – 10 days.
  
- 1000 marks are awarded for the reflective report the students write on their December community care placement – 8 days.
  
- 750 marks are awarded for participation in co-curricular activity (physical, cultural and social justice activities). These marks are awarded by the Form Tutor in consultation with the Transition Year Co-ordinator.
  
- The Belvedere College SJ Transition Year Certificate is awarded in the following categories:
  - First Class Honours
  - Second Class Honours Grade 1
  - Second Class Honours Grade 2
  - Pass
  - Certificate of Participation
  
- A student's final grade may be adjusted for the following reasons:
  - Subject Exemption
  - Illness
  - Extended Absence (Trip/Exchange)

- The Transition Year Development Team accepts nominations from members of the College staff for the Outstanding Contribution to the Spirit of TY Awards (designed and made annually by Mr Ronan Jacob). An extended meeting of the team takes place in May to decide on these awards. Twenty is the maximum number which can be awarded in an academic year.

## **Allocation of Marks**

### **Compulsory**

English	-----	1000
French	-----	1000
Irish	-----	1000
Maths	-----	1000
Science	-----	750
Hist / Geog	-----	750
Religion	-----	750
Computer Studies	-----	500
P. E.	-----	500
Classics	-----	500

### **Options (Two from the list below)**

Spanish	-----	750
German	-----	750
Latin	-----	750
Greek	-----	750
Art	-----	750
Music	-----	750
Business Studies	-----	750

### **TY Specific**

Work Experience	-----	1000
Community Care	-----	1000
Tuesday Pursuits	-----	750
Thursday Activities	-----	750
Co Curricular	-----	750
TYDT	-----	500

**TOTAL** ----- **14000**

## **1.5 College Whole School Assessment Policy**

### **Relationship to College's Mission / Vision / Aims**

Assessment in the broadest sense includes all appraisal of student achievement in curricular and co-curricular activities. The pursuit of excellence in all things requires reflection on practices, procedures, facilities and attitudes with a view to improvement. This policy articulates the College goals for formative and summative assessment with a view to improving teaching and learning. The Characteristics of Jesuit Education underpin all policies and the Ignatian Pedagogy documentation clearly refers to the place of assessment in Jesuit Education.

### **Rationale**

Assessment is an integral part of the teaching and learning process. Its purpose has as much to do with providing information to the students and the teacher as with forming the basis for the awarding of grades. Consequently learning at the College is well supported. Students are aware of their goals and what they aim to achieve in particular pieces of work. Through effective marking and reporting they can gain clear insights into what they have achieved and where they can improve. The College recognizes the importance and benefits of reporting. Accurate reporting could and should have a positive impact on student morale and their future motivation. Students should have a right to respond to assessment. Teachers use assessments to set work matched to their students' capabilities. Students are involved in the process of assessment by taking responsibility for their own learning, developing their ability to be self-critical and setting targets for subsequent work.

### **Goals / Objectives**

1. Summative and formative assessment guides the planning and classroom practice of all teachers. The 'Role of the Subject Teacher, Form Tutor, Year Head' documents specifically refer to the use of assessment.
2. Summative assessment results are used at departmental level in planning subject improvement and at whole school level in deciding priorities to assist students and their teachers.
3. Assessment policies ensure consistency in the procedures for setting work, marking work and providing feedback to students. The assessment by teachers of tests and exams is guided by the marking scheme for that level in the appropriate certificate examination. Feedback gives clear guidance on how to improve.

4. Assessments highlight how well the student has understood and learned the subject matter and assists the teacher to:

- a. Determine what students know and understand
- b. Ascertain the skills that students have acquired
- c. Diagnose learning problems and student needs
- d. Monitor standards of achievement in their classes
- e. Contribute to the design of how the subject material is taught
- f. Reflect the curriculum and is an integral part of teaching and learning at all levels
- g. Check teaching objectives against learning outcomes
- h. Act as a feedback mechanism for curriculum development
- i. Provide clear feedback for each student on how he can improve his achievement
- j. Motivate teachers and learners through success in achievement

Assessment also helps decide the level of examination entry, either Higher or Ordinary Level, for students in certificate examination classes.

### **Policy Content**

Each student is assessed on an ongoing basis through homework, tests and assignments. See Appendix A for the various methods of assessment used in the College. This is a representative sample and is not exhaustive.

A record of these results is kept by the teacher. Lack of progress, serious underachievement or persistent presentation of sub-standard work, taking the student's ability into account, is notified to the parents (either in the Journal or by letter) at an early stage and to the Year Head (in the Subject Teacher Information Slip STIS). Serious underachievement normally results in the student being placed on a Student Improvement Plan (StIP).

Christmas and Summer examination results are recorded in the student's record (academic assessment profile sheets). The student's results sheet (profile) is disseminated to the student's parents in Grammar and Rhetoric and the Form Tutors in all years. Formative assessment contributes to decisions regarding the level of entry in the State Examinations Commission examinations at Junior and Senior Cycle Level. It is College policy that examinations scripts for Christmas and Summer house examinations are returned to the students.

*Using Students' Results Effectively*

Results profiles of classes / forms / years are also used by Form Tutors and Subject Teachers in reviewing levels of student achievement. The follow-up action is referred to in the role description for the Subject Teacher and Form Tutor. Year Heads have access to Form Tutor Reports and Year Group results. These inform their follow-up action after College examinations at Christmas and Summer. The normal follow-up action includes nominations for the Awards System and referrals for the Student Improvement Plan (StIP).

#### *The College Leadership Team*

The Headmaster, Deputy Headmaster and Assistant Deputy Headmaster use assessment results in their follow-up meetings with students and teachers. Overall results are discussed at departmental meetings. The August departmental meetings address how the subject results (including the results of the State Examinations) compare to national averages in terms of the percentage of students taking the subject at Higher Level and the grade level achievement. This informs departmental plans as articulated in the ‘Subject Improvement Plans’.

#### *House Examinations Review*

Subject teachers are asked to consider those students who achieve one of their best results in their subject in order to recognize achievement and at one of their lowest results in their class to address how they can improve. This analysis of Summer house examinations is particularly important for students moving into Grammar and Rhetoric where they will be subject to external examination.

#### *Comparative Analysis*

Year-on-year analysis of results is provided for each subject and is used to evaluate overall achievement. Full analysis of all subjects in comparison to the previous four years is provided to the Board of Management and is available to all staff in the Headmaster’s Secretary’s Office. The Assistant Principal Team contributes to the overall College plan by making proposals addressing the effective use of assessment in improving standards of teaching and learning. In order to achieve this, the Assistant Principal Team also explores wider issues associated with achievement in the College including staffing, posts of responsibility and resourcing.

#### **Roles and Responsibilities**

Teachers are required to keep a record of students’ homework and test results. Teachers are expected to have reviewed the achievement of students in their classes and to take appropriate

follow-up action, including modifying their teaching planning documents for the year. Holding common examinations is the requested practice in house examinations. Teachers are asked to work together to ensure consistency and commonality in assessment, recording and reporting procedures.

*Teachers should:*

- Agree to deadlines in the light of the students' other workload and give adequate time for the completion of out-of-class assignments
- Ensure appropriate homework/study is set and that homework is marked and returned – failure to complete homework is seen as a serious matter – if repeated, this is notified to parents and appropriate action is taken initially by the subject teacher
- Clearly define common assessment tasks within departments/subjects for each year level
- Use student performance as a feedback mechanism to initiate refinements to, or changes in, the curriculum and its delivery
- Use a variety of modes and techniques of assessment
- Provide regular feedback to parents, in consultation with the Form Tutor, via Journal or StIP or letter regarding persistent underachievement which may result in a student having to move to Ordinary Level
- Expect high standards of achievement and support:
  - By ensuring clarity of aims and outcomes
  - By methods that actively involve pupils and give them some responsibility for how they learn
  - By a strong emphasis on analysis and discussion
  - By opportunities to experiment and try out ideas
- (If they are form tutors) assist students in organizing their study schedule by checking and initialing the Journal on a weekly basis – form tutors help students set and achieve targets agreed between those students and their subject teachers.

When work is returned, students are given written or spoken comments that combine sensible advice and manageable action points. Reference to examination marking schemes is made as appropriate. Homework must be corrected within a reasonable timeframe and, depending on the agreed policy of the department, must include feedback (for example, mark and comment) on how to improve.

*The College should:*

- Produce examination/test timetables with enough notice for students and teachers to formulate a revision programme
- Keep records of achievement
- Create an organizational structure for the efficient and effective running of external assessment activities such as the State Examination Commission examinations
- Provide guidelines on the organization of homework and house examinations
- Facilitate students who have to repeat house examinations due to serious underachievement

*Parents should:*

- Support all policies of Belvedere College SJ particularly those that relate to learning
- Support student adherence to deadlines for work by signing/initialing completed work
- Help motivate their child(ren)
- Read through homework in the Journal on a regular basis

*Students should:*

- Be involved in assessing themselves and be allowed to identify personal targets, thus motivating themselves to learn as these targets are achieved
- Have a clear idea of the knowledge and/or the skills being assessed
- Receive clear feedback regarding a mark or grade that has been awarded
- Be able to see each graded assignment
- Be provided with the opportunity to have their performance assessed qualitatively
- Have access to the criteria being used in the assessment
- Not expect that every piece of work completed will be formally assessed
- Be given advance warning of any assessment for which preparation is necessary and be clear about the due date of the assessment
- Be aware that failure to meet deadlines could result in reduced achievement grades and may have a bearing on the level of certificate examination entry recommended by the teacher and access to class groups taking the subject at a higher level

The Role Description for Subject Teachers, Form Tutors and Year Heads indicates respective responsibility in using assessment. This is further clarified in College documents eg Ignation

Pedagogy and subject follow-up notes from the Headmaster in discussions on teaching and learning.

