

Junior Certificate School Programme:

# Subject Statements Folder

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The statements in the Junior Certificate School Programme Student Profile System Handbook have been developed by co-ordinators and teachers involved in the JCSP in collaboration with the Support Service. This contribution is central to the continued development of the Student Profile System.

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# Introduction

Every year a small group of students leave school without qualifications, some of them without attempting any of the State examinations. For many of these young people, their experience of school has been one of failure and alienation.

The Junior Certificate School Programme (JCSP) was introduced by the Department of Education and Science in September 1996 as an intervention within the Junior Certificate specifically aimed at those students who are potential early school leavers.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school

In addition to reinforcing the general aims of the Junior Certificate, the JCSP addresses the main obstacles which hinder some young people's success in their second-level school career e.g.

- the lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school

- the number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school

The Junior Certificate School Programme provides schools and teachers with a focus for identifying and addressing these issues before they develop into major problems. It also assists teachers to take appropriate action if these are already causing young people to have difficulties with school.

Students who may be at risk can be identified at an early stage in their school careers. Schools whose staff are experienced in working with young people who have experienced failure during schooling and/or who are under-achieving have noticed that many students who fail or drop out display a combination of the following indicators:

- poor attendance or truancy
- serious difficulties in the primary school
- difficulty with some of the basic skills and knowledge which are necessary for coping with second-level school, for example, reading, writing and numeracy
- signs of being alienated or disaffected and non-co-operative behaviour such as disrupting class or withdrawal from school life
- difficulty in getting along with their peers especially in the case of those who show signs of poor self-esteem

## The JCSP Curriculum Strategy

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The Junior Certificate School Programme operates within the Junior Certificate curriculum. It follows the curriculum framework set out for the Junior Certificate, which is re-focused to cater for JCSP students.

It is an intervention into the Junior Certificate and not an alternative to it. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Certificate.

All JCSP students follow at least the courses leading to the Foundation Level examinations in English and Mathematics, and a suitable course in Irish. Other subjects are included in their timetable, following consultation between school authorities and parents. Most students follow a Junior Certificate programme very similar to that of their peers.

The JCSP curriculum strategy involves:

- cross-curricular work which helps to locate discrete skills and knowledge in a meaningful context, which reinforces learning across subject boundaries and which promotes team-work among teachers. It also continues the integrated thematic approach of the primary school. Time is provided to schools for teachers to meet and plan the cross-curricular activities
- basic skills development relevant to many areas of the curriculum and which are important for managing daily life, both inside and outside school. These include, but are not confined to, literacy and numeracy
- personal and social development which enhances self-esteem and the ability to relate well to other people. All areas of the curriculum have the potential to contribute here

Adoption of this curriculum strategy will influence key aspects of classroom practice and, in particular, will facilitate the use of an extended range of teaching methods.

The content of the courses which JCSP students follow emphasise:

- skills, knowledge and concepts selected from Junior Certificate subject syllabuses, which best explore the aptitudes and abilities of these young people
- key skills, knowledge and concepts which are essential for students' progress in all areas of the curriculum and which are not always explicitly stated in Junior Certificate subject syllabuses. Examples include reading, use and care of tools and equipment, manual dexterity
- personal and social development, addressing issues such as life skills, relationships, self-esteem and substance abuse

The Student Profiling System provides a resource which will assist teachers in developing student centred courses along these lines (*see separate paragraph on Student Profiling System*).

The JCSP promotes teaching methods which are:

- *experiential*, in that the balance of pedagogy inclines more towards activity on the part of the student and less towards demonstration by the teacher
- *interactive*, in that teaching strategies and class work involve a high degree of collaboration where students work together and with the teacher
- *purposeful*, in that learning tasks are set in contexts which are comprehensible and meaningful to the individual student
- *relevant*, in that they relate programme content to young people's age and interest level
- *systematic and structured*, in that specific goals are set, particularly in literacy and numeracy, thus facilitating teaching and assessment

Teachers will be encouraged to identify areas of need and to devise solutions and strategies to cope with these, based on their own professional knowledge and expertise. In particular, it will be useful to affirm and build on the knowledge and skills which students bring to school.

Teachers and schools will be assisted in the design and implementation of the JCSP by two main support structures:

- a Student Profiling System
- an on-going Programme of Professional Development

On completion of the junior cycle, JCSP students, like other junior cycle students, receive a Junior Certificate. In addition, JCSP students, also receive an individualised Student Profile, which outlines the skills, knowledge and achievements that they have attained during the course of the programme.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

## The Student Profiling System

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The JCSP has at its core a system of student profiling that provides students with a record of their achievements. A student profile is an individualised record of the achievements which a student has demonstrated over a period of time. This is in contrast to a mark or grade in an examination which indicates an individual's performance at a single point in time.

Profiling is the process of gathering positive information about what each student has achieved and recording what the student can do. It is a flexible resource, which teachers can use and adapt as appropriate, to their schools, their classes and their individual students. The profiling system consists of a series of statements which provide the basis for the process of curriculum planning, monitoring, recording and feedback. Each statement in the Profile describes a skill, concept or area of knowledge. Essentially, a statement affirms that a student can do something, knows or understands something. Statements are based on the content of Junior Certificate syllabuses but extend the range of knowledge and skills which are set as goals, and which teachers then monitor and assess. This ensures that students can gain credit for a wider range of achievements than those included in the terminal examination.

At an early stage in the school year, teachers select those statements which describe the curriculum areas or cross-curricular skills which most relate to students' aptitudes or best address the obstacles preventing their success. Students are aware of these as aims for the term and the year, and understand that all of their class-work and homework, as well as their performance on class tests, will count towards their achieving these statements on their final Junior Certificate School Programme Profile. Teachers of the JCSP meet on a regular basis, at least once each term, to discuss how well their students are progressing towards the final statements.

Achievement is acknowledged and rewarded at each stage of learning. The purpose of profiling is to establish a pattern of success and provide feedback to the students about their learning. As the profile of the student is built up, the student's self-esteem grows. This constant affirmation of his or her progress aims to increase the positive connection that the student has with school. All students, who have been profiled under the JCSP Profile System for a minimum of one school year, will receive an individualised JCSP Student Profile certificate, describing the skills, knowledge and achievements attained by that student, including personal and social skills. They also receive a reference from the school authorities. Awarding and acknowledging student success is an intrinsic part of the Programme.

## Profile Statements & Learning Targets

A profiling statement is a general description of a particular area of knowledge, ability or skill. Essentially, a statement affirms that a student knows, understands or can do something e.g. *'The student can carry out a simple research project and display the results appropriately.'* Statements can be either subject specific or cross curricular in nature. The subject specific statements reflect many of the aims and objectives of the Junior Certificate prescribed subject syllabi. Cross-curricular statements are not subject specific but are aimed at improving the students' critical key skills and life skills, enhancing social and personal skills, as well as improving non-subject-specific academic competencies.

Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals, which lead to the successful completion of a statement. They outline the steps to be followed, and the material that should be covered, if the student is to achieve competence in the more expansive and long-term goal: *the statement.*

The image shows a sample statement card for 'English: Letter Writing'. The card is titled 'English: Letter Writing' and 'Statement Code no: 8'. It includes fields for 'Student:' and 'Class:'. The statement is 'Write a formal and informal letter'. Below the statement are 'Date Commenced' and 'Date Awarded' fields. The 'Learning Targets' section lists 15 specific tasks, each followed by a grid of circles for marking progress. At the bottom, there is a progress indicator with three columns: 'Work begun', 'Work in progress', and 'Work completed', each with a grid of circles.

**The Statement**

**The Learning Targets**

English: Letter Writing  
Statement Code no: 8  
Student: \_\_\_\_\_ Class: \_\_\_\_\_  
At Junior Certificate level the student can:  
Write a formal and informal letter  
Date Commenced: □□□□□□ Date Awarded: □□□□□□  
Learning Targets - This has been demonstrated by your ability to:  
1 Tell the difference between a formal and an informal letter □□□□  
2 Write the address on the top right hand corner □□□□  
3 Put the date underneath the address □□□□  
4 Write the address of the person you are sending the letter to (formal letter), on the left hand side □□□□  
5 Use the correct greeting □□□□  
6 State why you are writing in the first paragraph □□□□  
7 Give further reasons as to why you are writing in the second paragraph □□□□  
8 Give your final points in the last paragraph □□□□  
9 Match the closing farewell to the opening greeting □□□□  
10 Write out an address as it would look on an envelope □□□□  
11 Use capital letters for the names of people and places □□□□  
12 Write a formal letter of complaint to a newspaper, shop or radio programme □□□□  
13 Write a formal letter applying for a job □□□□  
14 Write an informal letter to a friend who is in hospital □□□□  
15 Write a response to a personal letter using 3 paragraphs □□□□  
Work begun ■ □ □ | Work in progress ■ ■ □ | Work completed ■ ■ ■

## Learning Targets

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Short-term goals or learning targets define each statement in more detail and these optional guidelines provide a useful resource when teachers want to set and monitor work on more specific knowledge and skills, for example, on a weekly or fortnightly basis. Progress on these learning targets is a useful source of on-going feedback to students and their parents. These learning targets do not appear on the final certificate.

### Advantages of using learning targets

The learning target format has many advantages:

- subjects and syllabi are broken down into “bite-sized pieces” and easily managed units of work
- the syllabi are made more accessible and meaningful for the students
- students become more aware of their achievements and progress
- success is experienced more frequently by the students
- the learning intention is clearly stated

## Selecting Statements

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The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant for the student. *It is important that only achievable statements are chosen.* Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather, they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

There is no set number of statements a student has to complete. Ideally, at any one time, the total number of statements each student is working on should be small. If these have been achieved or are nearing completion, additional statements can then be selected. It is important that only "achievable" statements should be chosen as completion of the statement is essential if the student is to experience the satisfaction of finishing a piece of work and receiving feedback. Some teachers may select just one statement to work on. A student will be presented with a final Student Profile for having completed just one statement.

## Tracking Progress

Every student is given a copy of the statements they are working on, usually placed in a JCSP student folder. These are kept in school and reviewed regularly in class so that the students can keep track of their own progress, using the three-box system to record progress.



## Awarding Statements

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions

- standardised attainment tests
- student self-assessment
- peer assessment
- teacher observation

An important element in awarding statements is *the teacher's professional judgement*.

## Team / Profile Meetings

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A weekly team meeting should be scheduled for the core group of JCSP teachers.

Additionally, one timetabled profile meeting should be arranged in each term.

These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of a double period (80 minutes or the equivalent), is required to discuss the progress of fifteen students in the Programme.

The objective of profile meetings is to update the learning and student record cards for a particular group of students. At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements.

## The Student Profile

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A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle.

Final profiling occurs at the end of 3<sup>rd</sup> year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the co-ordinator sends the profiling data to the JCSP office on-line (<http://jcsp.slss.ie>). Here a presentation folder is compiled for each student and includes:

- 1 a certificate of participation
- 2 a list of statements that were successfully completed by that particular student

The presentation folders are returned to the schools where the co-ordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents.

