

## Core Subjects

<b>English</b>	<b>Irish Gaelge</b>	<b>Maths</b>
<p>In English, the Transition Year curriculum attempts to seamlessly bridge the gap between Junior Cycle and the Leaving Certificate programme, nurturing a deeper appreciation for language, literature and communication skills. Building on the foundations laid in the Junior Cycle, TY English serves as a precursor to the Leaving Certificate, with an emphasis on fostering independent learners equipped with critical thinking skills and the ability to express their thoughts in a coherent and cogent manner.</p>	<p>During Transition Year Irish the students sample the different elements of the Leaving Certificate course. Listening and reading comprehensions, stories, poems, blogs, letters, and grammar.</p> <p>A big emphasis is put on the oral element as this is 40% of the student's overall grade for the Leaving Certificate. Students will build their confidence and develop their Irish speaking skills through oral presentations and speaking Irish to fellow students and teachers.</p>	<p>Maths in TY is a mixture of revising difficult J.C. topics, preparing students for L.C. Maths and engaging in Numeracy games. At the beginning of the year the teacher gives students the opportunity to choose topics they found difficult in Junior Certificate and this is then revised. The teacher then decides what topics to cover based on what will benefit the students in their class in fifth year Maths.</p> <p>Teachers often set one class a week to incorporate numeracy games throughout the year to help further develop students basic numeracy skills and knowledge.</p>
<b>Physical Education</b>	<b>Religion</b>	
<p>Transition Year PE gives students the opportunity to participate in a wide variety of sporting activities.</p> <p>Most recently, we have introduced the Senior Cycle PE curriculum, where students will partake in a variety of activities through the medium of Curriculum Models such as Sport Education and TGfU.</p> <p>Examples of these activities include Gymnastics, Basketball, Tag-Rugby and Health-Related Activity. Transition Year students are also given the</p>	<p>Students partake in two Religious Education classes per week. Religious Education in Transition Year includes the following modules, Justice, Crime and Punishment, The World of Ritual, Meditation and Contemplation and Faiths in Ireland Today.</p> <p>It is an opportunity to see the world through a different lense and engage in discussion and debate. Depending on the projects chosen, it provides scope to engage with several optional programmes, such as</p>	

<p>opportunity to undertake the GAA Foundation Level Coaching Course, enabling them to coach in local Cúl Camps, while also running an internal blitz for 1st year students.</p> <p>Outside of the class, the TY students have engaged in kayaking, archery and abseiling on their Ballyhass trip. Students have also gone cycling on the Limerick Greenway towards the end of their TY programme.</p>	<p>Gaisce and the Pope John Paul II Award.</p> <p>T.Y R.E. also provides the valuable chance to engage with younger years through activities which link to their modules, for example making St. Brigid's Crosses in the Springtime together.</p>
<p><b>Career Guidance</b></p>	<p><b>Work Experience</b></p>
<p>During TY, you will gain experiences and knowledge that will shape your career direction. Careers Class (one class per week) focuses on learning how to navigate the key careers sites so you can start to research and explore all the options available to you for after school.</p> <p>You will also learn about yourself and how to assess your strengths, interests and aptitudes using online inventories and Cognitive Aptitude Tests. You will apply this knowledge to help you choose your subjects for Senior Cycle. You will investigate college courses and apprenticeship training as well as career paths and advice from experts and employers from industry. Students will also create their CV to secure work experience and part-time employment. Students also have the oppoprtnunity to complete the Safe Pass Training.</p>	<p>All students gain employment in four different sectors over the course of the year. Students will work in each placement for approx 8 weeks. Students will require the skills to approach the employer and work each Friday completing their duties.</p> <p>This broadens their experience of the working world and allows them to make informed decisions on subject choice and career paths later in life.</p> <p>The employers feed back to the school regarding their attendance, punctuation, attitude to work and communication skills.</p> <p>These work experiences are important as their reports are often used to help students gain access to college courses, courses overseas and future employment.</p>