The Deputy Headmaster and Assistant Deputy Headmaster provide the assessment data and they coordinate the follow-up after examinations with students, form tutors, year heads and parents.

The College Leadership Team then reviews the results of the follow-up process after the February Mid-term Break. The Headmaster meets a number of students and their parents as part of the this process. The Guidance and Counselling Department and other parties may also be involved.

### **Success Criteria**

The following will be used as indicators to gauge the effectiveness of the policy:

- The objectives of the policy are met
- Student academic achievement is at a level commensurate with his ability
- Teacher plans have differentiated material
- Assessment data is used effectively by subject teachers, form tutors, year heads and the College leadership team in addressing underachievement
- An effective assessment policy will ensure the student will:
  - Have criteria that are known and understood in advance
  - Analyse his learning and understand what needs to be improved
  - Develop an ability to learn in addition to recalling facts
  - Highlight his strengths and demonstrate mastery and expertise
  - Learn in ways that the teacher did not foresee
  - Be reflective and partake in self-evaluation and peer evaluation
  - Be encouraged to be responsible for his learning
  - Experience successful learning
  - Achieve grades commensurate with his ability
  - Perform at a higher level when challenged

### **Monitoring Procedures**

The monitoring of how the policy is implemented is inherent to the roles of the subject teacher, form tutor and year head. Reviewing the success of the policy is part of the formal agenda of the Headmaster, the Deputies and the Assistant Principal Team after Christmas and Summer examinations.

### **Review Procedures**

The Whole School Assessment Policy is due for renewal in the Academic Year 2012/13. The Subject Improvement Plans prepared at the beginning of each academic year will inform this review. The review will be undertaken by the post holder responsible for the assessment policy.

### **Timeframe**

PTO

**Please note:** Supporting Documentation for the Whole School Assessment Policy is contained in a Red Lever Arch File.

# Part 2



## **2.1 Subject Information**

**TITLE:** TY English programme

**Duration:** Full school year

**Aims:**

- to broaden the students' understanding of the world through literature
- to encourage and foster reading and appreciation of arts
- to encourage students' confidence in oral and written expression
- to develop skills of critical analysis

**Objectives:**

- to identify features of style within texts
- to experiment with narrative voice
- to write a range of short stories
- to develop and widen their tastes in reading
- to keep a response journal of texts they have enjoyed or disliked.
- to examine characterisation and to experiment with characterisation in their short story writing
- to collaborate with other students creatively
- to draft and re-draft written work
- to analyse a writer's technique and explore themes and attitudes within a text
- to read and analyse persuasive material ie. bias in newspapers and respond critically to advertising
- to experiment with use of dialogue in story writing

**Teaching and Learning Strategies:**

- Class discussion, peer discussion,
- Individual and group reflection
- Note taking
- Peer assessment
- Debate/walking debates
- Response journal fosters a structured approach to students' response to texts
- Visit to the library promotes independent reading
- E-learning and blogging

**Content:**

Individual teachers may opt to take a thematic/linear approach using prose, media studies, drama, poetry, film.

**Assessment:**

- 3 assessments of 250 marks (4 significant written pieces at 50 marks each plus 50 marks for engagement/persistence etc)
- 1 examination of years issues 250 marks
- Students are made aware that their performance in TY informs the entry level of their Fifth year English class.

**Resources:**

- Moodle
- Blogging
- Common resource folder on teacher server containing list of useful websites for English
- Textbooks
- Journal
- Audiobooks
- Films
- Novels
- Plays
- Poetry
- Podcasts
- Journalism

**Evaluation:**

- Student evaluation of TY course at the end of the year informs each teacher's evaluation the TY English programme during the end of year Department meeting.

## **TITLE: Mathematics TY programme.**

### **Duration:**

Academic year 2011 – 2012

### **Aims:**

- To introduce students to some hands-on mathematics which has relevance to everyday life
- To stimulate interest in problem solving
- To introduce applied mathematics

### **Objectives:**

Students should be able to demonstrate knowledge of the content as listed below, and the ability to apply it through examinations, project work and class work.

### **Teaching and Learning Strategies:**

- Project Maths Teaching Plans approach
- Independent Work
- Pair and group work
- Self and peer assessment
- Assessment for learning strategies as outlined in departmental assessment policy

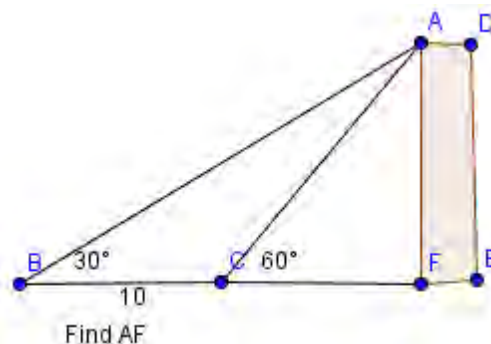
### **Content:**

Module 1 Advanced algebra (100 Marks)

- **Difference of squares**
- **Difference of cubes and sum of cubes**
- **Completing the square, solving quadratics by completing the square (formula!).**
- **Simultaneous Equations second degree**
- **Simultaneous Equations in three variables.**

Module 2 Trigonometry (100 Marks)

- **Trigonometry and the Unit Circle Radians.**



- **Trig graphs for sine and Cosine up to  $f(x) = a\sin bx$  for  $0 \leq x \leq 2\pi$**
- **Use of sine rule and Cosine rule**
- **Project: Make a clinometer to measure angles and use to calculate heights of spire, buildings etc. (50 Marks)**

Module 3 Statistics (100 Marks)

- **Data collection and handling.**
- **Measures of Central tendency, Standard Deviation and Testing the Mean.**
- **Scatter plots, stem and leaf.**
- **Lines of regression.**
- **Design and complete a survey (50 Marks)**

Module 4. Applied Mathematics (100 Marks)

- **Simpson's Rule**
- **Mathematics of Accelerated Linear motion.**
- **Time Speed Graphs**
- **Finding the distance traveled by calculating the area under the graph.**

Module 5 Discrete Mathematics (100 Marks)

- **Probability, (the idea of "fairness")**
- **Fundamental Principle of Counting,**
- **independent events**
- **Revision of Set Theory and Notation**
- **Arranging and Choosing.**
- **Binomial Theorem using Pascal's Triangle**
- **Binomial Theorem using  $\binom{n}{r}$**

## **(Ordinary Level) 2011-12**

Module 1 Algebra (100 Marks)

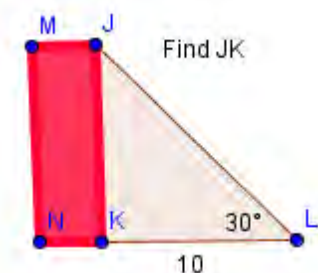
- **Revision (BIRDMAS, SNL (Signs, Numbers then Letters))**
- **Common Factor**
- **Grouped Common Factor**
- **Difference of 2 Squares**
- **Quadratic Equations**
- **Simultaneous Equations (2 unknowns)**

Module 2 (Statistics – Strand 1) (100 marks)

- **Histograms and stem and leaf plots**
- **Measure of central tendency**
- **Data collection and presentation**
- **Project design, complete and present a survey (50 Marks)**

Module 3 (Trigonometry – Strand 2) (100 Marks)

- **Theorem of Pythagoras ( $h^2 = a^2 + b^2$ )**
- **SOH-CAH-TOA**
- **Sine Rule**
- **Project: Make a clinometer to measure angles and use to calculate heights of spire buildings etc (50 Marks)**



Module 4 (Probability – Strand 1) (100 Marks)

- **Set Notation and Theory**
- **Probability and fairness**
- **Fundamental principle of counting**
- **Independent events**

Module 5 (Area/Volume) (100 Marks)

- **2D Perimeter/Area - Squares, Rectangles, Circles and Triangles**
- **3D Surface Area/Volume – Cubes, Prisms, Spheres, Cylinders & Cones**

## Assessment:

- **Each of the 5 modules is awarded 100 each. (500)**
- **150 marks for the raw score in the Cayley /Gauss Maths Contest.**
- **250 for end of year exam**
- **100 marks awarded, at the discretion of teacher, for effort and attention of work.**

**End of Year Examination (250 Marks) based on ALL modules above; Five questions do five. (See Department planning documents for policy on Higher or ordinary level for leaving Cert.)**

## Resources:

- No Textbook
- teacher hand-outs
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.projectmaths.ie](http://www.projectmaths.ie)
- Geogebra
- Measuring equipment
- Excel
- Dice and cards
- Moodle

## **Evaluation:**

- Reflection by teachers after each module.
- Formal reflection at Maths Department meetings (which are always minuted).
- Ongoing changes to the programme informed by these reflections..

## **TITLE: Irish**

## **Duration: Academic Year**

### **• Aims:**

- 
- To promote and develop self confidence in the language skills of the students
- To improve communicative skills of students
- To raise awareness of Irish as a modern, living language
- To facilitate listening,reading,oral and writing skills of students
- To encourage independent learning and key skills
- To promote a positive attitude to Irish among the students

### **Objectives:**

- To prepare students for oral exam
- To award Fáinne to students who achieve requisite standard
- To encourage independent research skills
- To improve confidence in public speaking skills in Irish
- To promote higher order language acquisition

## **Teaching and Learning Strategies:**

- Project work, group and individual
- In class debates
- Co-operative Learning and AFL strategies
- Class discussion or programmes or newspaper articles to improve oral work
- Preparing and editing videos;, cartoon strips, art work
- ICT/ Glogster/vifax

## **Content:**

Module based course;  
Genealogy

My Local Area  
Famous Belvederian  
Pastimes and Hobbies  
Irish Mythology  
Oral Exam  
Each module contains a relevant grammar element

### **Assessment:**

- Continuous assessment on oral, aural and written assignments
- Level of involvement in debating
- Oral exam incorporating Fáinne( external examiner)
- Assignments based on project topics
- Feedback and mark on each module to students

### **Resources:**

- Newspapers and magazines
- DVD and television
- Internet resources
- Guest speakers
- College LRC
- ICT Co-ordinator/team teaching
- Web sites appropriate to level of students
- See attached appendix

•

### **Evaluation:**

- Teacher review
- Student review

## **TITLE: FRENCH DEPARTMENT TY CURRICULUM**

**Duration:** One academic year.

### **Aims:**

- to develop all four skills : reading, writing, listening and oral, with special emphasis on oral French.
- to expand cultural awareness of France and French-speaking countries.
- to increase student confidence in spoken French.