**English**

# Area of Experience: English

## English

At Junior Certificate level the student can:

- |  |  |
|--|--|
| <b>1 Personal Expression: Writing</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Use written language to express and reflect on experiences   |  |
| <b>2 Experience of Literature and Media</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Respond to a range of reading materials and media sources  |  |
| <b>3 Creative Writing</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Produce an original piece of creative writing, drawing on either an external stimulus or on personal imagination |  |
| <b>4 Experience of Literature</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Respond to a range of reading materials and literacy texts   |  |
| <b>5 English: Novel/Short Story</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe, reflect and respond to a novel or short story studied  |  |
| <b>6 English: Poetry</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe, reflect and respond to poetry studied  |  |
| <b>7 English: Play/Film</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe, reflect and respond to a play or film studied  |  |
| <b>8 English: Letter Writing</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Write a formal and informal letter   |  |
| <b>9 English: Report Writing</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Write a report – a factual account of an event or situation  |  |
| <b>10 English: Creative Writing</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Review a novel, poem, play, film, song, or any other creative work   |  |
| <b>11 English: Advertisements</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Comment on the purpose, content and features of various advertisements   |  |
| <b>12 English: Print Media</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Comment on the purpose, content and features of various types of print media                                     |  |

Work begun  | Work in progress  | Work completed

# Personal Expression: Writing

# English

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use written language to express and reflect on experiences

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Write a brief note or paragraph about a personal experience or interest, e.g. for a diary or journal          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Write three paragraphs about a personal experience or interest, e.g. for a letter to a friend                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give a written account of specified personal likes and dislikes, e.g. a list of favourite musicians           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Write a note or paragraph expressing the experiences of seeing, hearing, touching, tasting                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Write a note or paragraph expressing the emotions and experiences in a given situation                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Write a note or paragraph expressing a preference or opinion about a given situation                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Produce a piece of writing responding to a letter, story, poem, book, film, newspaper article or TV programme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Imagine the ending of a story, background of a character or event and write it                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Re-read, revise and correct own writing   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun    | Work in progress    | Work completed

# Experience of Literature and Media

# English

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Respond to a range of reading materials and media sources

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Watch, listen and respond to different types of TV, video and radio programmes*              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explore the content of an advertisement  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Respond personally to stories, poems, plays, newspapers and magazines independently          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Summarise the plots of a range of written texts or media                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Discuss the plot of a range of written texts or media  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Give a personal opinion of material drawn from a range of written and media texts            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Imagine a continuation of a story line, background of a character or event and summarise it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Choose a book from an appropriate level and read from beginning to end over a period of time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** Business Studies, Home Economics, Civic Social and Political Education, Science, Computer Studies, Keyboarding, Typewriting, Environmental and Social Studies, Personal and Social Development

*\* Parental involvement could be sought for this objective*

Work begun    | Work in progress    | Work completed

# Creative Writing

# English

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Produce an original piece of creative writing, drawing on either an external stimulus, or on imagination

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Compose a poem  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Write a story or a piece of prose                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Write a dialogue  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Compose a monologue or speech                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Write a short sketch  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Write a role-play or interview                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Make a video tape, reporting on a topic of personal interest  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Make an audio tape, reporting on a topic of personal interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Re-read, revise and correct work                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** Business Studies, Home Economics, Civic Social and Political Education, Science, Computer Studies, Keyboarding, Typewriting, Environmental and Social Studies, Personal and Social Development

Work begun    | Work in progress    | Work completed

# Experience of Literature

# English

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Respond to a range of reading materials and literary texts

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Identify the various texts, for example poem / short story / novel / play / film / biography             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Choose and read a poem   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify the theme of the poem; give your personal response to the poem                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Choose and read a short story  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Discuss the theme, character and plot of the short story; give your personal response to the short story | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Choose and read a novel.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Discuss the theme, characters and plot of the novel; give your personal response to the novel            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Choose and read a play   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Discuss the theme, characters and plot of the play; give your personal response to the play.             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Explain how to stage a play or a scene (Props, costumes, scenery, stage directions, lighting, sound)    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Choose and read a biography   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Discuss the person's life-story; the setting and the language used                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Cross-Curricular Statements dealing with Reading

Work begun    | Work in progress    | Work completed

# English: Novel/Short Story

# English

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Describe, reflect and respond to a novel or short story studied

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Give the title of the novel and the author's name   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain what plot and theme mean  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain what setting and character mean   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Give a summary of the main events in the novel in five short statements                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Write about an important moment in the story and say why it is important                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name the main characters and their relationship to each other                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe where the story is set   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Give a description of what each character looks like  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Describe what the character/s does (speech, actions, thoughts)                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Explain why the character/s act in certain ways   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | State what can be learned about the main character from the way other characters react to him/her | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Write what was liked/disliked and found interesting about a main character                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Describe a character's personality and where in the novel this personality trait can be seen.     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Note the way a character changes from the beginning to the end of the story                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Comment on the words the author uses to describe the character                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Explain the ways the author grabs the reader's attention  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 | Write about what was liked or disliked about the ending of the novel                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 | Use reference or quotation to back up answers   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Poetry

# English

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

## Describe, reflect and respond to poetry studied

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Give the title of the poem/s and the poet/s name   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Explain what the poem is about, the theme  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Explain what idea is presented in the first verse and how it changes and develops by the end of the poem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Choose a line from the poem and explain what you think it means  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Choose an image (picture) from the poem and say why you liked/disliked it                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Choose a simile or metaphor and describe how it adds to the poem   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Choose an example of alliteration and say what idea the poet is trying to get across                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Describe what feelings/emotions/moods are expressed in the poem and explain how they change              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Write about what you liked/disliked and found interesting about the poem                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Comment on the words the poet uses in the poem   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Choose a poet studied and explain what you thought about their poetry                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Use reference or quotation to back up answers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Play/Film

# English

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

## Describe, reflect and respond to a play or film studied

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Give the title of the play and the author's name   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Give the title of the film and the director's name   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain what plot and theme mean   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Explain what setting and character mean  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give a summary of the main events in the play or film  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Write about an important moment in the play or film and say why it is important  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Name the main characters and their relationship to each other  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe where the play or film is set   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give a description of what each character is like  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 State what can be learned about the main character from the way other characters react to him/her                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Write what was liked/disliked and found interesting about a main character  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Explain what you know about a character's personality and where in the play or film this personality trait can be seen. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Note the way a character changes from the beginning to the end of the play or film                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 Describe what kind of set you would design for a scene from a play or film you have studied                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 Comment on the use of music in a film studied   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 Write about what was liked or disliked about the ending of the play or film   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 Use reference or quotation to back up answers   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Letter Writing

# English

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

## Write a formal and informal letter

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Tell the difference between a formal and an informal letter  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Write the address on the top right hand corner   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Put the date underneath the address  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Write the address of the person you are sending the letter to (formal letter), on the left hand side | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Use the correct greeting   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | State why you are writing in the first paragraph   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Give further reasons as to why you are writing in the second paragraph                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Give your final points in the last paragraph   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Match the closing farewell to the opening greeting   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Write out an address as it would look on an envelope   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Use capital letters for the names of people and places   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Write a formal letter of complaint to a newspaper, shop or radio programme                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Write a formal letter applying for a job   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Write an informal letter to a friend who is in hospital  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Write a response to a personal letter using 3 paragraphs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Report Writing

# English

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Write a report - a factual account of an event or situation

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Give the report a title and date                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Open with a single sentence describing the problem or event     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Say what happened   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Describe where, when and how it happened                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Explain who was present   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Give a solution if needed                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Explain only using the facts of an event or situation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Use paragraphs for each part of a report                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Check fullstops and capital letters are used correctly          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Give, at the end of a report, an opinion or any recommendations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Sign the report   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Creative Work

# English

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Review a novel, poem, play, film, song,  
or any other creative work

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | Give the title of the work being reviewed  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Name the author of the piece   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give the publisher's name  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give a short introduction  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Give a summary of the setting, main characters and plot in the second paragraph but not the ending | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Describe what you liked and disliked about the piece   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Give an overall mark and recommendation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Use capital letters for peoples's names and places   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Use reference or quotation to back up answers  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Advertisements

# English

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

Comment on the purpose, content and features of various advertisements

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Describe the aim of advertising   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explore the content of an advertisement                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain the features of small advertisements                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Explain the features of commercial advertisements                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Explain the features of specialist or government and charity advertisements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe the kind of language used in an advertisement                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Identify and explain the caption in an advertisement                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain what a slogan is and give an example of one                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of eye-catching advertisements                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Explain how humour is used in advertising                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Name a jingle  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Identify logos, illustrations and images                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Explain why logos are used in advertisements                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 Give 4 examples of logos   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 Explain the meaning of target audience                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 Give examples of how colour can be used in advertising                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# English: Print Media

# English

Statement Code no: 12

Student:

Class:

At Junior Certificate level the student can:

Comment on the purpose, content and features of various types of print media

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 List 4 characteristics of tabloid newspapers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 List 4 characteristics of broadsheet newspapers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Understand and identify the masthead   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Identify the title   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Identify the context   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Understand and identify banner headlines   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Describe the role of headlines in attracting attention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Understand and identify columns, sub headings and captions                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Explain how and why pictures/photos are used in print media                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Understand and identify the by line   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Understand and identify type face   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Identify 4 features of report writing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Identify logos, illustrations, images   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 Explain what a reporter's job involves  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 Explain the job of an editor  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 Explain what audience means   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 Understand the source of news, direct coverage, witness report, investigators and conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 Understand what bias in reporting means   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 Recognise and explain the difference between formal and informal language                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 Recognise the use of persuasive language in newspaper articles                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

**Irish**

# Area of Experience: Irish

## Irish

At Junior Certificate level the student can:

<b>1 Listening and Speaking</b>	○ ○ ○
Understand and use basic spoken Irish in a variety of common social situations	
<b>2 Reading and Writing (1)</b>	○ ○ ○
Read and write basic Irish in specific situations	
<b>3 Cultural Studies</b>	○ ○ ○
Discuss a range of Irish cultural traditions in historical, social and artistic matters	
<b>4 Tape (1)</b>	○ ○ ○
Listen and understand basic spoken Irish in a variety of common social situations	
<b>5 Tape (2)</b>	○ ○ ○
Listen and understand spoken Irish in a variety of common social situations	
<b>6 Reading and Writing (2)</b>	○ ○ ○
Read and write Irish in specific situations	

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Listening and Speaking

# Irish

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand and use basic spoken Irish in a variety of common social situations

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Correctly follow classroom instructions   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Introduce yourself, say 'hello' and 'goodbye' and reply   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give basic personal information: name, age, address, information about family member, where you are from                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Request basic personal information of someone else: name age, address ,family   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Express likes and dislikes, mentioning special interests or hobbies   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Enquire about someone else's likes and dislikes   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Say which school subjects you study and which you like and dislike  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Tell the time and ask someone the time  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Say what the weather is like  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give days of the week, months of the year, your birthday and days and dates of three or four major festivals and holidays | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Ask for /order a quantity of food and drink   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Say how you are feeling and enquire how someone else is feeling   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Give simple directions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Reading and Writing 1

# Irish

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Read and write basic Irish in specified situations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Find specific information given in a poster or advertisement  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Find specific information given in a timetable or menu  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise some local placenames and the name of your county   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Find specific information given in a short piece of prose   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Read independently a short piece of prose, e.g. postcard, letter  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Correctly label specified drawings or diagrams e.g. parts of the body, rooms in a house or school, items in the classroom | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present personal information in CV format: name, address, date of birth etc.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Fill in commonly used basic forms   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Make brief notes or lists of things to do, e.g. homework in homework diary  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Correctly address an envelope and write a postcard   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Write a short message of three or four lines, e.g. a note, postcard or letter to a friend                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Write an acceptance and a refusal of an invitation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Cultural Studies

# Irish

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Discuss a range of cultural traditions of historical, social and artistic interest

Date Commenced: / /

Date Awarded: / /

## Learning Targets: Select any 10 objectives to work on

- This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Find out your surname in Irish, find its meaning and copy or design your family crest  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Draw a map of Ireland and/or your county, put in five Irish placenames and find out their meaning                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe or draw some famous monuments from ancient times*   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe or draw famous Irish artefacts*   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Collect pictures of or draw three features of the Irish landscape which have legends, stories or facts associated with them* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Tell the stories of two Irish saints including a local saint   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name two well-known traditional Irish musicians and listen to some songs or music they play                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Name two well-known popular Irish musicians and listen to some songs or music they play                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Watch and list examples of different kinds of Irish dancing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Choose one or more traditional Irish songs and find out all about them*  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Collect or copy examples of traditional Celtic patterns, design a card and include an Irish greeting*                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Make a list or two traditional foods. Include recipes. Cook and eat some examples  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Find different examples of the Irish language in use in your locality  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

\* Explanation overleaf

Work begun    | Work in progress    | Work completed

# Irish Cultural Studies

# Irish

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Discuss a range of cultural traditions of historical, social and artistic interest

Date Commenced: / /

Date Awarded: / /

- |    |   |  |
|----|---|--|
| 14 | Retell two of your favourite Irish legends  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Draw a map of Ireland and colour in the Gaeltacht areas.<br>Say what the Gaeltacht is                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Learn off the chorus of Amhrán na bhFiann   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 | Choose an Irish custom or festival and find out all about it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 | Find out about two Irish sports. Find out about local or county clubs<br>and gather information about teams | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

## \*Explanation

Examples which could be used with some of the Learning Targets of Irish Cultural Studies

**\*Learning Target 3** Examples of famous monuments from ancient times include ogham stones, dolmens, round towers, high crosses, piper stones and burial chambers