# Modules

Drama	STEM
<p>"In the Transition Year Drama module, students embark on a journey of self-discovery, far beyond mere performance. Students begin by participating in workshops to hone a wide array of skills, fostering creativity and teamwork. As the year progresses, they take on a variety of roles, both on and off stage, working collaboratively towards the grand finale: our showcase musical held at the Buttevant GAA hall. Engaging in drama at this pivotal stage encourages teenagers to explore different perspectives, fostering respect, empathy, and understanding, while also providing an opportunity to develop essential life skills, such as communication, problem-solving, and self-confidence. It's not just about the applause; it's about the journey of growth, learning, and collaboration that TY Drama offers."</p>	<p>At the Coláiste, we are dedicated to preparing our students for the challenges and opportunities of the future. To achieve this, we are thrilled to introduce our STEM (Science, Technology, Engineering, and Mathematics) module - an innovative and hands-on program designed to empower our students with essential skills and knowledge.</p> <p><b>What is STEM?</b> STEM is more than just four subjects; it's a multidisciplinary approach that encourages students to explore the real-world applications of science, technology, engineering, and mathematics. It's about problem-solving, critical thinking, and collaboration. It's about equipping our students with the tools they need to thrive in an ever-evolving world.</p>
Cooking	Social Action
<p>All TY students get an opportunity to complete a cooking module in TY, where they complete a variety of sweet and savoury dishes. Students gain practical skills in the creation and evaluation of the dishes and learn to become more independent in the kitchen as their culinary skills improve.</p> <p>Students work on dishes which are often based on a select few core ingredients and learn to use different cooking methods or seasonings to adapt low-budget foods into a selection of healthy</p>	<p>This course encourages students to become active citizens in their local community as well as identifying how they can help create a better society as global citizens.</p> <p>Previously students have worked with Age Action Ireland to teach computer skills, liaised with SVP to support food drives, collected litter in our local area and participated in The Big Idea challenge. The aim of this course is to empower students to be the change they want to see in the world - from small individual actions to large scale community and national campaigns.</p>

<p>meals</p> <p>Students in TY may or may not have studied home economics at Junior Cycle, so all students get back to basics and learn some key recipes to add to their repertoire in order to prepare them for life as adults who have the culinary skills to prepare home cooked meals. Dishes we have made in the past include: savoury: chicken curry, cajun chicken and chorizo pasta, beef enchiladas, yeast based pizza, spaghetti bolognese. Sweet: banana bread, chocolate chip cookies, brownies, cupcakes, chocolate muffins.</p>	<p>Students studying this module will be given ample opportunity to develop their social entrepreneurial skills as well as their advocacy and community based skills too.</p>
<p style="text-align: center;"><b>Coding</b></p>	<p style="text-align: center;"><b>Drivers Education</b></p>
<p>TY coding enhances students practical computing skills in Python programming and HTML web development.</p> <p>Students work both individually and in teams on real-world coding projects, encouraging collaboration, teamwork, and innovation.</p> <p>This module will allow students to gain an insight into the programming languages used in Leaving Certificate Computer Science.</p>	<p>During the Transition Year program a Driver Education Module is part of its comprehensive curriculum. This module typically spans five weeks, allowing students to gain essential knowledge and skills related to safe and responsible driving.</p> <p>During this period, students are introduced to the rules of the road, road safety practices, and the importance of defensive driving techniques. They also have the opportunity to engage in a practical driving lesson in the Munster Driving Campus, Mallow. This helps them develop an understanding of driving principles.</p> <p>This module not only prepares students for their future as responsible drivers but also instills a sense of civic responsibility by emphasizing the importance of road safety.</p>

<b>Social Media</b>	<b>Well Being</b>
<p>There are two defining sections of the module:  <b>Traditional Media:</b>  We ask questions about the emergence of post-truth media as an evolutionary step from the more traditional tabloid/broadsheet dichotomy.  We explore whether satire offers a route into serious news stories  We will explore how media is now consumed by global, rather than regional, audiences.  We also look at how social media and the internet interact to influence us through:</p> <ul style="list-style-type: none"> <li>● Filter Bubbles:</li> <li>● Anti-Social Media:</li> <li>● Privacy and Identity:</li> </ul> <p>We also work with UCC on a European funded project to develop citizenship among European school students.</p>	<p>This module is a great opportunity for the students to explore the idea of ‘Wellness’ in many aspects of their life.</p> <p>During what is a very busy year for the students, this module allows them space to think, to feel and to move all while focusing on being present in their bodies, mind and spirit. The students explore a variety of techniques that aim to help them in managing their own wellness. Among some of the techniques explored are : Mindfulness , Breathwork, Meditation and Yoga.  Each class will have a specific theme of exploration to begin, a movement sequence to follow and finishing with time to reflect on all that arose for the students.  This module as a whole, aims to support the students in being able to care for themselves physically, mentally, emotionally and spiritually which will hopefully, be a crucial support for them over the coming two years of the Senior Cycle.</p>
<b>Sustainability</b>	<b>Leadership</b>
<p>During this module, the areas of social and environmental sustainability will be explored helping students to become more confident in understanding the importance of sustainable growth and change of our world.</p> <p>Students are encouraged to think critically about what they see on news outlets and social media platforms and aims to strengthen their ability to assess the impact of their own habitats, with a focus on positive solutions</p>	<p>The Foróige Leadership for Life Programme empowers young people with leadership capabilities to reach their full potential and have a positive impact on the world around them.</p> <p>The programme allows young people to learn, practice and develop the core skills they will need in their future lives.</p>