### **Year Objectives:**

- ✓ Students should feel confident expressing themselves orally on each of the six themes chosen.
- ✓ Students should be able to read and listen to authentic texts on the chosen themes.
- ✓ Students should be able to express themselves in written form on the chosen themes.
- ✓ Students should know more about everyday life in France and in French-speaking countries. In this context, 35 students (approx.) are given the opportunity to spend two weeks in Lyon as part of the Belvedere College/Lycée St. Marc exchange programme. During the exchange, students stay with host families, attend class and explore Lyon and Rhône-Alpes region.
- ✓ Students should have watched at least one French language film and carried out a project or done follow-up work on the film.

- ✓ Students should be more aware of French music and have listened to some songs by French artists.
- ✓ Students should have a broader knowledge of la culture francophone (this could include literature, history, geography, cuisine and the arts).

## **Teaching and Learning Strategies:**

The communicative approach is emphasised. Students practise oral work through role-plays, pair work and class repetition.

Students are encouraged to become more independent learners through pair work, project work (not compulsory) and use of IT.

## **Content:           Thèmes pour l'Année de Transition**

- **L'École :** mes matières, les équipements, les activités culturelles, sportives et intellectuelles.
- **Le Cinéma**
- **La Musique**
- **Le Sport**
- **La Nourriture et la Santé** (manger bien, garder la forme etc.)
- **L'Année de Transition** - les stages, les échanges, les voyages, le développement personnel et social.

Teachers are free to interpret these themes as they wish. For example, in *le cinéma* students might study one French film in depth, or they might get an overall view of

French cinéma by watching a few films. Teachers are also free to explore other themes with students once they have covered the six listed above.

## **Content continued : Sujets Grammaticaux**

- Le Présent
- Le Passé Composé
- L'Imparfait
- Le Futur Proche et Simple
- Le Conditionnel
- Les Pronoms - objets directs / objets indirects / formes fortes
- Les Adjectifs - possessifs / comparatifs / superlatifs / irréguliers

## **Assessment:     Contrôle Continu**

French is worth 1000 points in Transition Year. It is a compulsory subject for all students. Students are given assessment marks 3 times during the year in November, February and May (2 assessments in May).

*This assessment model was created for the 2111/2012 academic year. It will be reviewed during the year and may be modified.*

### ***Contrôle 1 (septembre - novembre) = 250 points***

Aural	= 40 points
Written	= 40 points
Grammar :	= 45 points
Oral :	= 100 points
Participation/Engagement :	= 25 points

### ***Contrôle 2 (décembre - février) = 250 points***

Aural	= 40 points
Written	= 40 points
Grammar :	= 45 points
Oral :	= 100 points
Participation/Engagement :	= 25 points

### ***Contrôle 3 (mars - mai) = 250 points***

Aural	= 40 points
Written	= 40 points
Grammar :	= 45 points
Oral :	= 100 points
Participation/Engagement :	= 25 points

Grammar can be examined in the form of homework and/or tests.

The Oral exam in the first three Contrôles will take the form of a short oral presentation (2 mins. approx.) on one of the Course Themes and/or a role-play.

### ***Contrôle 4 (mai) = 250 points***

This will be a formal written exam (reading, writing and grammar). The exam is used in conjunction with a student's Junior Cert results and effort throughout Transition Year as a means of placing him into a suitable Fifth Year group.

## Break-down of Thèmes and Grammaire

### **Contrôle 1 (assessment results due 25/11/2011)**

<b>Thèmes</b>		<b>Grammaire</b>	
L'Année de Transition		Question forming	
Le Sport		Le Passé Composé	
		Le Futur Proche et Simple	

### **Contrôle 2 (assessment results due 24/2/2012)**

<b>Thèmes</b>		<b>Grammaire</b>	
L'École		Le Présent	
Le Cinéma		Les Adjectifs	
		Pronoms - objet direct et indirect	

### **Contrôle 3 (assessment results due mid-May 2012)**

<b>Thèmes</b>		<b>Grammaire</b>	
La Nourriture et la Santé		L'Imparfait	
La Musique		Le Conditionnel	
		Pronoms - Formes Fortes	

**Resources:**

Common textbook - 'Make the Transition'.

IT - Internet, DVDs, aural and visual aids (songs, video clips, CD work, posters and hand-outs), data projector.

Sites used include:

zut.org, tes.co.uk, tfl.fr, tv5monde.org, rfi.fr, frenchteacher.net, larousse.fr, examinations.ie and similar sites.

**Evaluation:**

This is carried out annually at departmental meetings and also by informal student evaluation at the end of the year. We hope to develop a more formal student programme evaluation sheet as part of our Subject Improvement Plan for 2011/2012.

## **German**

### **Course content (based on 1 double and 1 single class per week)**

- films – films and worksheet – projects
- conversational German – preparation for Vienna Exchange
- facts about Germany and Austria – history, geography, culture
- preparation of video on the Vienna Exchange for subsequent viewing at the TY graduation
- preparation of resource material for use in junior classes

### **Aims of the Course**

- to maintain linguistic competence
- to cater for those taking German at leaving Certificate and those who are not
- to prepare students for Vienna Exchange
- to give students an understanding of life in German speaking countries

### **Teaching and Learning Methods**

- text book – traditional material, games, crosswords, word searches, ect
- film and worksheets
- role play
- use of real life material e.g. menus, train timetables etc.

### **Resources**

- German language films
- Films designed for language learning
- Use of the TV sitcom “Extra”
- Ausblick (text book)
- Material from Goethe Institute
- Material from website [www.german.ie](http://www.german.ie)

### **Assessment of Students**

- vocabulary tests
- projects
- memory work is monitored and evaluated

### **Evaluation of Programme**

- teacher self evaluation
- regular evaluation of course content at the end of each module

## **TITLE: Spanish**

### **Duration: One year (broken into three terms)**

#### **Aims:**

- To deal with all 4 skills: reading, writing, speaking, listening
- To expand cultural awareness of Spanish speaking world and Spain, in particular
- To develop conversational skills
- To revise JC material
- To prepare for 5<sup>th</sup> year

#### **Objectives:**

- To broaden students vocabulary
- To make students more comfortable and fluent when speaking Spanish

#### **Teaching and Learning Strategies:**

- Students learn Spanish by ‘doing’ it: speaking, reading etc.
- Try to vary material used to keep interest
- Strong emphasis on the Moodle project to promote independent learning and to ignite a passion in the students

#### **Content:**

- Spanish cinema (Volver)
- Spanish history and political system
- Conversation (myself, family, pastimes, TY activities)
- Grammar (review of all major tenses, revision of JC course)
- use of newspapers (internet)
- educational videos
- The students chose an aspect of Spanish culture or a Spanish speaking country and set up a Moodle course to be aimed at First Years.

#### **Assessment:**

- Oral examinations, Aural Exams, written tests, homework (including Moodle project)
- There are three assessments due into Mr. Colohan each year-one a term and the breakdown of each assessment is as follows:
- 1st assessment out of 250 marks- (50 marks on translation work, 50 marks on oral exam and 150 marks given on assessment of Moodle project. )
- 2<sup>nd</sup> assessment out of 250 marks (100 marks on Spanish written review of Volver & 150 marks on Moodle project)

- 3<sup>rd</sup> assessment out of 250 marks (100 marks on oral, 50 marks on aural & 100 marks on moodle project.)

This course is intended to develop the students written, listening and oral skills to prepare them for Leaving Certificate Higher level.

### **Resources:**

- Photocopies taken from El Espanol Bien Hablado, Vamos a Escuchar 2, El Pais and La Pluma
- Dvds, Whiteboard, Conversation, Internet Sites such as You Tube, El Pais
- The Computer Lab- students are booked into the Computer lab once a week to work on their moodle project. They use the internet and websites to research their individual topic.

### **Evaluation:**

Ms Wallace and myself evaluate the Moodle projects. She evaluates the computer content of the project and I evaluate the Spanish content.

I evaluate the students oral, aural and written work.

At the end of the course the students will be given an assessment form to fill in to assess what they thought of the course so we, as a Department can build on this knowledge.