**\*Learning Target 4** Examples of famous Irish artifacts include Claddagh Ring, Tara Brooch, Derrynaflan and Ardagh Chalice

**\*Learning Target 5** Examples of features of the Irish landscape include the Burren, Giant's Causeway, Devil's Bit, Rock of Cashel, Howth, Lough Derg, Croagh Patrick and Glendalough

**\*Learning Target 10** Examples of traditional Irish songs include 'The Fields of Athenry' and 'Willie McBride'

**\*Learning Target 11** Examples of traditional Celtic patterns can be found in the Book of Kells, dancing costumes, computer software and certificate borders

Work begun    | Work in progress    | Work completed

# Tape Work 1

# Irish

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Listen and understand basic spoken Irish in a variety of common social situations

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Correctly follow tape instructions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Identify the three major dialects  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Locate on a Gaeltacht map where dialects come from                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Recognise key question words   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Listen carefully to the conversations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Identify topic/ location of conversation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Focus on pictures to find key information                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Recognise days of the week, months of the year, seasons and festivals          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Listen for names of places i.e. business, cultural, entertainment, and leisure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Listen for names of pastimes, sports, and hobbies                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Recall basic directional terms and find on diagram                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Isolate basic weather terms on tape and record appropriate answer              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Connect words and phrases in answer grid to questions asked                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Draft Statement, to be reviewed at a later date**

Work begun    | Work in progress    | Work completed

# Tape Work 2

# Irish

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Listen and understand spoken Irish in a variety of common social situations

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Correctly follow tape instructions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Identify the three major dialects and locate on a Gaeltacht map where dialects originate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise key question words   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Listen carefully to the speaker and/or conversation and isolate relevant information     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Identify topic/ subject/ situation of conversation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Focus on pictures for key information  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recall specific tenses and specific phrases i.e. inné / amárach etc.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Recall directional terms and locate on diagram   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Isolate specific weather terms on tape and record appropriate answer                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Listen to tape carefully and choose relevant occupation mentioned                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Listen for names of pastimes, sports, and hobbies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Listen for terms to describe news items i.e. fires, floods, accidents                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Identify names of towns and cities in Ireland in Irish                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Reading And Writing 2

# Irish

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

## Read and write Irish in specified situations

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Focus on pictures for key information required.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Study poster /advertisement focusing on bold print.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise key question words.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Read and understand a poem and using knowledge gained answer questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Find specific information from prose extracts.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Correctly identify and use the lay out of postcard and letter.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Correctly address an envelope.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Write an informal letter following given guidelines.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Write a postcard drawing from text and pictures given.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Write an invitation using text and pictures given.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Write an acceptance to an invitation using information given.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Write a note drawing on pictures and text given.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Compose a short paragraph on specific topics.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Using visual clues compose a short paragraph.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Read over and critically reflect on work done.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed



**Gaeilge**

# Réimse Taithí: Gaeilge

## Gaeilge

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

<b>1 Éisteacht agus Labhairt</b>	○ ○ ○
Gaeilge labhartha bhunúsach a thuiscint agus a úsáid i suímh éagsúla shóisialta	
<b>2 Léamh agus Scríobh (1)</b>	○ ○ ○
Gaeilge bhunúsach a léamh agus a scríobh i suímh áirithe	
<b>3 Léann Dúchais na hÉireann</b>	○ ○ ○
Plé a dhéanamh ar ghnéithe áirithe den traidisiún Gaelach ó thaobh cúrsaí staire, cultúrtha agus ealaíne de	
<b>4 Téip (1)</b>	○ ○ ○
Éisteacht le Gaeilge labhartha bhunúsach agus í a thuiscint i suímh éagsúla shóisialta	
<b>5 Téip (2)</b>	○ ○ ○
Éisteacht le Gaeilge labhartha agus í a thuiscint i suímh éagsúla shóisialta	
<b>6 Léamh agus Scríobh (2)</b>	○ ○ ○
An Ghaeilge a léamh agus a scríobh i suímh faoi leith	

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Éisteacht agus Labhairt

## Gaeilge

Códuimhir Ráitis: 1

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Gaeilge labhartha bhunúsach a thuiscint agus a úsáid i suímh éagsúla shóisialta

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spriocanna Foghlama - Tá seo léirithe agus tú bheith i gcumas ar:

- |    |  |  |
|----|--|--|
| 1  | Orduithe seomra ranga a leanúint   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Tú féin a chur in iúl. Conas "Dia dhuit" agus "Slán" a rá. Freagraí cuí a thabhairt                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Sonraí pearsanta bunúsacha a thabhairt: Ainm, Aois, Seoladh, Eolas Clainne. Cad as duit                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Sonraí pearsanta bunúsacha a iarraidh ar dhuine: Ainm, Aois, Seoladh, Eolas Clainne                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Tuairmí a chur in iúl: cad is maith/cad nach maith leat, ag tagairt do chaitheamh aimsire agus spéiseanna faoi leith | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Fiafraí de dhuine eile cad is maith / cad nach maith leis / léi a dhéanamh.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Na hábhair scoile atá á ndéanamh agat a ainmniú: a rá cad iad na hábhair a thaitníonn / nach dtaitníonn leat.        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | A rá cen t-am é agus fiafraí cén t-am é.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Labhairt faoin aimsir.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Laethanta na seachtaine, míonna na bliana a ainmniú; chomh maith le do bhreithlá agus roinnt de féilte na bliana.    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Méad áirithe bia nó dí a ordú.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Mothúcháin a chur in iúl. Fiafraí de dhuine eile conas atá sé/sí.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Treoracha simplí a thabhairt.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Déan tagairt do: Oideachas Saoránach Sóisialta agus Polaitiúil, Staidéar Sóisialta agus Comhshaoil, Tír Eolas, Matamaitic, Forbairt Pearsanta agus Sóisialta.

Work begun  | Work in progress  | Work completed

# Léamh agus Scríobh

## Gaeilge

Códuimhir Ráitis: 2

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Gaeilge bhunúsach a léamh agus a scríobh i suímh áirithe

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spriocanna Foghlama - Tá seo léirithe agus tú bheith i gcumas ar:

- |  |  |
|--|--|
| 1 Eolas faoi leith a aimsiú i bpostae nó i bhfógra.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Eolas faoi leith a aimsiú in amchlár nó i mbiachlár.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Logainmneacha áitiúla a aithint chomh maith le hainm do chontae féin.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Eolas faoi leith a aimsiú i sliocht próis.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Sliocht gearr próis a léamh go neamhspleách m.sh. cárta poist nó litir.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Lipéad a chur ar léaráidí áirithe m.sh. na baill bheata: seomraí an tí: seomraí na scoile: fearais seomra ranga. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Sonraí pearsanta a léiriú i bhfoirm C.V.: ainm, seoladh, dáta breithe  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Foirmeacha coitianta a fhorlónadh.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Nótaí nó liostaí gearrtha a chur le chéile: m.sh. obair bhaile i ndialann obhairbhaile.                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Seoladh a scríobh i gceart ar chlúdach litreach. Cárta poist a scríobh.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Nóta, cárta poist nó litir, thart ar cheithre líne ar fhad, a scríobh chuig cara.                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Nóta a scríobh ag glacadh nó ag diúltú do chuireadh.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Déan tagairt do: Ealaíon, Oideachas Saoránach Sóisialta agus Polaitiúil, Staidéar Sóisialta agus Comhshaoil, Tír Eolas, Stair, Forbairt Pearsanta agus Sóisialta.

Work begun  | Work in progress  | Work completed

# Léann Dúchais na hÉireann

## Gaeilge

Códuimhir Ráitis: 3

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Plé a dhéanamh ar ghnéithe áirithe den traidisiún Gaelach ó thaobh cúrsaí staire, cultúrtha agus ealaíne de

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spríocanna Foghlama: Roghnaigh 10 gcinn de na spríocanna seo thíos chun obair a dhéanamh orthu

- Tá seo léirithe agus tú bheith i gcumas ar:

- Do shloinne a aimsiú i nGaeilge chomh maith leis an mbrí atá leis agus suaitheantas do chlainne a dhearadh nó a chóipeáil
- Léarscáil na Éireann agus do chontae féin (nó ceachtar díobh) a tharraingt, cúig cinn de logainmneacha Gaeilge a chur ann agus a mbrí a aimsiú
- Cur síos a dhéanamh, nó léaráid a tharraingt, ar roinnt leachtanna cuimhneacháin cáiliúla ón tseanaimsir \*
- Cur-síos a dhéanamh ar dhéantáin cháiliúla na hÉireann nó iad a tharraingt\*
- Grianghrafanna a bhailiú nó pictiúir a tharraingt de trí ghné de thírdhreach na hÉireann a bhfuil finscéal ag dul leo
- Scéalta beirt naomh na hÉireann a insint, naomh áitiúil san áireamh
- Beirt cheoltóir traidisiúnta Éireannacha a ainmniú agus éisteacht le cúpla amhrán nó píosaí ceoil dá gcuid.
- Beirt cheoltóir go bhfuil aithne ag an bpobal orthu a ainmniú agus éisteacht le cúpla amhrán nó píosaí ceoil dá gcuid
- Féachaint ar rincí Gaelacha éagsúla agus iad a ainmniú
- Ceann amháin nó níos mó d'amhráin Ghaelacha a roghnú agus gach eolas fúthu a aimsiú\*
- Samplaí de phátrúin thraidisiúnta Cheilteacha a chnuasach nó a chóipeáil; cárta a dhearadh agus beannú Gaelach a chur air\*
- Liosta a dhéanamh de roinnt bia traidisiúnta de chuid na hÉireann. Oideas a chur le dhá cheann, iad a ullmhú agus a ithe

Work begun    | Work in progress    | Work completed

# Léann Dúchais na hÉireann

## Gaeilge

Códuimhir Ráitis: 3

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Plé a dhéanamh ar ghnéithe áirithe den traidisiún Gaelach ó thaobh cúrsaí staire, cultúrtha agus ealaíne de

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

- |    |   |  |
|----|---|--|
| 13 | Samplaí difriúla d'úsáid na Gaeilge i do cheantar dúchais a aimsiú                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Dhá cheann de na finscéalta Gaelacha is fearr leat a aithris  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Léarscáil na hÉireann a tharraingt agus na ceantair Ghaeltachta a dhathú<br>A rá cad is "Gaeltacht" ann | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Curfá Amhrán na bhFiann a fhoghlaim de ghlanmheabhair   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 | Nós nó féile Ghaelach a roghnú agus gach eolas faoi a aimsiú  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 | Eolas a bhailiú faoi dhá spórt Ghaelach. Eolas a bhailiú faoi chlub áitiúil<br>nó faoi chlub chontae    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

### \*Míniú thall

Samplaí a d'fhéadfaí a úsáid maidir le cuid de na spriocanna foghlamtha a bhaineann le Staidéar Chultúr na hÉireann

**\*Sprioc Foghlama 3** Tá clocha oghaim, Dolmáin, cloigithe, crosa arda, clocha píobaire agus seomraí adhlactha ar na samplaí leachtanna cuimhneacháin ón tseanaimsir

**\*Sprioc Foghlama 4** Ar na samplaí de dhéantáin cháiliúla Éireannacha tá Fáinne an Chladaigh, Dealg na Teamhrach, Cailís Dhoire na bhFlan agus Cailís Ardach

**\*Sprioc Foghlama 5** Ar na samplaí de thréithe tírdhreach na hÉireann tá an Bhoirinn, Céim an Fhathaigh, Greim an Diabhail, Carraig Chaisil, Binn Éadair, Loch Dearg, Cruach Phádraig agus Gleann Dá Loch

**\*Sprioc Foghlama 10** Ar na samplaí d'amhráin thraidisiúnta Gaelacha tá "The Fields of Athenry" agus "Willie McBride".

**\*Sprioc Foghlama 11** Tá samplaí de phátrúin thraidisiúnta Cheilteacha ar fáil i Leabhar Cheannanais, ar éidí rince, i mbogearra ríomhaire agus ar imill theastais.