## Leaving Certificate Subjects

<b>Leaving Cert PE (LCPE)</b>	<b>French</b>
<p>Transition Year LCPE students engage in a variety of topics which are covered in more detail as part of the 5th/6th programme. A double-class each week is focused on both theoretical and practical aspects, such as Diet &amp; Nutrition, Analysing Skills &amp; Techniques, Setting Performance Goals and much much more.</p> <p>Students are also introduced to the Components of Fitness such as Muscular Endurance, Muscular Strength, Cardiovascular Endurance etc. through the use of the school gym. Students are shown how to correctly plan sessions to improve aspects of their fitness, and also shown how to correctly perform gym movements. This is all very relevant as 2 projects are completed as part of the Leaving Cert programme, the Physical Activity Project (PAP) worth 20% and the Performance Assessment (PA) worth 30%.</p>	<p>Transition Year, emphasis is placed on conversational French, yet the skills of listening, reading and writing are also strengthened. Students improve their communication skills in the target language through listening, oral preparation and pair work.</p> <p>I.T. is also a strong feature of Transition Year French with students researching and presenting a powerpoint presentation to their class on aspects of France and French life. This broadens their awareness of French, La Francophonie and culture, thereby promoting French as a living language.</p> <p>Film studies is always a popular module where students watch and review some of the more famous French films. Studying French in Transition Year prepares students for the Leaving Certificate course, in particular giving them an extra year to gain invaluable confidence in the language.</p>
<b>Design &amp; Communications Graphics (DCG)</b>	<b>Construction Studies</b>
<p>D.C.G. is the continuation subject of Graphics for the Leaving Cert. It involves three components, traditional board drawing, freehand sketching and computer aided design.</p> <p>Students use a software programme called 'Solidworks' to draw in 3D. Project work accounts for 40% of the Leaving Cert and it is this project work that TY students are introduced to.</p> <p>Topics include Freehand Sketching &amp; an Intro to Solidworks and there</p>	<p>Construction Studies is a continuation from the Wood Technology Junior cert course. Students who have not studied Wood Technology for the Junior Certificate are given an introductory course which allows them to fully participate in class. Students who did woodwork previously have a chance to improve their skills.</p> <p>Construction Studies introduces students to the building trade. It gives the student a basis for future careers (e.g. Carpenter, Cabinet Maker, Architect etc.). This course incorporates a continuous examination technique through a</p>

<p>is an End of Year Project where the students must produce a Portfolio.</p>	<p>leaving cert Construction Studies project, which students take home when finished.</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>Business &amp; Mini company</b></p>
<p>Transition Year History offers students the possibility of learning experiences inside and outside the classroom and presents opportunities to learn and explore topics without the pressure of external examinations, e.g. History Through Films, History Through Music, Genealogy, etc.</p> <p>Students enjoy activity-based learning, develop research skills and experience self-directed learning which prepares them for life after school. They undertake projects, interviews and research on local, national and international themes.</p> <p>TY History students contribute to the direction of class by being given an opportunity to suggest areas of history they are personally interested in.</p> <p>Classroom-based activity is coupled with practical trips, both with local guides and further afield. Guest speakers are often a feature of TY History, with students given an opportunity to listen to local historians, holocaust survivors, etc. Teachers use varied forms of assessment, including written, practical, oral, portfolios or folders, project displays, exhibitions of work, etc.</p>	<p>The Mini-Company programme creates a learning environment designed to help and develop skills and abilities in students that will enhance the overall mission and aims of Transition Year.</p> <p>TY Business completes various Mini-Company Workshops with Student Enterprise Awards Cork and Foróige throughout the year. These workshops give students an outline of the competitions and how to design their portfolios.</p> <p>These workshops also allow the students to discuss their entrepreneurial ideas and give the students guidance and instruction on how to pitch their ideas to judges.</p> <p>The students have the opportunity of taking part in a Dragons Den to progress onto the competition stages. Students develop their organisation and presentation skills during Transition Year Business.</p> <p>During Transition Year Business students also sample the different elements of the Leaving Certificate Business course to give students a taste of some aspects of Leaving Certificate Business so students can make educated Leaving Cert subject choices.</p>
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;"><b>Geography</b></p>
<p>In transition year, music students develop their performance skills, focusing primarily on singing, learning basic keyboard skills and ukulele/guitar. They learn to perform a variety of different pieces both</p>	<p>Transition year Geography helps students to develop an understanding and appreciation of their physical and human surroundings.</p>