**TITLE:**  
**Transition Year Biology Programme**

**Duration:**  
8-9 weeks

**Aims:**

- To examine issues and topics of general interest which are not covered in the junior cycle science syllabus but which have an intrinsic value in themselves and may also serve as a taster for those considering senior cycle biology as a leaving certificate option

**Objectives:**

**Students will learn about:**

- Microbiology
- Human Biology
- Pseudoscience & the Scientific Method
- Historical Figures in Science

**Teaching and Learning Strategies:**

- Formal input by teacher
- Practical work
- Group work
- Pair work
- Project work
- Use of DVD and Websites
- Computer based learning
- Oral presentation
- Class discussion
- Demonstrations

**Content:**

**Course includes the following experiments:**

- Disease Spread
- Microbiology of Money
- Dissection of a Sheep Heart
- Dissection of a Pig Eye

**Students will design a poster on one of the following:**

- An Irish Scientist
- A Jesuit Scientist
- An Alumnus Scientist

**Students will research and present on the following:**

- Pseudoscience and its limitations e.g. astrology, homeopathy, Uri Geller
- The Scientific Method

## **Assessment:**

- **Continual Assessment** e.g. Laboratory Write-ups, Worksheets, Project work & presentation marked by teacher
- **End of Module Exam**

## **Resources:**

- Websites include:
  - Youtube
  - BYoungScientist.ie
- Leaving Certificate Text Books
- Department DVD Collection (see appendix 1)
- ICT
  - Moodle
  - Digital Projectors
  - Digital Cameras
- General Lab Facilities

## **Evaluation:**

- Teacher reflection & self-evaluation
- Pupil evaluation. Informal at the end of the module

**TITLE:**  
**Transition Year Chemistry Programme**

**Duration:**  
8-9 weeks

**Aims:**

- The syllabus is built around a series of practicals/experiments with the aim of giving students the basic skills needed for more serious experimental work in their future academic studies in science

**Objectives:**

**Students will learn about:**

- Rates of Reaction
- Fireworks
- Saponification
- Fermentation
- Electrolysis
- Polymers
- Acids & Bases

**Teaching and Learning Strategies:**

- Formal input by teacher
- Practical work
- Group work
- Pair work
- Project work
- Use of DVD and Websites
- Computer based learning
- Oral presentation
- Class discussion
- Demonstrations

**Content:**

**Course includes the following experiments:**

- Effect of temperature on Rate of Reaction
- Effect of concentration on rate of reaction
- Iodine Snake
- Intermediate compound theory
- Flame Tests
- Preparation of Soap
- Production of alcohol
- Homemade Hoffmann Voltmeter
- Purification of Copper
- Slime

- Bouncing Ball
- Production of Red Cabbage Indicator
- A series of Titrations

### **Assessment:**

- **Continual Assessment** e.g. Laboratory Write-ups & Worksheets marked by teacher
- **End of Module Exam**

### **Resources:**

- **Websites include:**
  - Youtube
  - BTYoungScientist.ie
- **Leaving Certificate Text Books**
- **Department DVD Collection (see appendix 1)**
- **ICT**
  - Moodle
  - Digital Projectors
  - Digital Cameras
- **General Lab Facilities**

### **Evaluation:**

- **Teacher reflection & self-evaluation**
- **Pupil evaluation informally at the end of the module.**

**TITLE:**  
**Transition Year Physics Programme**

**Duration:**  
8-9 weeks

**Aims:**

**To introduce students to:**

- Mechanics
- Light and Sound
- Electricity

**Objectives:**

**Students will learn:**

- Different methods of electricity generation & transfer
- How magnetic and electrostatic fields exert forces
- How the properties of sound and visible light determine their uses and may be used to explain relevant phenomena
- Forces, motion and conservation of energy, their interactions and how they can be described quantitatively and qualitatively.
- How the motion of objects or parts of a mechanical system, including simple machines, can be explained by the action of forces and energy transformations.

**Teaching and Learning Strategies:**

- Formal input by teacher
- Practical work
- Group work
- Pair work
- Project work
- Use of DVD and Websites
- Computer based learning
- Oral presentation
- Class discussion
- Demonstrations

**Content:**

**Course includes a combination of the following**

- Describing the differences between series and parallel circuits in terms of voltage, current and resistance and describing the different uses of these circuits.
- Describing the difference between alternating current (AC) and direct current (DC), and

describing implications for the use of AC and DC

- Comparing different methods of electricity generation in terms of efficiency and power output
- Using laboratory equipment to generate electricity such as a solar cell, fuel cell and dynamo.
- Distinguishing between electrical conductors and insulators, observing the attractive and repulsive forces between charged objects and linking those effects to natural phenomena such as lightning, production of ozone, electrostatic shocks.
- Distinguishing magnetic objects from others, making magnets, observing the forces between magnets and other objects and linking magnetic effects to natural phenomena (for example, magnetic minerals and the Earth's magnetic field) and human uses (for example, the compass, sorting ferrous metals from other materials, frictionless bearings, and loudspeakers)
- Making an electro-magnet to demonstrate the link between electricity and magnetism.
- Using a range of conventional symbols to represent magnetic fields around and between north and south poles of a magnet.
- Recognise common symbols
- Wire electrical components in circuits both series and parallel
- Measure values of current and potential difference at various positions in a circuit
- Calculate power usage and costings
- Map magnetic fields around magnets, conductors carrying currents.
- Make an electric motor
- Measuring sound, for example pitch loudness and speed, and investigating the uses for such measurements (for example, the design of concert halls and sound systems)
- Comparing the range of human hearing to other animals.
- Explaining echoes and their application (for example, ultra-sound imaging and echo-location)
- Investigating how the speed of sound is dependent on the medium through which it travels.
- Measuring light in terms of colour, luminous intensity and illuminance and investigating how the uses of light depend on these properties.
- Human vision and its strengths and limitations compared to other animals.
- Observing and describing effects, such as refraction and reflection, produced when light interacts with materials
- Describing in simple terms the difference between monochromatic light produced by lasers and light from sources such as the sun and household lighting
- Using energy transformations and properties, including speed, of sound and light to explain observations of thunder and lightning.
- Using equipment to analyse everyday motions produced by the action of forces (for example, measurement of distance and time to describe uniform speed, average speed, acceleration and deceleration).
- Describing and distinguishing between scalar and vector quantities in relation to forces and movement.
- Applying Newton's Laws to analyse the effect of balanced and unbalanced forces on objects in everyday situations.

- Investigating the relationships between mechanical work, kinetic energy, gravitational potential energy and motion in mechanical systems (for example, hammer and nail, simple pendulum, car crashes).
- Assessing the relative efficiency of mechanical systems such as gears, tools, cars and bicycles given relevant information.
- Using the appropriate units of measurement and simple equations to solve problems relating forces to motion in everyday situations.
- Identifying force effects related to mass such as centre of mass, and inertia in a variety of situations (for example, centrifuge, spinning wheels and gyroscopes, amusement park rides, acceleration in a car, elevators)
- Using the particle model to explain how a change of state can cause a force to be applied (for example, steam and car engines, freezing water cracking rocks)
- Explaining how air moving over an aeroplane wing creates lift (the Bernoulli effect) and its application in flight.
- Observing and measuring the effects of forces that cause objects to start moving, change direction, speed up, slow down and stop.
- Investigating how a force or speed/distance advantage can be obtained from levers, pulley systems, hydraulic lifts, and gears.
- Investigating ways to reduce friction and therefore save energy in everyday situations.

### **Assessment:**

- **Continual Assessment** e.g. Laboratory Write-ups & Worksheets marked by teacher
- **End of Module Exam**

### **Resources:**

- **Websites include:**
  - Youtube
  - IOP
  - Freezeray
  - Met.ie
  - BTYoungScientist.ie
- **Leaving Certificate Text Books**
- **Department DVD Collection (see appendix 1)**
- **ICT**
  - Moodle
  - Digital Projectors
  - Digital Cameras
  - Data Loggers
- **General Lab Facilities**

### **Evaluation:**

- **Teacher reflection and self evaluation.**
- **Pupil evaluation informally at the end of the module.**

# **TITLE: SPORTS SCIENCE**

## **Duration: Academic Year**

### **Aims:**

- To give the student a clearer idea of the science of sport
- To help students understand how to prepare for consistent performance in sport
- To help students understand how to observe and analyse and improve their own sports performance
- To help students understand how to observe and analyse team-mates and opponents sports performance
- To encourage students to take responsibility for planning their own personal fitness

### **Objectives:**

- To give the student a clearer idea of the science of sport through discussion in class and practical performances in class
- To use goal setting and personal planning to prepare for consistent performance in sport
- By working from a perfect sports model let students observe and analyse their own sports performance and see where they can improve
- By observing and analysing team-mates and opponents sports performance in order that they can understand opposition tactics
- Students will prepare their own personal exercise programme and take responsibility for their own personal fitness

### **Teaching and Learning Strategies:**

- Reciprocal teaching
- Practical guidance
- Pupils will develop understanding of the course by working individually, in pairs and in small groups
- Pupils will experience different roles from pupil to teacher and player to coach

### **Content:**

- Healthy, Active lifestyle
- Sport Psychology
- Nutrition

- Training for Sport
- Skeletal System
- Muscle System
- Target setting in sport
- Practical performance in sport
- Observation and analysis of sport
- Design and apply a personal exercise programme

### **Assessment:**

- Continual Assessment (academic and practical)
- Peer assessment
- Design a personal exercise programme
- Self assessment of practical performance

### **Resources:**

- Notes
- Internet
- Lecture Theatre
- Astro Roof
- Gym Hall
- Classroom
- Projector

### **Evaluation:**

- Students will fill in a programme evaluation form (form to be discussed in Department meeting)

**TITLE:** Core Computing (IC3) – Computing Fundamentals, Living on Line and Key Applications

**Duration:** All year – 2 periods per week

**Aims:**

That students will develop an understanding of the key concepts and fundamental principles of computing and internet in a context of current thinking

That students will develop skills in Microsoft Office 2010

That students will use all the Modules of Moodle

**Objectives:**

Computing Fundamentals - IC3 Outline

Students will gain an understanding of:

- Computer Hardware
- Computer Software
- Using an Operating System

Living Online - IC3 Outline

Students will gain an understanding of:

- Networks and the Internet
- Electronic Mail
- Using the Internet
- The Impact of Computing and the Internet on Society

Key Applications - IC3 Outline

Students will gain an understanding of:

- Common Program Functions
- Word Processing Functions
- Spreadsheet Functions
- Presentation Software

**Teaching and Learning Strategies:**

All materials for the course are on the VLE – Moodle

Classes involve teacher explanation, group work and guided research.

Multiple choice exams (similar to Microsoft terminal exams) are given allowing for an “assessment as learning” approach.

Clear signposting throughout the course (using labels in the VLE) allow catch-up for students who are absent/pursing short term alternatives.

## **Content:**

For all full breakdown of all content please see <http://belvoportal.ie>

## **Assessment:**

500 mark module (150 marks in term 1 and 2. 200 marks at end of year.)