Work begun    | Work in progress    | Work completed

# Obair le Téip 1

## Gaeilge

Códuimhir Ráitis: 4

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Éisteacht le Gaeilge labhartha bunúsach agus í a úsáid i suímh éagsúla shóisialta

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spríocanna Foghlama - Tá seo léirithe agus tú bheith i gcumas ar:

- |    |  |  |
|----|--|--|
| 1  | Treoracha ar an téip a leanúint i gceart   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Na trí mórchanúintí a aithint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Ceantar dúchais na gcanúintí a aimsiú ar léarscáil na Gaeltachta   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Na príomhfhocail cheisteacha a aithint   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Éisteacht go haireach leis na comhráite  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Topaic/ionad comhrá a aithint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Díriú ar phictiúir chun teacht ar eolas tábhachtach  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Laethanta na seachtaine, míonna na bliana, na séasúir agus féilte a aithint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Éisteacht chun logainmneacha a aithint, m. sh. ainmneacha a bhaineann le gnó, le cultúr, le siamsaíocht agus le fóillíocht | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Éisteacht chun ainmneacha a aithint a bhaineann le caitheamh aimsire agus le spóirt  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Cuimhneamh ar théarmaí bunúsacha na dtreonna agus iad a aimsiú ar léaráid  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Téarmaí bunúsacha aimsire a aithint ar théip agus freagra cuí a bhreacadh síos   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Ceangal a thaispeáint idir focail agus nathanna i ngreille na bhfreagraí agus na ceisteanna a chuirtear                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Obair le Téip 2

## Gaeilge

Códuimhir Ráitis: 5

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

Éisteacht le Gaeilge labhartha bunúsach agus í a úsáid i suímh éagsúla shóisialta

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spríocanna Foghlama - Tá seo léirithe agus tú bheith i gcumas ar:

- |    |   |  |
|----|---|--|
| 1  | Treoracha ar an dtéip a leanúint i gceart   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Na trí mórchanúintí a aithint agus a gceantair dhúchais a thaispeáint ar léarscáil na Gaeltachta            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Príomhfhocail cheisteacha a aithint   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Éisteacht go haireach leis an gcainteoir/ nó leis an gcomhrá agus an teolas a bhaineann leis a aimsiú       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Topaic/ábhar/suíomh comhrá a aithint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Díriú ar phictiúir chun eolas tábhachtach a aimsiú  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Cuimhneamh ar aimsirí faoi leith agus ar nathanna faoi leith, .i. inné / amárach srl.                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Cuimhneamh ar théarmaí na dtreonna agus iad a aimsiú ar léaráid   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Téarmaí faoi leith a bhaineann leis an aimsir a phiocadh amach ón téip agus an freagra cuí a bhreacadh síos | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Éisteacht go haireach leis an téip agus an post faoi leith a luaitear a roghnú                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Éisteacht chun ainmneacha ar chaitheamh aimsire agus ar shaghsanna spóirt a aithint                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Éisteacht le haghaidh téarmaí a bhaineann le ábhair nuachta a aithint .i. tinte, tuilte, timpistí           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Ainmneacha Gaeilge bailte agus cathracha in Éirinn a aithint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Léamh agus Scríobh 2

# Gaeilge

Códuimhir Ráitis: 6

Dalta:

Rang:

Ag leibhéal an Teastais Shóisearaigh tá sé ar chumas an dalta:

## Gaeilge a léamh agus a scríobh i suímh faoi leith

Dáta Tosaithe: 00/00/00

Dáta Bronnta: 00/00/00

### Spriocanna Foghlama - Tá seo léirithe agus tú bheith i gcumas ar:

- |    |  |  |
|----|--|--|
| 1  | Díriú ar phictiúir chun eolas tábhachtach atá ag teastáil a fháil.                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Staidéar a dhéanamh ar phóstaer / fógra agus díriú ar an gcló dubh.                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Príomhfhocail cheisteacha a aithint.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Dán a léamh agus a thuiscint agus an t-eolas atá bainte as a úsáid chun ceisteanna a fhreagairt. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Eolas faoi leith a fháil as sleachta próis.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Leagan amach cárta poist agus litreach a aithint agus a úsáid i gceart.                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Seoladh a scríobh i gceart ar chlúdach litreach.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Litir neamhfhoirmiúil a scríobh de réir treoirlínte a thugtar.                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Cárta poist a scríobh le heolas a bhaintear as téacs agus as pictiúir a thugtar.                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Cuireadh a scríobh le téacs agus le pictiúir a thugtar chuige sin.                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Glacadh le cuireadh i scríbhinn le heolas a thugtar chuige sin.                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Nóta a scríobh le cabhair phictiúir agus téacs a thugtar chuige sin.                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Alt gairid a chumadh faoi topaicí sonracha.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Leideanna amhairc a úsáid chun alt gairid a chumadh.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | Dul siar ar an obair atá déanta agus machnamh criticiúil a dhéanamh uirthi.                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun



Work in progress



Work completed





# Modern European Language

# Area of Experience: Modern European Language

## MEL

At Junior Certificate level the student can:

- |   |       |
|---|-------|
| <b>1 Listening and Speaking</b>   | ○ ○ ○ |
| Understand and use a basic Modern European Language in a variety of common social situations. |       |
| <b>2 Reading and Writing</b>  | ○ ○ ○ |
| Read and write a Modern European Language in specified situations                             |       |
| <b>3 French Cultural Studies</b>  | ○ ○ ○ |
| Examine a range of cultural traditions of historical, social and artistic interest            |       |

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Listening and Speaking

# MEL

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand and use a modern European language in a variety of social situations specifically

Date Commenced: / /

Date Awarded: / /

- 1 French  2 German  3 Spanish  4 Italian   
5 Other European Language

**Learning Targets** - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Understand and use a modern European language in a variety of common social situations                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Introduce yourself, say 'hello' and 'goodbye' and reply  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give basic personal information: name, age, address, information about family members, where you are from                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Request basic personal information of someone else: name, age, address, family   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Express likes and dislikes, mentioning special interests or hobbies  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Enquire about someone else's likes and dislikes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Say which school subjects you study and which you like and dislike   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Tell the time and ask someone the time   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Say what the weather is like   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Give days of the week, months of the year, your birthday and days and dates of three or four major festivals and holidays | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Ask for/order a quantity of food and drink  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Say how you are feeling and enquire how someone else is feeling   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Give simple directions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography and Maths

Work begun    | Work in progress    | Work completed

# Reading and Writing

# MEL

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Read and write a modern European language in specified situations

Date Commenced: / /

Date Awarded: / /

- 1 French  2 German  3 Spanish  4 Italian   
5 Other European Language

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Find specific information given in a poster or advertisement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Find specific information given in a timetable or menu  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Recognise some famous landmarks and describe them   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Read and write basic European language in specified situations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Correctly label specified drawings and diagrams, e.g. parts of the body, rooms in a house or school, items in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Read independently a short piece of prose, e.g. postcard, letter  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Present formal information in CV format: name, address, date of birth etc.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Fill in commonly used basic forms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Make brief notes or lists of things to do, e.g. homework in homework diary  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Correctly address an envelope and write a postcard   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Write a short message of three or four lines, note, postcard or letter to a friend   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Write an acceptance and a refusal of an invitation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Geography, History and Maths

Work begun    | Work in progress    | Work completed

# French Cultural Studies

# MEL

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Examine a range of cultural traditions of historical, social and artistic interest

Date Commenced: / /

Date Awarded: / /

## Learning Targets: Select any 10 targets to work on

- This has been demonstrated by your ability to

- 1 Draw or copy a map of France and mark five of the major features including cities, rivers etc.
- 2 Draw, copy or describe four of France's best known historical monuments or buildings
- 3 If your city or town is twinned with a French city or town, find out about that city or town (size, population etc)
- 4 Choose a major region of France and describe three important activities in that region
- 5 Describe the French system of 'departements'
- 6 Briefly discuss three well-known French historical figures
- 7 List five foods specific to France. Make up a menu for a French restaurant
- 8 List three French customs and describe one in detail
- 9 Design and draw a Christmas or birthday card in French
- 10 Choose examples of French words that are commonly used in English and say what they mean
- 11 Name and describe a traditional French sport
- 12 Describe three French social customs, e.g. greetings, at mealtimes
- 13 List differences between school systems in France and Ireland
- 14 Name three well-known current French figures and tell all about them (sport, music, fashion etc.)
- 15 List the main tourist areas or attractions in France
- 16 Describe differences between Irish and French transport
- 17 Name other French-speaking areas around the world

Work begun    | Work in progress    | Work completed



# Mathematics

# Area of Experience: Mathematical Education

## Maths

At Junior Certificate level the student can:

- |    |  |  |
|----|--|--|
| 1  | <b>Use of Number</b><br>Apply the knowledge and skills necessary to perform mathematical calculations  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | <b>Sets, Relations and Charts</b><br>Interpret and draw basic statistical charts and sets  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | <b>Perimeter, Area and Volume</b><br>Calculate perimeter, area and volume of given shapes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | <b>Money</b><br>Apply the knowledge and skills needed to manage money in daily life  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | <b>Use of Calculator</b><br>Apply the knowledge and skills necessary to perform basic operations using a calculator  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | <b>Use of Number with Calculator</b><br>Apply the knowledge and skills necessary to perform mathematical calculations  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | <b>Graphs, Constructions and Transformations</b><br>Apply the knowledge and skills required to sketch graphs and transformations and to perform basics constructions in geometry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | <b>Time, Speed and Scale</b><br>Demonstrate and apply an understanding of time, speed and scale  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | <b>Knowledge and Application of Geometry</b><br>Apply the knowledge and skills necessary to perform specified geometrical operations   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | <b>Knowledge and Application of Algebra</b><br>Apply the knowledge and skills necessary to perform specified operations in algebra   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | <b>Circle, Cylinder and Sphere</b><br>Calculate the perimeter, area and volume of curved shapes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | <b>Trigonometry</b><br>Use trigonometry to solve problems  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | <b>Sets and Statistics</b><br>Draw and interpret sets and statistics   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | <b>Knowledge and Application of Geometry 2</b><br>Perform additional operations in Geometry  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | <b>Knowledge and Application of Geometry 3</b><br>Perform further operations in Geometry   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**NOTE:** Use of a scientific non-programmable calculator is permitted

Work begun  | Work in progress  | Work completed

# Use of Number

## Maths

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to perform mathematical calculations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise simple fractions, for example $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ shown in picture or numerical form                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Simplify fractions: e.g. $\frac{2}{4} = \frac{1}{2}$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Work out a fraction of a given number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Add and subtract fractions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Add and subtract decimals   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Multiply and divide decimals  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Recognise equivalencies among simple fractions and decimals, for example $\frac{1}{4} = 0.25$ , $\frac{1}{2} = 0.50$ , $\frac{3}{4} = 0.75$ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Work out a percentage of a given number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Calculate percentage profit and loss  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Round off decimals to one or more decimal places or the nearest whole number  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Sets, Relations and Charts

# Maths

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Interpret and draw basic statistical charts and sets

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Read information from a Venn diagram  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Draw a Venn diagram illustrating two sets   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | List the elements of a set, the union and intersection of two sets using set notation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Draw an arrow diagram   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | List the couples in a relation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Read information from a bar chart, pie chart and trend graph                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Draw a bar chart and trend graph  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Complete a frequency table  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Work out mode   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Work out mean   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Perimeter, Area and Volume

# Maths

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Calculate perimeter, area and volume of given shapes

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Work out the perimeter of a variety of regular shapes    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Work out the area of squares and rectangles              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Work out the area of triangles                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Work out the area of other shapes such as T and L shapes | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Use small cubes to create bigger shapes                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Estimate how many small cubes will fill a larger box     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Measure the dimensions of a rectangular solid            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Work out the volume of a rectangular solid               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Work out the area of a circle                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Work out the volume of a cylinder                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Money

## Maths

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills needed to manage money in daily life

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise Euro notes and coins and state their value  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Count a collection of Euro notes and coins and record the total   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Add up the cost of a small basket of goods  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Calculate the cost of a meal from a menu  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Work out change due by subtracting total cost from amount given   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Divide a sum of money between a number of people  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Use the least number of Euro notes and coins to make a certain sum of money   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Read information from an electricity bill and a telephone bill  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Work out how much it would cost to borrow a sum (e.g. €1000, €2000) over a period of one year from banks, building societies etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Work out how much you would earn on money saved over two years in banks, credit unions, post offices etc.                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Use of Calculator

# Maths

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to perform basic operations using a calculator