<p>as a group and as an individual.</p> <p>Many of the students enjoy the chance to perform at school events and in the community.</p> <p>In class performances, students develop their sight reading skills and gain a deeper insight into chords and baselines. These help prepare them for the composition and performance elements of the Leaving Certificate music course.</p> <p>It is a great opportunity for students to enjoy a subject that builds their confidence while providing an emotional outlet.</p>	<p>Students will explore the interrelationship between the physical and human environment.</p> <p>Geographical skills will be developed such as, map skills, photography analysis and investigative skills.</p> <p>Students will take part in practical classes such as, field studies and horticulture.</p> <p>At the end of this module students should be able to make a more informed choice about taking geography as a subject for their senior cycle.</p>
<p><b>Art</b></p>	<p><b>Home Economics</b></p>
<p>Art Craft and Design in TY is to use a wide range of learning situations with particular emphasis on students personal responsibility in learning to appreciate Art. In order to do this, we have tried to create a course that caters for students with and without artistic ability.</p> <p>Every year Transition year students are involved in the design and painting of backdrops and props for the school play.</p> <p>We have also included trips to art galleries to heighten student’s visual awareness and appreciation of artwork. This year we plan on doing a walking trip of mural paintings around Cork city. Using the information gathered we will be doing a collaboration with the primary school in Buttevant on the production of a mural to brighten up their school grounds. This will take place in the final term when the weather has improved to make it possible to paint outdoors.</p> <p>The program is very full and this is a more relaxed and enjoyable</p>	<p>The purpose of Home Economics in Transition Year is to give students an insight into what is on the Leaving Certificate Home Economics course.</p> <p>It will also allow students to explore the elements of family and community living.</p> <p>This module allows students to build on their creative, practical and culinary skills from Junior Cycle.</p> <p>This years module focus on two elements:</p> <p><b>Practical</b> - Developing their repertoire of basic family meals and experimenting with more challenging desserts.</p> <p><b>Theory</b> - Exploring the areas of nutrition, food processing and social studies which are core areas on the Senior Cycle syllabus</p>



group project to finish up the year. It also gives the students the opportunity to leave their own mark on the walls of Buttevant. It also allows students the opportunity to enter the various Art competitions for example Credit Union, Texaco, and 'Junk Kouture'.

**Engineering**

**Science**

Students who study Engineering in Transition Year are given the opportunity to enhance their practical engineering skills including marking out, manufacturing, fitting, and finishing. It introduces them to SolidWorks, a CAD program and laser manufacturing by getting the students to draw and laser cut each practical project manufactured manually previously.

Students work in groups to design and manufacture mechanical mechanisms, allowing for collaboration and knowledge-sharing. This module equips students with practical skills, digital design expertise, and teamwork abilities, preparing them for success in Senior Cycle Engineering.

**Students get to experience all the sciences during the year.**

**Biology:** Project in Module 1 is on a disease affecting the senses or the nervous system. Project Module 2 is on a sports injury. In both cases students describe the condition and consider causes, symptoms, treatment and prevention. Students present their projects to their fellow students.

**Chemistry:** Students trial senior cycle chemistry in learning about the importance of using the periodic table and investigating the chemical makeup of different compounds including counting atoms, balancing chemical reactions and stoichiometry. Students' lab skills are improved on during the titration of hydrochloric acid and sodium hydroxide where accuracy in measurement, safe use of equipment and analysis of results are emphasised. Students will understand from this module whether their skills lie in the numerical and practical side of chemistry, or if other science subjects would be more suited to them.

**Physics:** In physics students complete an in-class activity on measuring speed of sound in air, calculating the acceleration due to gravity on different celestial bodies. Inclusive of research projects, they also produce a 3D project on a scientific topic to be displayed in the lab.