- Marks in end of unit exams
- Modular externally validated online IC3 exams
- Overall mark for contribution to the learning environment and participation in lessons
- Where applicable marks will be given for projects/extension work

*Assessment is all designed and delivered through the VLE and includes*

- Project work (uploaded)
- Listening to movies/online tutorials and taking notes
- Journals of learning
- Multiple choice quizzes
- Cross words for reinforcement of key terms
- 
- Practical work

## **Resources:**

- Material developed by teachers and put on the VLE
- Material collated on the VLE (youtube, In plain English series)
- Brainpop.co.uk
- Certiport e-learning content “How to Master”
- Teach-ICT.com

## **Evaluation:**

- reflection by teachers (special emphasis on alternatives)
- comparison of results over last 3 years
- survey of students at end of programme

# **TITLE: BUSINESS**

**Duration:** 16 week module by 2

## **Aims:**

To develop problem-solving and computational skills

- To develop powers of concentration
- To foster critical thinking, logical organisation and orderly presentation
- To enable students to make informed decisions regarding Leaving Cert subject choice
- To lay the foundation stone for study at third level
- To improve the students' understanding of the current economic climate at home and abroad

## **Objectives:**

On completion of the course, the student should be able to:-

- Cooperate with other members of a small group in completing a task.
- To understand the key economic variables.
- To calculate and draft Break-even charts.
- To distinguish between management skills and activities.
- To prepare and understand Final a/cs.

## **Teaching and Learning Strategies:**

A combination of the following strategies is used:

- Different Media resources
- Teacher produced notes.
- Internet/recommended websites.
- Library.
- Computer Room

## **Content:**

### **Rachel Keogh**

*Accounting (Teacher-directed)*

An examination of the differences between Financial Accounting and Management Accounting

An introduction to Production Budgeting with an examination of the roles and responsibilities of a sales manager, a purchasing manager and a production manager

The preparation of production budgets  
All students are brought to Leaving Certificate Ordinary Level standard  
Some students are brought to Leaving Certificate Higher Level standard  
A written examination takes place at the end of the topic for 50 marks corrected by the teacher

*Economics (Student-directed)*

Collage of the Irish Economy (individual work – some materials supplied by the teacher and some materials supplied by the students)

Case Study on Liam Carroll of Zoe Developments (pair work – comprehension – students chose their own partners)

Article on Builders and Banksters (pair work – newspaper article - students are paired by the teacher in accordance with their Junior Certificate results – all materials supplied by the students) - one reading class in the library - three computer classes in the Junior School

Mr Jim Dempsey and Mr Ger Conran adjudicate the Collages for 20 marks - the teacher corrects the comprehension for 10 marks - the teacher and the students correct the article for 20 marks

*Accounting (Teacher-directed)*

Stock Costing X 4

FIFO and LIFO explained

Calculation of Closing Stock in units and in euro

Calculation of Sales, Opening Stock and Purchases

Preparation of Trading Accounts

Calculation of Gross Profit

Teacher does one

Students do one for homework

Teacher tests (written) students

Students correct each other's work

*Economics (Teacher and Student Directed)*

NAMA

## **Helen Stack**

### **BUSINESS**

- ✓ Management Activities
- ✓ Management Skills
- ✓ Breakeven Analysis
- ✓ The Stock Market
- ✓ Stock Market Competition

### **Economics**

Government and the Economy

## **Course Content cntd**

### **Gerry Delaney**

**Accounting: All work is done on Excel 2010.**

**Cash Flow Statements:** Selections of teacher's own questions and some Ordinary Level Questions.

**Household Budgets:** A selection of Teachers Questions.

**Final A/C** A selection of teachers own questions and some Junior Cert Level Questions.

**Designing Bank Statements** A selection of teachers own questions.

**Business Charts** Pie Charts, Trend Graphs and Bar Charts to represent Business Expenses; Sales and Company Profits

**Personal Tax:** Calculating Gross, using Tax Rates, Tax Credits and Gross Salary

### **Economics**

Demand and Supply

Elasticity

### **Assessment:**

#### **Assessment Rachel Keogh**

##### *Accounting*

Class Test No 1	75 Points
Class Test No 2	<u>75 Points</u>
Total	150 Points

##### *Economics*

Project No 1 (Collage)	50 Points
Project No 2 (Case Study)	50 Points
Project No 3 (Article)	<u>50 Points</u>
Total	150 Points

##### *Other (see below)*

• Attendance	15 Points
• Punctuality	15 Points
• Organisation	15 Points
• Contribution €	15 Points
• Disposition	<u>15 Points</u>
Total	75 Points

#### **Assessment Helen Stack**

There will be FOUR class tests at 75 Marks each which gives a total of 300 Points.

Other

- Attendance 15 Points
- Punctuality 15 Points
- Organisation 15 Points
- Fee 15 Points
- Disposition 15 Points
- TOTAL 75 Points

### **Assessment Gerry Delaney**

Class Tests are given  
Class work collected, results recorded  
Participation in class  
Interest in Subject

### **Resources:**

- Newspaper
- Excel
- Websites e.g.  
Businessballs.com  
YouTube

### **Evaluation:**

Teacher self-evaluation  
Gauge students' reaction on a topic by topic basis  
Discussions with students  
Discussion at Department meetings

# Geography Department

## 2011-2012

### Transition Year Course from Shane Moran

**1.1 Title:** The Morphological and Architectural Development of Dublin c.900AD to Present Day.

**1.2 Duration:** September to Christmas or January to May

**2.1 Aim:** Students gain an appreciation and understanding of how cities grow over time using Dublin as a case study.

**2.2 Objectives:**

- 1) To understand the form of Dublin – from 900AD to present.
- 2) To comprehend the different architectural styles and what we can infer from them from Medieval, Georgian and Victorian Periods
- 3) To determine the shifting economy of Dublin – identify the evolution of the CBD
- 4) To examine planning issues from the 1960's – present day. Myles Wright, Buchanan Report, NDP, NSS
- 5) To gain an understanding of theoretical urban Geography – Burgess, Hoyt, Harris/Ullman

**3.0 Teaching Methodology:**

This is a very much student-centred course. As it is about the city where students are from, students are invited to actively take part in all discussions. Using PowerPoint and internet, the teacher presents the information and the students attempt to infer information using the teachers guidance. Students are encouraged to give their interpretation of the information from their own experiences – active rather than passive learners. See AFL policies.

**3.1 Content:**

**Dublin Castles** – see where Dublin originally developed. How we can read society by looking at the castles themselves.

**Medieval Dublin** – looking at the interior of Dublin. How the architecture was influenced by the circumstances that it faced. An examination of the shifting CBD.

**Street Morphology** – an examination of large scale maps to see how the Wide Streets Commission affects the layout and movement of the city

**Georgian Dublin** – an examination of the architecture of Dublin during this time period and the influences from the classical world. To look at the form of the city and why these areas were developed. Case Study on Gardiner Est.

**Victorian Dublin** - an examination of the architecture of Dublin during this time period and the influences from the classical world. To look at the form of the city and why these areas were developed. Case Study Iveagh Trust. Examination of the statues of O’Connell Street to see their symbolism (iconography).

**Planning issues** – an examination of the 1960’s Myles Wright Report, Buchanan Report and the NDP/NSS reports to see their impact and effectiveness.

**Urban Models** – an examination of urban models and how they can be applied to Dublin.

#### **4.0 Assessment methods:**

The teacher reviews the previous class by asking students to explain topics. This is done by differential questioning. Each section (see course content; 3.1) is examined by a project. An assessment exam is held after Georgian Dublin section. Another assessment exam is held on the remainder of the course at the end of the term. At the end of each section a project is assigned as homework.

Department policy on AFL is also implemented.

#### **5.0 Resources used:**

PowerPoint

Microsoft Office

Internet

Classical book on Greek architecture (available in Department)

Students should have an A4 hardback which is used in class and for homework.

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.google.ie](http://www.google.ie)

[www.gettyimages.ie](http://www.gettyimages.ie)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.reflectingcity.com](http://www.reflectingcity.com)

#### **6.0 Evaluation:**

At the end of the course, students are asked to review it based on:

- Content
- Relevance to daily life and the world around them

- Enjoyment
- Teaching methodologies employed in particular the different learning strategies employed.

# Geography Department

## 2011-2012

### Transition Year Course

#### 1.1 Title: Culture and Identity

1.2 Duration: September to Christmas or January to May

2.1 Aim: Students gain an appreciation and understanding of the world's population using physical and cultural indicators

#### 2.2 Objectives:

- 6) To understand the term race and show how colonisation and migration have influenced racial patterns
- 7) To explain the term ethnic group, examine ethnic groups in Ireland and discuss the causes of an ethnic conflict (Kosovo)
- 8) To show how languages are a cultural indicator and examine threats to the survival of the Irish language.
- 9) To name and locate the world's main religions and examine how religion is expressed in everyday situations.
- 10) To focus on a European region and discuss the main ethnic groups, religions, culture and migration patterns within that region.

#### 3.1 Teaching and learning strategies

This is a very much student-centred course. Students will not be passive but will be involved in discussions relating to religion, race, language and nation states through note taking pairs, think, pair, share, and hot seating. They will be expected to conduct further research into the above issues and present them to the class. Students will be expected to reflect upon each other's work through the use of comment boxes and homework checkers. Using PowerPoint and internet and notes, the teacher presents the information and the students will construct their notes in pairs and individually.

#### 3.2 Content:

- Explain the term **race** and name and locate the main racial groupings on a map. Finally examine racial mixing in Brazil and the issue of racial conflict in South Africa.
- **Cultural** indicators that create ethnic groups. An examination of Ireland's ethnic groups (travelling community) and a study of ethnic conflict in Kosovo in the former Yugoslavia.