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Find digits 0 – 9, the decimal point and necessary operations (+, -, x, ÷)
- 2 Decide which operations are needed to solve simple problems and work out the answers using a calculator
- 3 Use a calculator to convert a fraction to a decimal
- 4 Use a calculator to convert simple decimals to percentages
- 5 Show understanding of multiplication of whole numbers by 10, 100 and by 1000
- 6 When multiplying numbers with decimals, show understanding of place value of decimal point
- 7 When dividing, show understanding of the use of a decimal number instead of a remainder e.g.  $36 \div 8 = 4.5$
- 8 Show understanding that multiplying a number by itself gives the same result as using  $x^2$
- 9 Use the  $\sqrt{\quad}$  button (square root) on square numbers to find the reverse of  $x^2$
- 10 Use a calculator to correct work which has been completed without the use of a calculator e.g. homework

Work begun    | Work in progress    | Work completed

# Use of number with Calculator

# Maths

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to perform mathematical calculations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise simple fractions, for example $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ shown in picture or numerical form                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Simplify fractions: e.g. $\frac{2}{4} = \frac{1}{2}$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Work out a fraction of a given number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Add and subtract fractions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Add and subtract decimals   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Multiply and divide decimals  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Recognise equivalencies among simple fractions and decimals, for example $\frac{1}{4} = 0.25$ , $\frac{1}{2} = 0.50$ , $\frac{3}{4} = 0.75$ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Work out a percentage of a given number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Calculate percentage profit and loss  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Round off decimals to one or more decimal places or the nearest whole number  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Graphs, Constructions and Transformations

# Maths

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills required to sketch graphs and transformations and to perform basic constructions in geometry

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Draw the X and Y axes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Calibrate / graduate the X and Y axes                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Locate the origin on the axes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Plot and join given points to form a graph                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Use the graph to discover new information                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Draw the image of given shapes under central symmetry                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Draw the image of given shapes under axial symmetry                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Draw a triangle when provided with relevant information                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Use mathematical instruments to draw a rectangle of given measurements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Bisect an angle without using a protractor                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Time, Speed and Scale

# Maths

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Demonstrate and apply an understanding of time, speed and scale

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Make conversions from the 12-hour clock to the 24-hour clock and vice versa  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Convert hours to minutes and vice versa  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Add time values  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Subtract time values   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Identify the start time and finish time of television programmes from television guides and calculate the duration of specified programmes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Discover the departure time, arrival time and duration of a journey from bus, train and plane timetables                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Find the time a film ends, given the start time and the duration of the film   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Use the speed formula to calculate time, distance or speed   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Use scale on a map to identify distances between places  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Make use of scale to interpret representative sketches of large objects  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Knowledge and Application of Geometry

## Maths

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to perform specified geometrical operations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Measure angles using a protractor   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Recognise and identify all the common geometrical instruments   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Identify and recognise the various types of angles  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Construct angles of different sizes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Understand knowledge that the angle in a straight line is 180 degrees   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand and apply the knowledge that opposite angles are equal   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Use set squares to construct rectangles   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Use geometrical instruments to construct triangles  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Understand and apply the knowledge that three angles of a triangle add up to 180 degrees                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Understand and apply the knowledge that the area of a triangle is equal to half the base x perpendicular height | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Knowledge and Application of Algebra

# Maths

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to perform specified operations in algebra

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Understand and write simple equations   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Understand and apply the concepts of $x^2$ and $x^3$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Find the value of expressions requiring one substitution<br>eg. $3x + 2$ when $x = 4$<br>eg. $5x - 4$ when $x = 3$                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Find the value of expressions requiring two substitutions<br>eg. $5x - 3y$ when $x = 3$ and $y = 2$<br>eg. $3x + 2y$ when $x = 2$ and $y = 4$ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Simplify expressions eg. $4x + 6 + 4y + 7 + 2x - 3y$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Simplify expressions containing a bracket eg. $3(x + 4) + 7$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Simplify expressions containing two brackets eg. $3(x + 5) + 3(x - 4)$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Solve basic equations eg. $x - 4 = 6$ eg $x + 3 = 7$ eg $3x = 15$   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Solve more challenging equations eg. $6x + 2 = 32$  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Solve equations containing a bracket eg. $6(x + 5) = 42$   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Circle, Cylinder and Sphere

# Maths

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

## Calculate the perimeter, area and volume of curved shapes

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Identify the following parts of a circle: centre, radius, diameter, arc, sector, chord, circumference and segment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Calculate the length of the circumference of a circle   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Work out the length of the perimeter of a sector  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Calculate the area of a disc  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Calculate the volume of a cylinder  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Calculate the curved surface area of a cylinder   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Calculate the total surface area of a cylinder  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Calculate the volume of a sphere  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Calculate the surface area of a sphere  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Work out the curved surface area of a hemisphere   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Trigonometry

# Maths

Statement Code no: 12

Student:

Class:

At Junior Certificate level the student can:

## Use trigonometry to solve problems

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Identify the hypotenuse, adjacent side and opposite side for a given angle in a right angled triangle
- 2 Use the Theorem of Pythagoras to work out the third side in a right angled triangle when the other two sides are known
- 3 Find the value of the sine of an angle in a right angled triangle
- 4 Find the value of the cosine of an angle in a right angled triangle
- 5 Find the value of the tangent of an angle in a right angled triangle
- 6 Use a scientific calculator to find the sine, cosine and tangent of any integer value of an angle up to  $90^\circ$
- 7 Use a scientific calculator to find the value of an angle, and round it to the nearest degree, when given its sine, cosine or tangent value
- 8 Calculate sides and angles in a right angled triangle
- 9 Solve problems involving angles of elevation
- 10 Solve problems involving angles of depression

Work begun    | Work in progress    | Work completed

# Sets and Statistics

# Maths

Statement Code no: 13

Student:

Class:

At Junior Certificate level the student can:

## Draw and interpret sets and statistics

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 Draw Venn diagrams illustrating three sets                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Interpret information from three-set Venn diagrams                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Solve problems by using two-set and three-set Venn diagrams          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Write the Cardinal Number of a set                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 List the subsets of a set  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Identify the Complement of a set                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Work out Set Difference  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Construct frequency tables from raw data                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Draw pie charts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Draw bar charts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Draw trend graphs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Interpret information from pie charts, bar charts, and trend graphs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Calculate the mode  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 Calculate the mean  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Knowledge and Application of Geometry 2

## Maths

Statement Code no: 14

Student:

Class:

At Junior Certificate level the student can:

## Perform additional operations in Geometry

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Measure and label line segments  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Identify the angles in a triangle from their labels (e.g. $\angle abc$ )                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Draw a line parallel to a given line   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Construct a line perpendicular to a given line   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Identify and calculate corresponding and alternate angles formed when a line intersects parallel lines   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Construct the perpendicular bisector of a line segment   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Identify and name different types of triangles   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Calculate the exterior angle in a triangle when the interior opposite angles are known                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Calculate all the angles in a triangle when the exterior angle and one interior opposite angle are known | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Identify congruent triangles   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Knowledge and Application of Geometry 3

# Maths

Statement Code no: 15

Student:

Class:

At Junior Certificate level the student can:

## Perform further operations in Geometry

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Understand and apply the fact that the base angles in an isosceles triangle are equal in measure                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Recognise that the largest angle in a triangle is always opposite the longest side                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise that the smallest angle in a triangle is always opposite the shortest side                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Understand and apply the fact that the opposite sides and opposite angles in a parallelogram are equal in measure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Recognise and apply the fact that the diagonal of a parallelogram bisects the area                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand and apply the fact that the diagonals in a parallelogram bisect each other                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recognise and apply the fact that the area of a parallelogram is equal to base x perpendicular height             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Understand and apply the fact that the angle standing in a semicircle is $90^\circ$                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Recognise and apply the fact that there are $360^\circ$ in a circle   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Calculate an angle in a cyclic quadrilateral when the opposite angle is given                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed



# Basic Skills

# Area of Experience: Basic Skills

## Basic Skills

At Junior Certificate level the student can:

- |  |  |
|--|--|
| <b>1 Language Skills: Basic Reading</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Read basic English in specified situations   |  |
| <b>2 Language Skills: Basic Writing</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Write basic English in specified situations  |  |
| <b>3 Basic Arithmetic</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the knowledge and skills needed to carry out basic mathematical calculations |  |

Work begun  | Work in progress  | Work completed

# Language Skills: Basic Reading

## Basic Skills

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

### Read basic English in specified situations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Recognise the letters of the alphabet  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Recognise common symbols and signs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Read a list of common sight words  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Read familiar notices and labels in the classroom  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Read with some recognition of phonic cues  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Read using picture and context cues  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe what happens in a story and predict what might happen next:<br>explain who the characters are in a story and say what they do | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain what happens in an episode of a television programme with<br>which you are familiar  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Find specific information in a given short piece of prose  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Show some understanding of alphabetical order and how to use a<br>basic dictionary   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Read a short piece of prose at an appropriate level  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects

Work begun    | Work in progress    | Work completed

# Language Skills: Basic Writing

## Basic Skills

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

### Write basic English in specified situations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | Write name, address and personal details   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Correctly label specified drawings and diagrams, e.g. parts of body, rooms in a house      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Show some ability to write using capital letters and full stops                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Produce simple non-chronological writing as in a speech bubble, greeting card, labels etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a brief message in note form   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Write greeting cards (e.g. Christmas, birthday etc.)                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Write neatly and legibly   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Sequence writing using a beginning, middle and end shape                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Find specific information in a given short piece of prose                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects

Work begun    | Work in progress    | Work completed

# Basic Arithmetic

## Basic Skills

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills needed to carry out basic mathematical calculations

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise and write a number up to 100 in digits  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | State the value of a digit from its position (place value) in a four-digit number                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Recognise simple mathematical symbols for the purpose of addition, subtraction, multiplication and division | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Add three natural numbers of up to three digits each  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Subtract a two-digit number from a three-digit number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Multiply a two-digit number by a two-digit number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Multiply two-digit numbers by one-digit numbers   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Divide a three-digit number by a one-digit number   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Add three one-digit numbers in your head  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Check over and correct work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Home Economics, Materials Technology:  
Wood, Materials Technology: Metal, Technical Graphics

Work begun    | Work in progress    | Work completed



**Science**

# Area of Experience: Science

## Science

At Junior Certificate level the student can:

<b>1 The Non-Living Environment</b>	○ ○ ○
Describe the characteristics and structures of different materials and explain how they change under different conditions	
<b>2 The Living Environment</b>	○ ○ ○
Describe a range of plant and animal life and explain their connection with the wider environment	
<b>3 The Human Body</b>	○ ○ ○
Describe some of the major systems of the human body and explain their links with health	
<b>4 Energy and Control</b>	○ ○ ○
Name sources of energy and describe ways in which energy can be transferred and used	
<b>5 Human Biology</b>	○ ○ ○
Describe some of the major systems of the human body and have an understanding of food and health	
<b>6 Physics 1</b>	○ ○ ○
Understand the concept of measurement of Force, Energy and Heat	
<b>7 Chemistry 1</b>	○ ○ ○
Recognise different substances and carry out separation techniques	
<b>8 Chemistry 2</b>	○ ○ ○
Understand some of the key principles of the chemistry of air and water	
<b>9 Plant Biology</b>	○ ○ ○
Understand and identify the structure, functions and processes of a typical flowering plant	
<b>10 Physics 2</b>	○ ○ ○
Understand the concepts of magnetism, electrical conduction and the main properties of light	

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# The Non-Living Environment

# Science

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Describe the characteristics and structures of different materials and explain how they change under different conditions

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Follow instructions promptly and carefully   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Do an experiment to change ice to water, water to ice, water to steam and steam to water   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Draw a labelled diagram of a thermometer. Use a thermometer to measure and record  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Do an experiment to find suitable liquids which will dissolve different solids   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Separate mixtures using filtration, evaporation and distillation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name some common acids, alkalis and neutral substances and use simple indicators to show the difference between them                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Place some household liquids correctly on a pH chart   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Name six different metals. Describe them and say how each one is used in everyday life   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Draw the fire triangle. Name the different fire types and say how to extinguish each type. List the safety rules for dealing with fire | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Draw and label a diagram of the water cycle. Describe how water is treated to make it safe for drinking                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# The Living Environment

## Science

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe a range of plant and animal life and explain their connection with the wider environment