- Analyse the importance of **language** as a cultural indicator and why is conservation of language a challenge for some regions of the world.
- Understanding of world **religions**: how it can be divisive as well as a unifying force in Northern Ireland and how in the case of Islam it can be an important indicator of cultural identity.
- The interaction of culture with nations and nation states. Examination of Ireland and Cyprus as examples of countries divided by a political boundary, the Basques within the Spanish state and the Kurds who are a cultural group without a state.
- Finally students will focus on a European region and discuss the main ethnic groups, religions, culture and migration patterns within that region.

#### **4.0 Assessment methods:**

The teacher reviews the previous class by asking students to explain topics. This is done by differential questioning. Each section is examined by a project. An assessment exam is held after the section dealing with the interaction of cultures and nation states. At the end of each section a project is assigned as homework.

Department policy on AFL is also implemented.

#### **5.0 Resources used:**

PowerPoint

Microsoft Office

Internet

Planet and people by Sue Honan and Sue Mulholland

Students should have an A4 hardback which is used in class and for homework.

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.google.ie](http://www.google.ie)

[www.gettyimages.ie](http://www.gettyimages.ie)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.reflectingcity.com](http://www.reflectingcity.com)

#### **6.0 Evaluation:**

At the end of the course, students are asked to review it based on:

- Content
- Relevance to daily life and the world around them
- Enjoyment
- Teaching methodologies employed in particular the different learning strategies employed.

# History Department

## 2011-2012

### Transition Year Course from Tom Doyle

1. **Title: Germany 1918-1945**

2. **Duration**

This module takes approximately 30 to 45 classes. Before Christmas it is 30 classes as it is a shorter semester whilst after Christmas it takes 40 classes.

3. **Aim:** Students gain an appreciation and understanding of the political / economic and social developments that occurred in Germany during this period

4. **Objectives:**

- 11) To understand and account for the early successes but final defeat of the central powers during the First World War.
- 12) To explain the immediate effects of the war and the treaty of Versailles on Germany.
- 13) To understand the reasons why the Weimar republic was condemned to failure
- 14) To examine the conditions that led to the rise of both the Nazi party and communist party in Germany
- 15) To understand the means and conditions that allowed the Nazis to take power.
- 16) How did the Nazis transform Germany politically, economically and socially during the 1930s?
- 17) To understand how Hitler's foreign policy led to the Second World War.
- 18) To examine why Germany was defeated and the post war settlement.

On conclusion of the module, a student should:

- Have worked with a variety of source materials;
- Have gained analytical and research skills,
- Have developed their written and oral expressive skills

**5. Teaching Methodology and learning strategies:** (see folder contain AFL material, differentiated learning, pair work exercises and strategies and student reflection sheets)

This is a very much student-centred course. Students will not be passive but will be involved in discussions relating to key personalities and events. Note taking pairs, think, pair, share, and hot seating will be used to allow students to take a more active role in their learning and also to encourage them to be more reflective in their learning whilst also allowing them to empathize with historical events and personalities. They will be expected to conduct further research into the above issues and present them to the class. Students will be expected to reflect upon each other's work through the use of comment boxes and homework checkers. Using PowerPoint and internet and notes, the teacher presents the information and the students will construct their notes in pairs and individually.

Project work, tests and Essays are the main formats for assessment.

**6. Course Content:**

- The reasons for the first world war/ Germany during the war/ Germany's economic and political meltdown in 1918/ the treaty of Versailles
- Why the treaty of Versailles was a failure/ the doomed Weimar republic, pre and post Wall Street Crash/ the rise of both the left and the right and the growing concern of the army, industrialists and Junkers.
- Why was Hitler put into power by the army and industrialist and what the Hans Litten court case revealed about both Hitler and the Nazi Party?
- How the Nazis used a carrot and stick approach in relation to domestic policy in Germany.(Case Study and examination)
- Life in Nazi Germany and the Berlin Olympics
- Propaganda (Why Hitler was the first major leader of the information age?)
- An examination of German foreign policy. What lay behind *Lebensraum* and can we see evidence for such actions in *Mein Kampf*? The events and developments leading up to the Second World War will also be analysed.
- The early years of the war (Poland, Denmark, Norway, Holland, Belgium, France, Battle of Britain and Atlantic and the fall of Greece (German airborne assault on Crete).

- 1941-43: Yugoslavia, Russia and Hitler's rationale in declaring war on the US. Reverses in Russia, North Africa and Sicily.
- 1944-45; War on five fronts: Italy, Russia, France, By Air and By Sea. The total destruction of the third Reich.
- The position of the Jews in Germany from 1918-45
- The aftermath of the Second World War, Nuremberg trials and fracturing of the allies and the beginning of the cold war and how it immediately affected Germany.

### **7. Assessment methods:**

The teacher reviews the previous class by asking students to explain topics. This is done by differential questioning.

Project work, tests and Essays are the main formats for assessment.

Feedback is provided to students in relation to their written work

Students also assess one another's work through homework checkers, critical pairs. They are encouraged to construct comment boxes wherein they reflect upon each other's work and offer constructive criticism.

Students also complete reflection sheets at the end of the course regarding the different methods of teaching and learning they have encountered.

### **8. Resources used:**

PowerPoint

Microsoft Office

Visualizer

Internet

Edco digital (primary sources/maps/ and tables)

Exerts from Mein Kampf

The World at War box set

The Nazis; a warning from history (Ian Kershaw)

Auschwitz: The Nazis and the final solution

William L. Shirer, 'The rise and fall of the third Reich'

Sean Delap, 'Nation states and international tensions, 1871-1920.'

## **9. Evaluation:**

At the end of the course, students are asked to review it based on:

- Content
- Key skills which they have used throughout it
  1. Communicating
  2. Working with others
  3. Information processing
  4. Being personally effective
  5. Critical and creative thinking
- Awareness of the skills involved in field of history (research/ analytical/ interpreting data and different viewpoints.
- Enjoyment
- Teaching methodologies employed in particular the different learning strategies employed.

## **TITLE:**

Physical Education / Sport Education

## **DURATION:**

### **One Academic Year**

For each block pupils will take part in a sport and a Gym module. One on each PE day.

## **AIMS:**

### **Sport Education** aims to:

Develop students as competent, literate and enthusiastic sportspeople. Students are **competent** in that they are able to play the game with a required level of sport specific skill and tactical awareness, **literate** in that they recognize and value the rules and traditions associated with the sport and, **enthusiastic** in that they wish to develop and preserve the sporting culture through their participation.

### **Physical Education** aims to:

Teach pupils the importance of and significance of exercise and to promote good health hygiene and fitness habits for current and future lifestyles.

Encourage and prepare pupils for further studies in PE and Sport and enable them to recognise that the study of Physical Education is relevant to everyday life.

Employ teaching methods and resources that allow all pupils to have equal access to PE and Games and to experience a sense of achievement and enjoyment in their work.

## **OBJECTIVES:**

**Experience** a wide range of physical activities including team games, net and striking games, health related fitness education and body management skills.

**Investigate** the skills necessary to maintain a healthy lifestyle.

**Understand** the application of skill in these activities and develop the ability to transfer training between disciplines.

**Develop** co-operation and communication with their peers in physical activities.

**Develop** aesthetic and creative awareness through participation and observation of physical activity.

**Demonstrate** good sportsmanship, fair play and honest competition.

**Show** knowledge of the relevant rules, tactics, conventions and etiquettes of specified activities.

**Improve** the ability to plan, perform and evaluate physical activity.

## **Teaching and Learning Strategies:**

Sport Education encourages pupils to take responsibility for their lessons. They experience different roles such as being a coach, a player, an official and a supporter.

Physical Education encourages pupils to work in small groups as well as individuals and pairs. This peer team teaching should help the pupils develop their confidence and understanding in the area.

## **Content:**

Pupils will take part in different activities, Football, Hockey, Basketball, Gym, to encourage participation in sports. Pupils will also participate in activities will encourage a Fit and Healthy Lifestyle.

## **Assessment:**

Pupils will be assessed on:  
Their EFFORT during PE lessons.

Their CONTRIBUTION to each Block.  
Their ATTENDANCE.  
A score will be given for each area.

**Resources:**

Sports Hall, Track Roof, Astro Roof, Weights Room.

**Evaluation:**

Pupils will complete a Program Evaluation Form at the end of each block which can highlight the skills required for that activity.

The Program will then be evaluated at our end of year department meeting.

## **Latin**

### **Course Content**

- an introduction to the translation of English into Latin
- a continuation of the Oxford Latin course (book 3) which includes Roman history

### **Aims of the Course**

- to help students maintain the high standards of Latin they have reached as well as opening up new concepts to them

### **Teaching and Learning Methods**

- chalk and talk
- teacher led instruction of new grammar/concepts
- student translation of set pieces of Latin
- some group discussion
- question and answer sessions

### **Resources**

- text books
- teacher-produced notes
- videos

### **Assessment of Students**

- tests – vocabulary, grammar, translation on a weekly basis

### **Evaluation of Programme**

- student feedback
- departmental discussions

## **Ancient Greek**

### **Course Content**

- translation of prose passage from Greek historian Thucydides
- learning of paradigms and syntax rules
- Greek constitutional history
- History of Peloponnesian war

### **Aims of the Course**

- to ensure that those students who wish to take Greek to Leaving Certificate have a good foundation in the language and a good general grasp of the historical period 431-323 BC

### **Teaching and Learning Methods**

- individual translation in class
- homework

### **Resources**

- Greek text
- Teacher-produced history notes

### **Assessment of Students**

- Six assessments during the year – 3 class tests in language and 3 essays on history

### **Evaluation of Programme**

- Dept Inspector is satisfied that this is suitable programme for Transition Year

**TITLE:** **Religious Education**

**Duration:** 3x10 weeks

**Aims:**

- To provide students with an opportunity to explore the many ways in which people experience God
- To encourage reflection on the importance of developing a personal relationship with God
- To examine spirituality

**Objectives:**

<i>define</i>	the personal meaning of God
<i>examine</i>	the concept of God in the Christian tradition the role of religion in the secular world
<i>understand</i>	the development of non-religious world views and the characteristics of these world views
<i>explain</i>	the concept of divine revelation
<i>be aware</i>	of different descriptions of spirituality and of the renewed interest in spirituality in contemporary society

**Teaching and Learning Strategies:**

- Presentation of material, exemplars, etc.
- Discussion and group work and student presentations
- Meditation and periods for personal and guided reflection

**Content:**

- Examining the philosophical basis for belief in a higher power (God)
- How God is experienced in the world today (images of God)
- The challenges to faith in an increasingly secular world
- If time allows, the idea of New Religious Movements (Cults) is introduced given that people 'in transition' are often vulnerable to the modus operandi of various NRM's = an awareness exercise

**Assessment:**

- Willingness to participate in classroom discussion and group work
- 4-5 written class/home exercises
- A creative-personal engagement with the topic in a significant assessment piece (project)

**Resources:**

- Multi-media – TV documentaries, magazines, books, newspapers, popular music, artwork

- Website
- Library

**Evaluation:**

- Not formally done
- Feedback/reporting from group work/discussions and the correction of the final assessment/project piece (to see have they reflected/engages....on a personal level)

## 2.2 Pursuits and Activities

These are an integral part of the TY programme and give the pupils an opportunity to take up something that they may not normally do. There are a wide variety to pick from and each pupil will over the course of the year take up four different activities.

### Tuesday Pursuits

- **Young Entrepreneurs:** This is a course in which the students plan how to make money through some bright ideas. Unlike some of the other courses, this course will run for the duration of the year. This is to allow for the time needed to set up a business model and enter national competitions.
- **Chess:** Alex Baburin, Ireland's only grandmaster, was born in Russia. He will give a course involving openings, strategies, chess clocks and competitions. No experience necessary. There is a Transition year chess championship annually. There are plans to play other schools such as St Andrews.
- **Cookery:** There are two centres: Holy Faith Convent in Clontarf and Belvedere House. They cook something different each week and consume the produce. The students must pay for the food each week.
- **Lutherie:** Each student creates his own custom-made electric guitar. The wood and electrical materials are supplied. They cost €400 per student. Let us know on the application sheet if you are left handed.
- **Classroom assistant: Animations and Robotics:** Through a scheme run by DIT, three students will go to Lourdes Primary School (previously Rutland Street primary school) each week to help the students to do animation with plasticine models.
- **Chinese language and culture:** This is a class-room based course in which the students learn a little Mandarin/Chinese and they learn about Chinese history, customs, foods, martial arts, etc. If you want to go on the Chinese exchange, you must do this course. But you can also do this course and not do the Chinese exchange.
- **Log on learn::** This is a scheme by which students teach older people from the locality to use computers. Basic knowledge of IT is necessary. The interaction between different generations is in itself a fantastic experience.
- **Outdoor Pursuits** You do wall-climbing as well as the theory and history of mountaineering and Kayaking (safety, compass work, ect) and you plan the end-of-year expedition. . At the end of the year, a special event is planned to involve both kayaking and climbing. The cost of this course is €150 extra, to cover the expense of hiring out kayaks, the climbing wall etc.

- **Youth Leader Course (BYC):** This is a course run by the Belvedere Youth Club in which students are taught how to be a youth leader. They put their skills into practice when kids from Dublin's inner city come to the club every day. Certificates are awarded to each student who completes the course. BYC would appreciate those availing of the course giving some of their time on the Tuesday evenings to the club, i.e. staying on until 4:45pm or 5pm. This would allow students to put into practice the skills learned during the course and is a great entry point to a social justice programme.
- **Science Buzz:** This is for students who wish to participate in the Young Scientist Exhibition or SciFest or those who just have a love of science. They will visit W5 in Belfast and one of Ireland's Observatories. They will work on projects as individuals or teams.
- **Drama:** Want to find the actor and the theatre within you? These drama workshops consist of acting games, improvisations, learning the basic skills to become an actor with the students being given an opportunity to perform in a small production at the end of the module. This is where the journey of the love of theatre begins, and believe me, it's an amazing journey. These classes will stimulate the imagination; provide students with a sense of achievement, enhancing social and communicative skills and above all will be lots and lots of fun.
- **Journalism:** This course aims to equip students with a thorough understanding of how the print and online media operate. Students will develop the skills to plan, write, and edit high-quality articles for publication. They also have the opportunity to engage with "CLiC" the online publication from DIT and our own online paper the "Belvedere Times".

## Thursday Activities

- **Filmmaking & appreciation:** Students will create a film and edit it on computers. They will also learn to observe and appreciate films by some of the masters.
- **Silver Jewellery:** Students make their own jewellery from silver. There is a charge of €50 per student to cover the materials. They exhibit their creations at Graduation.
- **Photography:** Students learn the art of still Photography. They often go out on photo shoots or visit the Gallery of Photography in Temple Bar. There is a photographic exhibition at the TY Graduation.
- **Martial arts:** This is a course in self-defense and martial art. The students get a certificate when they finish the course.
- **Football:** This is a course in which students are instructed about soccer. It is delivered by FAI qualified coaches. The students learn how to coach others and they get a coaching certificate if they finish.
- **Scuba Diving:** Every second week is spent in the classroom, learning about safety and the theory of underwater diving. Every other week, the students go to the National Aquatic Centre, where they learn to dive to gradually greater depths. Finally, they travel to Killary for a sea dive. The students are awarded the internationally recognised PADI certificate on completion of the course. The cost of this course is €400 per student and approximately €80 for the weekend in Killary.
- **Communication Skills:** This is a classroom based course in which student learn to speak in public. They learn about self-confidence, delivery, preparation, etc. They do an exam at the end and receive graded certificates.
- **Music Workshop:** Students should be able to play an instrument. They learn to compose music, write scores and perform together. They put on one or two lunchtime performances.
- **Snorkeling:** Students learn to snorkel, develop underwater techniques, hold their breath, swim lengths, etc. This activity takes place in the College pool.
- **Millinery:** The introduction of this course aims to break down perception regarding what is and is not a course that male pupils can do. No experience is required. The programme is based on the hand stitching, which will result in the creation of a hat or pair of slippers or both. The project is simple and easy, so as not to bore the student. They are encouraged to choose their own fabric, of which an over view of the fabrics, what to choose and not, will be given. The choice of fabric is very important for the student to start with an easy choice of fabric and of course affordable price point that will provide a beautiful piece of work.

- **Outdoor Pursuits** You do wall climbing as well as the theory and history of mountaineering and Kayaking (safety, compass work, ect) and you plan the end-of-year expedition. . At the end of the year, a special event is planned to involve both kayaking and climbing. The cost of this course is €150 extra, to cover the expense of hiring out kayaks, the climbing wall etc.
  
- **Self-Development/“Conquering Your Everest”:** The programme is highly participative and is specifically tailored to engage teenagers and meet their needs as developing adults. Some of the key insights teenagers learn are increased self-awareness, enhanced communication skills and understanding the importance of goal setting, values alignment and life balance. This leads to increased self-confidence and self esteem.

## **2.3 Trips, Exchanges and Pilgrimages in TY**

The following exchanges and trips are available to students in TY;

- French Exchange
- German Exchange
- Spanish Exchange
- Chinese Exchange
- Boston Exchange
- Greek Trip
- The Camino Pilgrimage

## 2.4 Rational For Trip Selection in TY

- The selection procedure aims to get the pupils to select in order of preference so that they have to think carefully about the trips/exchanges/pilgrimages they want.
- The aim is also to ensure that those pupils who genuinely want certain trips/exchanges/pilgrimages have a better chance of obtaining them.
- Whilst no student is guaranteed a place on a trip/exchange/pilgrimage, the selection process is partially aimed at increasing access for pupils to them.

Note:

No trip coordinator has to take a pupil on a trip who they feel, with justification, would be a liability to the trip. A student who has been involved in serious indiscipline will know from the code of conduct that their behaviour is likely to preclude them from selection for residential.

### **Belvedere College International Education Programme**

#### **The Process**

- Paul Birmingham (Grammar Year Head) or Stuart Colohan (TY Coordinator) to speak to Grammar students about the trips available in Transition Year. No student to commit to a trip/exchange/pilgrimage until they get a form from the TY coordinator. This is proposed to be at the end of January. There will be a ten day turnaround for the pupils to fill in the form and submit to their tutors who will pass on to the TY coordinator. Deadline Friday the 10<sup>th</sup> February.
- Each trip/exchange/pilgrimage coordinator to give a presentation at lunch time (1:00-1:30pm). This is proposed to be the third week of January. A time table to be organised and given to the Grammar Year Head. Students to attend those they are interested in. All pupils will receive for each trip/exchange/pilgrimage;
  - ✓ Outline of programme
  - ✓ Criteria for selection
  - ✓ Price
  - ✓ Student numbers approximately (this is to assess number of teachers required).
- TY coordinator to give a short presentation the last week of January in an assembly. Application forms will be handed out and students will have ten days to submit them.
- A data base will be compiled with the preferences of all the students who have submitted a form. It is assumed that those who select a trip/exchange/pilgrimage as a first preference have thought carefully about it.

- A list of 1<sup>st</sup> preferences will be given to the coordinators pertaining to their trip/exchange/pilgrimage and a list of 2<sup>nd</sup> preferences to be given if required and so on.

It is proposed to run the majority of exchanges in the two weeks before the October midterm.

## 2.5 Work Experience

Work experience is seen as a key part of the TY year. The pupils are encouraged to source their own work and therefore must take responsibility. The summer holiday after their JC is an ideal time for them to do this.

The section below is extracted from the Work experience portfolio, which is given to the parents of the incoming TY pupils in May prior to a September start.