Date Commenced: / /

Date Awarded: / /

### Learning Targets: Select any 10 objectives to work on

- This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Name and recognise the leaves of five common Irish trees and five common flowers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Draw and label the parts on a simple plant: stem, root, leaf and flower  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Describe the functions of a stem, root, leaf and flower  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Explain how leaves make food and discuss the importance of this  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Germinate some seeds and describe what happens during the germination  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Name and identify five common creatures from any two of the following groups: birds, insects, domestic animals and wild animals    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Name the different types of habitat of three different Irish plants and animals, giving examples of each                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Explain how a plant or animal is adapted to its habitat  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Name some of the plants and animals which provide food for humans and are important in agriculture, business, medicine and leisure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain the idea of food chains, giving examples of where different animals and plants fit in                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | List and give the function of different soil parts. Do two simple experiments on soil  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Suggest ways in which humans can improve or harm the environment and suggest some ways of protecting it                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Name the three types of micro-organism. State the main uses and/or harmful effects of bacteria, viruses and fungi to living things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Discuss risks and benefits of vaccination on small babies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Visit a habitat, make observations and measurements, collect samples and report your findings                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Use the microscope correctly to examine a number of samples  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Do one experiment to show how micro-organisms are used in the making of foods such as: yoghurt, beer, bread, cheese etc.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# The Human Body

## Science

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Describe some of the major systems of the human body and explain their links with health

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Measure one of the following: heartbeat, lung capacity, body temperature, pulse before and after activity; or show the presence of carbon dioxide in exhaled breath
- 2 Name each of the five sense organs and give their functions
- 3 Describe how the skeleton and muscles support, protect and move the body
- 4 Understand the importance of the breathing system, its parts and their functions
- 5 Name the major parts of the breathing system
- 6 Label a diagram of the heart and say how it works
- 7 Explain the functions of blood and blood vessels
- 8 Label a diagram of the kidneys and explain how they work
- 9 Explain what a balanced diet is and its importance for physical health
- 10 Name and list some good sources of the five food types
- 11 Explain the effects of lifestyle on physical health (smoking, drugs etc.)
- 12 Discuss risks and benefits of vaccination on small babies against diseases such as polio, whooping cough, measles etc.

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Energy and Control

## Science

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Name sources of energy and describe ways in which energy can be transferred and used

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Explain the difference between renewable and non-renewable sources of energy. Give three examples of each
- 2 Identify ways in which energy is used in the home, explain how they work and say which (if any) is used in your home for heating
- 3 Name three ways in which heat can be transferred, explain how they work and give examples of each
- 4 Suggest ways of conserving energy in the home. Describe the different methods of using insulation
- 5 Study a copy of an ESB bill and show how to calculate the total bill amount
- 6 Set a simple circuit showing the flow of electricity
- 7 Wire a plug. Make a labelled sketch of the inside of a wired plug showing the correct colours of wire
- 8 Name two metals that are attracted by magnets and two that are not. Describe what happens when two magnets are brought near each other. Draw a compass and explain how it works
- 9 Do an experiment to show that light travels in a straight line
- 10 Recognise and understand the dangers shown by the basic hazard warning symbols
- 11 Handle safely all equipment and substances

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education

Work begun    | Work in progress    | Work completed

# Human Biology

# Science

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Describe some of the major systems of the human body and have an understanding of food and health

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- 1 Recall that a balanced diet has six nutrients: carbohydrates, fats, proteins, vitamins, minerals and water
- 2 Describe a food pyramid and give examples of each type of food recommended in a balanced diet
- 3 Carry out food tests for starch, sugar and fat
- 4 Read and interpret the energy values indicated on food product labels and compare the energy content per 100g of a number of foods
- 5 Identify and locate the major parts of the digestive system including the mouth, food pipe, stomach, small intestine, large intestine and know their functions
- 6 Identify molars, premolars, canines and incisors and describe their functions
- 7 Investigate the action of the enzyme in saliva on starch
- 8 Understand the release of energy from food
- 9 Describe the function and composition of blood
- 10 Demonstrate the effect of exercise and rest on pulse and breathing rate and understand that a balance of each promotes good health
- 11 Recall that the average pulse rate for an adult at rest is 70 b.p.m., and explain why exercise results in increased pulse and breathing rates
- 12 Recall that the normal temperature of the human body is 37 degrees centigrade, and understand that illness may cause a change in body temperature

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Physics 1

## Science

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

### Understand the concept of measurement of Force, Energy and Heat

Date Commenced: / /

Date Awarded: / /

#### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Measure length, area, mass and time using the correct instruments  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Measure the volume of regular and irregular objects  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Perform an experiment to show that the air has mass and occupies space   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Investigate examples of friction and the effects of lubricants using practical everyday examples   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Name six sources of energy   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Classify sources of energy into renewable and non-renewable  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Investigate experimentally the expansion of solids, liquids and gases when heated  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Use a thermometer to measure and record different temperatures   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Carry out experiments that involve changes of state: from solid to liquid and liquid to solid, and from liquid to gas and gas to liquid. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Identify six examples of energy conversion from everyday experience  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Chemistry 1

## Science

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

### Recognise different substances and carry out separation techniques

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Follow instructions with accuracy and care   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Perform an experiment to demonstrate knowledge of the three states of matter                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Perform an experiment to show the solubility of substances in water  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Separate mixtures using filtration   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Separate mixtures using evaporation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Separate mixtures using distillation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Separate colours using paper chromatography  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Grow crystals using alum or copper sulphate  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Use litmus or a universal indicator to test a variety of solutions and classify these as acidic, base or neutral | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Investigate the pH of a variety of materials using the pH scale  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Chemistry 2

## Science

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Understand some of the key principles of the chemistry of air and water

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Understand that air is a mixture of gases and show some knowledge of it's make-up                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Demonstrate and describe what happens when (i) a wooden splint and (ii) a piece of magnesium are burned in air | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Investigate the ability of oxygen to support combustion  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe how a sample of oxygen is prepared, naming chemicals and apparatus used                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe how a sample of carbon dioxide is prepared, naming chemicals and apparatus used                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Carry out simple tests to show the presence of carbon dioxide using limewater or candles                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Test a sample of water for hardness  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Test a sample to show the presence of dissolved substances in water  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Draw the water cycle and describe the key stages in the treatment of water to make it suitable for drinking    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Carry out an experiment to show that oxygen and water are required for rusting                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Plant Biology

## Science

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Understand and identify the structure, functions and processes of a typical flowering plant

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Draw one example of a plant cell, identifying the nucleus, cytoplasm and cell wall and indicate the position of the cell membrane | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify and understand the functions of the main parts of a microscope and use it to examine a plant cell                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Prepare a slide from plant tissue and sketch the cells under magnification  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Identify the main parts of a typical flowering plant and their functions; the root, stem, leaf and flower                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Locate and identify the main parts of the flower: sepals, petals, carpel and stamen   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Understand how to use a simple key to identify plants   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Describe, using a word equation, how plants make their own food through photosynthesis  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Show that starch is produced by a photosynthesising plant   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Investigate the growth response of plants to light  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Investigate the conditions necessary for germination   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# Physics 2

## Science

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Understand the concepts of magnetism, electrical conduction and the main properties of light

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Identify north and south poles of a magnet by simple experiments   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Carry out experiments to show attraction and repulsion between magnets   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Test a variety of materials for magnetism  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Show understanding of the term magnetic field and plot the magnetic field of a bar magnet  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Test electrical conduction in a variety of materials, and classify each material as a conductor or an insulator  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe how to wire a plug correctly and explain the safety role of a fuse or circuit breaker in domestic electric circuits   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Understand that light is a form of energy, which can be converted to other forms of energy   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Show that light travels in straight lines and explain how shadows are formed   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Investigate the reflection of light by plane mirrors   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Demonstrate and explain the operation of a simple periscope  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Understand that white light is made up of different colours, by producing a spectrum of white light using appropriate apparatus and list the colours of the spectrum | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun    | Work in progress    | Work completed

# **Information Technology and Computer Software**

# Area of Experience: Information Technology and Computer Software

## Computers

At Junior Certificate level the student can:

<b>1 Keyboarding</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use the computer keyboard for basic keyboarding and data input	
<b>2 Typewriting</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the skills needed to type a variety of documents using appropriate layout and styles	
<b>3 Computer Skills</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a computer to demonstrate a range of computer-related skills	
<b>4 Word Processing</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a word processor to carry out a range of tasks	
<b>5 Educational Computer Software</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the skills, knowledge and understanding needed to use educational computer software	
<b>6 The Internet</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the skills, knowledge and understanding needed to use the Internet	

Work begun  | Work in progress  | Work completed

# Keyboarding

# Computers

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use the computer keyboard for basic keyboarding and data input

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Read all letters, figures, symbols and punctuation marks on the keyboard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Identify service keys and operational parts                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise the important words which refer to the keyboard                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Be able to locate all letters, figures, symbols and punctuation keys     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Control home keys  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Key in practice work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Proofread, spell-check and correct work                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Key in a letter and lay it out correctly                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Key in a short text and lay it out correctly                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Manipulate all keys needed   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Science, History, Geography, Environmental and Social Studies, Civic Social and Political Education

Work begun    | Work in progress    | Work completed

# Typewriting

# Computers

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Type a variety of documents using appropriate layout and styles

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Recognise and manipulate all important parts of the typewriter or computer   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Carry out basic maintenance and control and where appropriate switch machine on and off, insert cables as needed and change ribbon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Use controls to organise layout (line up paper, set spacing and margins)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Control and manipulate all parts of the keyboard   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Type from straight copy  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Type and rule a tabular statement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Type a letter, using a correct layout  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Type up special documents such as menus, memos, forms and notes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Proofread work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Correct work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Science, History, Geography, Environmental and Social Studies, Civic Social and Political Education

Work begun    | Work in progress    | Work completed

# Computer Skills

## Computers

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Use a computer to demonstrate a range of computer-related skills

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Switch on the computer and recognise the need for a virus check  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Check equipment and report faults  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Show responsibility for and tidy equipment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Use the correct shutting-down procedures   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Insert and remove CD/DVD/Floppy Disc/Memory Stick correctly  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Identify, open and close software package icons  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Access CD and/or disc applications   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Save on the Hard Drive/ Floppy Disc/CD/ DVD/ Memory Stick  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Retrieve work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Print work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Recognise the names of the main parts of the computer and related hardware: monitor, keyboard, disc drive, mouse, printer, scanner, digital camera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Control and manipulate all necessary keys and move the mouse as needed   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Science, History, Geography, Environmental and Social Studies, Civic Social and Political Education

Work begun    | Work in progress    | Work completed

# Word Processing

# Computers

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Use a word processor to carry out a range of tasks

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Name and open the word processing package being used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Set page (landscape or portrait)                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Enter text or data                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Format text: font, size and style                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Format text: alignment                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Insert and resize clipart                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Name, save and close a file (save and save as)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Retrieve a document file from disk                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Edit a text: delete, insert                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Edit a text: highlight, move, copy                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Proofread, spell-check and revise a text             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Print preview and print out text                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Exit package   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Science, History, Geography, Environmental and Social Studies,  
Civic Social and Political Education

Work begun    | Work in progress    | Work completed

# Educational Computer Software

## Computers

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed to use educational computer software

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Explain what software is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Access the CD-ROM Drive  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Be aware of computer viruses   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Be familiar with various basic computer programs                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | List the software that you can use                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Give your opinion on software after you have become familiar with it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Research a topic using software and fill a worksheet on it           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Produce a poster on your favourite educational software package      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Print out from a software package                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Exit software package  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects

Work begun    | Work in progress    | Work completed

# The Internet

# Computers

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed to use the Internet and e-mail

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Name the e-mail package used on your school computer         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Know your e-mail address                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Be familiar with the terms 'go on line', 'log on', 'log off' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Understand the costs involved                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Access e-mail  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Prepare and send e-mail                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Use e-mail to communicate nationally and internationally     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Be aware of viruses on the Internet                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Access specific information on the Internet                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Download information and/or print                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Locate your school Home Page                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Contribute to the JCSP Web Site                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects

Work begun    | Work in progress    | Work completed

# Home Economics

# Area of Experience: Home Economics

# HE

At Junior Certificate level the student can:

<b>3 Childcare</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Describe and demonstrate the practice skills needed to care for a baby	
<b>4 Child Development</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Describe the basic physical, mental and emotional development of the young child and relate these to a social context	
<b>5 Food Studies and Culinary Skills 1</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Plan, prepare, cook and present simple, well-balanced meals for individuals and groups	
<b>6 Food Studies and Culinary Skills 2</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Plan, prepare, cook and present simple, well-balanced meals for individuals and groups	
<b>7 Textiles</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work with fabrics and practice the skills needed for producing two finished pieces	
<b>8 Personal Hygiene</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and recognise the need for personal hygiene practices	
<b>9 Design and Craft work-Design and Assembly</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work with a range of textile materials to design and assemble a piece of work	

Work begun  | Work in progress  | Work completed

# Childcare

# HE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Describe and demonstrate the practical skills needed to care for a baby

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Outline conception, gestation and birth of a baby  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Describe the different stages of pregnancy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | List the steps to follow for a healthy pregnancy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | List the essential equipment needed for a new baby   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Choose suitable clothing for a baby  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Explain the advantages and disadvantages of breast and bottle feeding  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Sterilise and prepare a baby's bottle  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Plan a healthy, balanced diet for a baby at different stages of development, e.g. weaning, one year old        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Suggest the steps to follow to create a safe environment for a baby  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Demonstrate the safe handling of a baby for example feeding, changing, bathing and dressing                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Explain the importance of immunisation and name some of the injections needed                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Identify the emotional and physical needs of a young baby, for example love, security, comfort and stimulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Name some of the people and services which can help parents cope with a young baby                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science

Work begun    | Work in progress    | Work completed

# Child Development

# HE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Describe the basic physical, mental and emotional development of the young child and relate these to a social context

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Describe the conception, gestation and birth of a baby   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe different stages in the physical development of a young child   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe different stages in the mental development of a young child   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe different stages in the emotional development of a young child  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give examples of some of the special needs with which some children are born                                       |  |
| 6. Give different examples of family structures, for example, single parents, nuclear and extended                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe some of the roles people have in families   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Suggest ways in which family structures can change   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain some of the legal duties family members have, for example parents to support, protect and educate children | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List some of the formal and informal support services which can help people cope with family life                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science

Work begun    | Work in progress    | Work completed

# Food and Culinary Skills 1

HE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Follow a simple recipe   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Weight and measure foods using the correct equipment for example, scales, jug, cup and spoon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Prepare food, for example wash, peel, chop, dice, grate, slice                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Follow the basic steps for hygienic handling of food   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Practise oven cooking i.e. baking, roasting, microwave and casserole                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Practise hob cooking i.e. frying, boiling, poaching  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Practice grilling and / or barbecue  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Choose the correct kitchen utensils for different tasks                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Follow the basic steps for keeping the kitchen clean   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Be aware of the nutrients and the five food groups   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Plan a meal for a group keeping a balance between the five food groups                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Plan and prepare meals for different between the live food groups                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Wash, dry and put away dishes / utensils leaving the work unit ready for the next person     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Prepare, present and evaluate finished dishes for individuals and groups                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Summarise the main guidelines for healthy eating   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Choose the appropriate temperature for individual dishes                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Use kitchen equipment safety   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Evaluate preparation and food handling skill   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS

Work begun    | Work in progress    | Work completed

# Food and Culinary Skills 2

# HE

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Be aware of "No!" list of nutrients found in foods  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | List the five food groups / know the pyramid  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Prepare a meal for an individual / couple   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Prepare a meal for a group of three or more   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Plan a meal for two of the following four groups of people: children, teenagers, vegetarians, elderly people  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Evaluate finished dishes for individuals / groups   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Know the healthy eating guidelines  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Compare a convenience product with the homemade equivalent  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Examine a range of food labels in relation to healthy eating  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Produce a range of dishes (using meat, vegetables, fruit, milk and cheese) from the shelves of the food pyramid   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Show a basic knowledge of theory related to above dishes (i.e. effects of heat on milk, meat, cheese / the percentage of nutrients in each dish) groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Plan a meal for an individual keeping a balance between the five food groups  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS

Work begun    | Work in progress    | Work completed

# Textiles

# HE

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

## Work with fabrics and practise the skills needed for producing two finished pieces

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Identify different fabrics and tell the difference between synthetic and natural fibres | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the purposes for which different fabrics are best used                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain how to care for different fabrics and recognise the care label symbols          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Correctly use a measuring tape  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Take body measurements accurately   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Join fabrics using simple hand stitches   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Use sewing equipment correctly, for example scissors, pins and tailor's chalk           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Correctly thread, use and control a sewing machine safely                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Join fabrics using a sewing machine   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Use an iron safely   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Lay out and cut out an item from a simple pattern                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Make up a simple item of clothing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Make up a simple household item  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 Recycle fabrics e.g. use old denims to make bag, old jumper to make wool hat           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun    | Work in progress    | Work completed

# Personal Hygiene

# HE

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

## Understand and recognise the need for personal hygiene practices

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Wash hands and nails correctly  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Have clean hair and appropriately tied back   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Have clean apron  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Choose correct products for basic hygiene   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Describe how to wash hair   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Describe how to clean hair brush and comb   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recognise importance of washing hands before handling food, after using toilet, after touching face and hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Recognise importance of wearing clean underwear and frequency of change                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | List the consequences of poor hygiene, health and food contamination  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Recognise suitable footwear for use in kitchen  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun    | Work in progress    | Work completed

# Design and Craft work - Design and Assembly

# HE

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Work with a range of textiles materials to design and assemble a piece of work

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Name 5 textile based crafts                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Research one craft                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | List of stages of the design process                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Choose the appropriate textile for the chosen craft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Cut textiles safety using the correct tools         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Shape textiles safety using the correct tools       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Produce sketch drawings of the pieces of work       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Transfer markings correctly onto textiles           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Assemble the craft item                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Compile a written report of the process followed    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Evaluate finished product                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun    | Work in progress    | Work completed



# **Civic Social And Political Education**

# Area of Experience: Civic, Social and Political Education

## CSPE

At Junior Certificate level the student can:

- |   |  |
|---|--|
| <b>1 The Individual, Community and Society</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand rights and responsibilities and describe the different social groupings in society         |  |
| <b>2 The State and the Wider World</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe the democratic processes within the State and the place of the State within a global context |  |

Refer also to: Cross-Curricular Action Project

Work begun    | Work in progress    | Work completed

# The Individual, Community and Society

# CSPE

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand rights and responsibilities and describe the different social groupings in society

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | List some personal rights   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Name some human rights and explain why each one is a right  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain what the 'United Nations Declaration of Human Rights' is and why we need it   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Explain why we have a responsibility to protect and respect other people's rights   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Name one international agreement (convention) which can protect human rights  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Give reasons why rights are protected by international conventions such as the 'United Nations Declaration of Human Rights' and 'The Convention on the Rights of the Child' | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Give examples of how to be responsible towards the environment  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain what is meant by community and give two examples of communities   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Compare and contrast two different communities  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Explain what the characteristics of a community are   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Explain how certain communities organise themselves and give examples with one community  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Give examples of community development  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Explain the term 'stereotyping' and give examples of its harmful effects  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Environmental and Social Studies, Geography, History, Home Economics, Personal and Social Development, Religious Education

Work begun    | Work in progress    | Work completed

# The State and the Wider World

# CSPE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe the democratic processes of the State and the place of the State within a global context

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- 1 Name the Taoiseach, the President, a local TD and a local councillor
- 2 Name the main political parties in the State and the parties of the present Government
- 3 Explain how to vote, that is, where do you vote and how do you fill in a voting form
- 4 List the occasions when a person can vote
- 5 Give reasons why everyone should vote
- 6 Name a local authority and state where it is
- 7 Give examples of the services provided by a local authority
- 8 Explain how a local councillor or TD is elected and what role he/she has in the community
- 9 Locate Government departments and get information from a Government department or national organisation
- 10 Name two international groups to which Ireland belongs
- 11 Describe the work of one international group of which Ireland is a member
- 12 Explain how being in an international group can benefit Ireland, the local community and the person

Refer also to: English, Environmental and Social Studies, Geography, History, Home Economics, Personal and Social Development, Religious Education.

Work begun    | Work in progress    | Work completed

# Geography

# Area of Experience: Geography

## Geography

At Junior Certificate level the student can:

<b>1 Physical Geography</b>	○○○
Describe how the physical landscape was formed and has changed over time	
<b>2 The Environment and People</b>	○○○
Describe the interaction between human activity and the environment	
<b>3 Population, Settlement and Development</b>	○○○
Explain how social, cultural and economic factors influence human settlement and the process of urbanisation	
<b>4 Development Issues: Geography</b>	○○○
Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required	
<b>5 Industry: Geography</b>	○○○
Understand the nature of the three types of industry involving a study of an industry in the local area	
<b>6 The Environment: Climate</b>	○○○
Describe important features of the Earth's climate in local, national and global settings and its impact on human activity	
<b>7 Map Skills</b>	○○○
Interpret ordnance survey maps and photographs	

# Physical Geography

## Geography

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Describe how the physical landscape was formed and has changed over time

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Label and draw accurate diagrams of the three rock categories and state how each was formed giving an example of each | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe two examples of how rocks are useful to people   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 State what is meant by the Ice Age  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Label and draw two features of glacial erosion  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Label and draw two features of glacial deposition   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Name two local features of glaciation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 State and identify three ways glaciation has influenced human activity  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Draw and label the stages of a river or the different parts of a beach  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Draw and label two features of river or sea erosion   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Draw and label two features of river or sea deposition   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Describe human use of rivers or of the seas  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Explain what a natural disaster is and give an example of one  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun    | Work in progress    | Work completed

# The Environment and People

## Geography

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe the interaction between human activity and the environment

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Give examples of the earth's most important natural resources   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 List different types of natural resources and energy and classify them as renewable and non-renewable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give examples of ways in which the earth's natural resources are used by humans                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Outline the effects of over-use of natural resources  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Outline how we can look after our natural resources   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain how the physical environment influences the kind of food that is available to people          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain how the physical environment influences the kind of shelter that is available to people       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Suggest ways in which climatic and geographical conditions influence the clothing that people wear    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Explain how pollution can harm the environment  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest ways in which industry may contribute to polluting the environment                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun    | Work in progress    | Work completed

# Population, Settlement and Development

## Geography

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Explain how social, cultural and economic factors influence human settlement and the process of urbanisation

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Explain what is meant by birth rate and death rate             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Give examples of population change                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Explain what causes the world's population to grow or fall     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Describe some different types of human settlement.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Explain why urban areas grow                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Explain the process of urban growth                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Give examples of large-scale migrations and say why they occur | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Explain immigration and emigration                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Identify some of the effects of large-scale migrations         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain urban/rural migration                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies,  
Home Economics, Materials Technology: Wood, Science

Work begun    | Work in progress    | Work completed

# Development Issues: Geography

## Geography

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | Give the characteristics of a developed country  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Give the characteristics of an underdeveloped country  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give four reasons why one third world country is underdeveloped  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give two examples of how developed countries aid underdeveloped countries  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | How does the first world contribute to the poverty of the third world (that is, unfair trading, exploitation etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Describe the day-to-day living conditions of one underdeveloped area in the third world, for example Calcutta      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Suggest ways in which your school can help the third world   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Name two Irish organisations that provide aid for developing countries   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Taking one Irish organisation, describe the type of help it provides   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Science, Civic Social and Political Education

Work begun    | Work in progress    | Work completed

# Industry: Geography

## Geography

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Understand the nature of the three types of industry involving a study of an industry in the local area

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 List four primary industries  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the different jobs people can do in primary industries                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Using one industry as an example, name the inputs, processes and outputs of that industry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Discuss the factors that influence the location of a primary industry in your area        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give one example of a manufacturing industry in your local area                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Discuss the factors that influence the location of a secondary industry                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 List facilities and services provided by the Irish tourist industry                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Identify two local tourist attractions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Discuss positive and negative effects of tourism on local safety and the environment      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Science

Work begun    | Work in progress    | Work completed

# The Environment: Climate

## Geography

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Describe important features of the earth's climate in local, national and global settings, and its impact on human activity

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Draw and label the water cycle  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Explain precipitation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | List different ways in which water is important for human activity and survival | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Draw and label four instruments for measuring weather                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Explain how one instrument is used  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | List the ways weather affects human activity                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Outline or show on a map where different climates are found                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Name and describe the features of two contrasting climates                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Give four reasons for the differences in these two climates                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Suggest ways in which different climates affect human activity                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Describe Ireland's climate and give reasons why it is so changeable             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun    | Work in progress    | Work completed