### Transition Year Work Experience

#### Guidelines for securing placements

1. Over 550 schools offer a TY programme, so thousands of students will be looking for placements. If you want to get good placements, get your application in early.
2. Read the two covering letters (which begin, “To whom it may concern”) and familiarise yourself with the contents.
3. Carefully fill out your name, date of birth, address and telephone number on the form signed by Mr Michael G Foley.
4. Make enough copies of these two letters for sending out to prospective employers.
5. Decide where you would like to be employed. Is there a family relation, friend or contact person who might be able to help you find a satisfactory placement? Is there a local institution or agency which would be appropriate?
6. Write or type a letter, asking politely for a placement. A specimen of a business letter is enclosed: note carefully the layout: copy this! Check your letter for spelling, grammar, correct format – it is a good idea to ask someone else to read it over and check it. Enclose with your letter the appropriate covering letters (both of which begin with “To whom it may concern”). You may have to apply to a few places before you are successful. If you do not receive a reply within a reasonable time (ten days or so), you may need to follow up your letter with a phone call or by a call to the premises.
7. Try to ensure that the work which you will be expected to do will be worthwhile and not just menial. In the past some students have spent a week dusting shelves, making coffee, cleaning walls, etc. – because they did not clarify beforehand the nature of the placement.
8. When you have secured a placement, fill out the placement form and return it as soon as possible. The deadline for returning all completed placement forms is **Monday 12<sup>th</sup> September 2011**.
9. In all your dealings with potential employers be polite, respectful and grateful. Remember that it is they who are doing you a favour – not the other way around. If they find your attitude positive, they will be more likely to provide similar placements in the future.
10. Your employer will be asked to assess your performance at the end of your placement. There is a sample of the Report Sheet they will be asked to fill

out included in this pack. Take a look at it and bear in mind the criteria when you apply and when you are working during the placement.

In line with the Jesuit philosophy on education the pupils are given the opportunity to reflect on their experience and listen to the experience of others. –As one's experience is central for Jesuit education, it ensures that we learn and grow through our experiences. This is done in small groups of about 10 pupils with a facilitator. They must also produce a report, which is graded and goes towards their final assessment and feedback is sought from their employer either verbally or in writing. The TY coordinator endeavors to contact all placements, though this is not always possible.

## 2.6 Community Care

Community Care is seen as a key part of the TY year and links with the central aspects of Jesuit education such as openness to growth, encouraging individual responsibility etc.. The pupils are encouraged to source their own placement and therefore must take responsibility. Again, this needs to be done early to avoid disappointment.

All students are provided with a portfolio to help them source a worthwhile placement. It is similar to the one shown in section 2.5. However, the nature of the placement is different to that of work experience. Work experience is predominately to give the student a taste of a job that they may have a future interest in. The main beneficiaries being themselves. Community Care placements challenge the pupils in asking them to give of themselves for the immediate benefit of others while as we are aware there can be great long term benefits to the pupil.

Community Care placements occur twice in the academic year. As with the work experience the pupils are afforded an opportunity to reflect on their placements and listen to the experiences of others. They must also produce a report, which is graded and goes towards their final assessment and feedback is sought from their employer either verbally or in writing. The TY coordinator endeavors to contact all placements, though this is not always possible.

## 2.7 Charity involvement

Currently helping with the following:

1. "Friends of the Elderly"      - Dublin Senior Citizens Day  
   - National week of the Elderly  
   - Stocking of charity shop twice a year
2. Sunshine House Children's Hospice - Fund raising (awaiting information)
3. DEBRA
4. BYC - Fundraising through the Camino
5. Temple Street Hospital and Guide Dogs for the Blind - Fund raising through the block pull
6. Muscular Dystrophy

TY committee meets once a month and has taken on the task of organizing fund raising for 2 charities, "DEBRA" and Muscular Dystrophy. These should happen in February.

## 2.8 Special courses and Events

### 1. Mini Med Schools

Selection for these is based on a letter of application and a minimum of a “B” grade in science in the Junior Cert. If the numbers of applicants exceeds the number of places, selection is random from the list of applicants.

<b>Rotunda:</b>	3 students	10 <sup>th</sup> Oct – 14 <sup>th</sup> Oct
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<b>RCSI:</b>	4 students	14 <sup>th</sup> -18th Jan 2012
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<b>The Royal Donnybrook:</b>	2 students
	2 students

<b>Trinity Medical School:</b>	4 students	24 <sup>th</sup> -28 <sup>th</sup> Oct 2011
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### 2. BELL Programme

There are 12 places on this programme. The accepted students are sent on a TEFL course and then use this to teach English to members of the local immigrant community. Lessons occur once a week in the school.

### 3. Young Scientist

### 4. Science Olympiad

### 5. Young Social Innovators

### 6. Gaisce

Transition Year students also take full part in all of the sporting and pastoral activities offered in the school as well as the social justice programme.

### 7. Other Opportunities

There are a number of other courses and events organised by different bodies throughout the year, which we actively encourage pupils to apply for, e.g. Army Equitation Centre, Dublin Fire Brigade, Dail Eireann, Four Courts, etc..

# Part 3



### 3.1 Personnel

**Transition Year Coordinator:**            **Stuart Colohan**  
**Assistant TY Coordinator:**            **Jim Dempsey**

**Tutor Groups: 2011/12**

<b>Mr. L Kelly</b>	<b>(Loyola)</b>
<b>Mr. G O’Sullivan</b>	<b>(Aylmer)</b>
<b>Mr. D Meagher</b>	<b>(Xavier)</b>
<b>Mr. P Rogan</b>	<b>(Kenny)</b>
<b>Ms. E Grealy</b>	<b>(Finlay)</b>
<b>Mr. S Wheeler</b>	<b>(Scully)</b>

<b>Pursuit</b>	<b>Key</b>	<b>Contact</b>
Drama	Drama	Sarah Byrne
Young Entrepreneurs	yes	Clodagh Culligan
Creative Writing	Cre	Bronwyn Patton
Chess	Che	Alex Baburin
Cookery BELVO	coo BELVO	Derek Pyke
Cookery HOLY FAITH CONVENT	coo HFC	Patrica O'Halpin (HFC)
Lutherie	Lut	Ronan Jacob
Classroom assistant / robotics	Rob	Ian Roller (DIT)
Chinese language & culture	Chi	Confucius Institute
Log on learn	Lol	Clare Wallace
Outdoor Pursuits	Kay	Simon O'Donnell
Youth leader course (BYC)	Byc	Paul Brady
Science buzz	Sci	Michael Grehan

<b>Activity</b>	<b>Key</b>	<b>Contact</b>
Film Appreciation	Fil	Emma Grealey
Silver jewellery	Jew	Ronan Jacob
Photography	Pho	Jeannie Wenham
Martial Arts	Mar	Martial Arts Inc.
Football	Foo	Gerry Genockey
Scuba Diving	Scu	Ocean Divers (Willie Siddall)
Communication Skills	Com	Helen Walsh
Self Development	Sel	Ian Mc Keever/Maura Dolan
Music Workshop	Mus	Dave O'Hanlon
Millinery	Mil	Anne Maire Buckley
Snorkelling	Sno	Polly Dolan
Outdoor Pursuits	Kay	Simon O'Donnell

## **3.2 Transition Year Development Team**

The TYDT team meets at least 5 times a year. The purpose of this team is to assist the TY coordinator in the development of the TY programme. For the year 2011 to 2012 the team is comprised of Mr S Colohan, Fr J Culliton SJ, Mr J Dempsey, Ms E Ní Bhriain, Mr S O'Donnell, Mr S Wheeler and AN Other x2

The meeting dates and agenda for the academic year are to be confirmed.

## 3.3 Transition Year Calendar

### September 2011:

- Friday 16<sup>th</sup> – Deadline for submission of Work experience 1 form.

### October 2011:

- Monday 17<sup>th</sup> – Work experience 1 begins. Finishes on Friday the 28<sup>th</sup>. Boston, Lyon, Spain and Vienna trips also away at this time.

### November 2011:

- Friday 18<sup>th</sup> – Deadline for the submission of Community Care 1 form.
- Tuesday 15<sup>th</sup> – Work Experience review in the afternoon.
- Tuesday 22<sup>nd</sup> – TY parent teacher Meeting.

### December 2011:

- Thursday 1<sup>st</sup> – Differential Aptitude Tests (DATs)
- Monday 12<sup>th</sup> – Community Care 1 begins. Finishes on Thursday the 22<sup>nd</sup>.

### January 2012:

- Tuesday 17<sup>th</sup> – Community Care review.
- Tuesday 31<sup>st</sup> – The 2<sup>nd</sup> Tuesday Pursuit begins.

### February 2012:

- Thursday 2<sup>nd</sup> – The 2<sup>nd</sup> Thursday Activity begins.
- Friday 3<sup>rd</sup> - Deadline for the submission of Community Care 2 form.
- Monday 6<sup>th</sup> - TY retreats.

### March 2012:

- Monday 5<sup>th</sup> – Community Care 2 begins. Finishes on Friday the 9<sup>th</sup>.
- Thursday 15<sup>th</sup> - Community Care review in the afternoon.

### April 2012:

- Friday 27<sup>th</sup> - Deadline for submission of Work experience 2 form.

### May 2012:

- Monday 14<sup>th</sup> – TY Exams all day.
- Monday 21<sup>st</sup> - Work experience 2 begins. Finishes on Friday the 1<sup>st</sup> of June.
- Thursday 31<sup>st</sup> – TY Graduation. Begins 7pm.

## 3.4 Evaluation

Evaluation of the course is achieved in a number of ways.

- Reflection periods are provided to assess the progress of both the work experience and community care programmes.
- Parental feedback forms attached to the pupil reports sent out three times a year.
- An academic review is scheduled for 2012
- Co curricular review and evaluation is to be carried out by Mr Mc Carthy in Jan 2012
- Transition Year Development Team.
- Pupil survey regarding the Pursuits and Activities. This will be done using moodle and twice a year at the end of each Pursuit and Activity block.

Results of pupil survey for 2010 – 2011 can be seen attached.