# Map Skills

# Geography

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

## Interpret ordnance survey maps and photographs

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Understand direction using the compass on the map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Find location with the aid of a compass and grid references, for example find a building | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Measure distance on a map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Understand and use map symbols   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Locate on a map anything from a factory to a tourist centre                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Use grid references to locate a feature on a map   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Work out the grid reference of a given feature   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Draw a sketch map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Find the length of various features on the map   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Locate features on photographs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Identify the historical features on a map or photograph                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Identify the geographical features on a map or photograph                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Geography, Art, Maths

Please note this is the same Map Skills statement as the Map Skills statement in ESS and cannot be awarded twice

Work begun    | Work in progress    | Work completed



# History

# Area of Experience: History

## History

At Junior Certificate level the student can:

- |   |       |
|---|-------|
| <b>1 Understanding the Past 1</b>   | ○ ○ ○ |
| Examine the past from the Ancient World to the Renaissance  |       |
| <b>2 Understanding the Past 2</b>   | ○ ○ ○ |
| Examine the past from the Age of Discovery to the Industrial Revolution                                   |       |
| <b>3 Studies of Change: Ireland and Europe</b>  | ○ ○ ○ |
| Describe the causes and effects of some of the main events in the twentieth century in Ireland and Europe |       |

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Understanding the Past 1

## History

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

### Examine the past from the Ancient World to the Renaissance

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Using a personal time line or clock, list important events in your own life in chronological order   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe the work of historians and the sources they use   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe the work of archaeologists  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe life in ancient Ireland   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe life in an ancient civilisation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe the lives of people who lived in the Middle Ages  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name and outline the story of one or more Renaissance figures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe the lives of people who lived in a town and/or a monastery  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Outline the changes from the Middle Ages to the Renaissance in any area that shows development, e.g. art, architecture, printing and science | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Name one great voyage of the Age of Exploration and describe the effects of that discovery   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science

Work begun    | Work in progress    | Work completed

# Understanding the Past 2

## History

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Examine the past from the Age of Discovery to the Industrial Revolution

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | List given events in chronological order  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain why the voyages of exploration took place and why they were possible in the fifteenth century                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Name and describe one great voyage of discovery and describe the effects of that voyage                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Name the major religious reformers of the Reformation and outline one of their stories                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe how a plantation affected the life of a planter and/or a native Irish landowner                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name a revolutionary leader from the eighteenth century and outline the story of his/her life                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Examine the famine and outline its effects on Irish people  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain why the Industrial Revolution took place and list the main inventions in the transport and textile industries | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Describe the working conditions in the mines and mills during the Industrial Revolution and later improvements        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe the living conditions of the poor and/or rich in cities and towns during the Industrial Revolution           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics

Work begun    | Work in progress    | Work completed

# Studies of Change: Ireland & Europe

## History

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Describe the causes and effects of some of the main events in the twentieth century in Ireland and Europe

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 List given events in chronological order   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Recognise, understand and use frequently used historical terms   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Outline the major political changes after 1945, e.g. the Cold War  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Outline the main political developments in Northern Ireland from the start of the twentieth century to the present day                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Compare life in Ireland today with life in Ireland at the turn of the century (leisure, entertainment, housing, transport and the role of women) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Name and describe an important twentieth century Irish figure  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain the difference between fact and fiction, and notice bias   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give a brief description of a fascist dictator during the inter-war years  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Outline the causes and effects of World War 2  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics

Work begun    | Work in progress    | Work completed



# **Environmental and Social Studies**

# Area of Experience: Environmental and Social Studies

## ESS

At Junior Certificate level the student can:

**1 Examining the Past**

Describe the principal methods of examining the past and apply these to three different eras of history:

- Pre-Christian Ireland
- The Ancient World
- Celtic Ireland
- Early Christian Ireland
- Viking Ireland
- Norman Ireland

**2 Project Skills**

Research, organise and present a historical project with assistance

**3 Map Skills**

Interpret ordnance survey maps and photographs

**4 The Urban World**

Outline the development of cities in the 19<sup>th</sup> and 20<sup>th</sup> centuries in the developing world

**5 Colonialism and the Modern World**

Explain and discuss the nature of colonialism and some of the main events and social issues of the twentieth century

Work begun    | Work in progress    | Work completed

# Examining the Past

# ESS

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Describe the principal methods of examining the past and apply these to three different eras of history:

Date Commenced: / /

Date Awarded: / /

Pre-Christian Ireland  The Ancient World  Celtic Ireland   
Early Christian Ireland  Viking Ireland  Norman Ireland

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Using a personal time line or clock, list the important events in your own life                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | List the main ways we find out about the past (sources of historical information)                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain the work of an archaeologist   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | List given events in time sequence   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Explain how towns were developed by three of the following: Romans, Greeks, Egyptians, Incas, Vikings, Normans | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name some towns that were built by three of the following: Romans, Greeks, Egyptians, Incas, Vikings, Normans  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Draw a picture or make a model of a settlement   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Give a brief description of the lifestyle of the people  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | List some reasons for the development of cities in Ireland or Europe   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give an account of the living conditions of people in the towns and cities                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Outline the life and work of one well known man or woman from the era you have chosen                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Geography, Maths, Art

Work begun    | Work in progress    | Work completed

# Project Skills

# ESS

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Research, organise and present a historical project with assistance

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Identify and state the aim of the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Collect and sort suitable information and material for the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Use a number of ways to collect information: interview, letter, questionnaire, reading, search the Internet | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Understand the content of the project material  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use suitable illustrations in presenting the project: pictures, graphs, cartoons, photos                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 State the results of the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the project in a clear, neat and legible manner   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain what you learned from the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List the sources used in the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Display initiative and originality in researching and presenting the project                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Draw conclusions from the findings   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Art, Geography, Maths

Please note: this is the same as the 'Project Skills: Historical' statement in the Active Learning section of the Cross-Curricular statements and cannot be awarded twice

Work begun    | Work in progress    | Work completed

# Map Skills

# ESS

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Interpret ordnance survey maps and photographs

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Understand direction using the compass on the map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Find location with the aid of a compass and grid references, for example find a building, woodland | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Measure distance on a map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Understand and use map symbols   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Locate on a map anything from a factory to a tourist centre  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Use grid references to locate a feature on a map   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Work out the grid reference of a given feature   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Draw a sketch map  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Find the length of various features on the map   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Locate features on photographs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Identify the historical features on a map or photograph  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Identify the geographical features on a map or photograph  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Geography, Art, Maths

Please note: this is the same as the 'Map Skills' statement in the Geography part of the Subject-Centred statements and cannot be awarded twice

Work begun    | Work in progress    | Work completed

# The Urban World

# ESS

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Outline the development of cities in the 19<sup>th</sup> and 20<sup>th</sup> centuries in the developing world

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 List some of the reasons why Dublin, Belfast and Birmingham developed
- 2 Describe the living conditions of people in towns and cities in the 19<sup>th</sup> century
- 3 Discuss the working conditions in the mines
- 4 Recount the way mill workers lived and worked
- 5 Describe the life of a working woman in the 19<sup>th</sup> century
- 6 Describe the life of a child at this time
- 7 Outline the work of at least one social reformer
- 8 Outline the work of a trade union
- 9 Give examples of trade union activity from the past or the present
- 10 Describe the living conditions of people in a rural area in 20<sup>th</sup> century Ireland, Brazil or other developing city
- 11 Give reasons why people moved from the country to the city in Ireland or a developing country
- 12 Discuss the difference in living conditions between a third world city and a first world city in the 20<sup>th</sup> century

Refer also to: English, History, Geography, Art and Maths

Work begun    | Work in progress    | Work completed

# Colonialism and the Modern World

# ESS

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Explain and discuss the nature of colonialism and some of the main events and social issues of the twentieth century

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Give examples from the past and present of colonialism  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Outline the changes in land ownership that resulted from the plantations of Ireland and Brazil                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain how the lives of the native people changed under colonialism (land, language, religion, slavery etc.)     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Give an example of a colony and explain how the colonisers lived  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Give an example of large scale migration because of colonialism   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Outline some of the long-term effects of colonialism  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Outline the causes of either World War 1 or World War 2   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Outline the effects of either World War 1 or World War 2  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Outline one major conflict during World War 1 or World War 2  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Take one aspect of war and write about it, for example, civilians, armaments, food etc.                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Discuss the effects of war on the lives of one group of people, for example, soldiers in trench warfare, the Jews | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Outline the social effect of World War 1 or World War 2 on the lives of women                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Explain the importance of either nationalism or fascism   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, History, Art, Maths

Work begun    | Work in progress    | Work completed



**Art**

# Area of Experience: Art

## Art

At Junior Certificate level the student can:

<b>1 Drawing</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a range of drawing techniques to record and communicate information visually	
<b>2 Painting</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the knowledge and skills necessary to plan and complete a painting	
<b>3 Printmaking</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the knowledge and skills necessary to plan and complete an edition of prints	
<b>4 Graphic Design</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the knowledge and skills necessary to plan and complete a graphic design	
<b>5 Three-Dimensional Work</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the knowledge and skills necessary to plan and complete a work in three dimensions	
<b>6 Visit to Museum/Gallery/Art Centre</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Apply the knowledge and skills necessary to plan, prepare and carry out a visit to a museum, gallery or art centre	

Work begun  | Work in progress  | Work completed

# Drawing

# Art

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use a range of drawing techniques to record and communicate information visually

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Handle and use drawing implements correctly  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Be familiar with the important words related to drawing materials and techniques   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Produce 2D drawings using various drawing materials                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Make appropriate use of drawings to plan work and record progress for a 3D project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Make a simple scale drawing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Produce presentable drawings   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Make sketches from observation, using different drawing techniques                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Make a drawing from imagination, using different drawing techniques                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Represent basic perspective  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Make a drawing from a 2D image   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, Materials Technology: Metal, English, Geography, History, Home Economics, Maths, Environmental and Social Studies, Science

Work begun    | Work in progress    | Work completed

# Painting

## Art

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a painting

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Select, use and control the correct brushes and equipment                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Be familiar with the important words related to painting materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Use water-based paints  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Mix colours   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Recognise primary, secondary, tertiary and complementary colours                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Apply paint   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Plan and compose a picture from observation                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Plan and compose a picture from imagination                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Describe and recognise original paintings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Describe and recognise reproductions or slides                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Discuss some well-known paintings from different periods and places               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** Materials Technology: Wood, Materials Technology: Metal, English, History, Geography, Science, Civic Social and Political Education, Environmental and Social Studies, Home Economics

Work begun    | Work in progress    | Work completed

# Printmaking

# Art

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete an edition of prints

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Select, use and control the correct tools and equipment                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be familiar with the important words related to printmaking materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Identify examples of print techniques  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Plan a print (mono/relief/stencil)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Execute a print (mono/relief/stencil)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Create and reproduce images using a small variety of print techniques                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Discuss printed images from everyday life  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Discuss printed images from different periods and cultures                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Identify printed images from different periods and cultures                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** Materials Technology: Wood, History, Geography, Home Economics, Science, English, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Graphic Design

# Art

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a graphic design

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Select, use and control the correct tools and equipment                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Be familiar with the important words related to graphic design materials and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise different lettering styles  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Describe different lettering styles   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Draw, print, paint, cut or tear out   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Lay out lettering with attention to visual spacing                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Link words to a suitable image  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Use colour effectively in graphic design  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Create a piece of graphic design (e.g. cartoons, callcards etc.)                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Identify and discuss examples of graphic design in everyday life                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Use photography as an aid to graphic design   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, English, History, Geography, Home Economics, Civic Social and Political Education, Environmental and Social Studies, Science

Work begun    | Work in progress    | Work completed

# Three-Dimensional Work

# Art

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan and complete a work in three dimensions

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Select, use and control the correct tools and equipment           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Be familiar with the important words related to 3D work           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise examples of different kinds of 3D work                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Follow an organised work method                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Make appropriate use of drawings to plan work and record progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Plan a 3D piece (additional/subtractive/constructive)             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Execute a 3D piece (additional/subtractive/constructive)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | State the properties and uses of given materials                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | State the origins of given materials                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Have a basic appreciation of 3D work from the past and present    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Materials Technology: Wood, Materials Technology: Metal, English, Maths, History, Geography, Home Economics, Science

Work begun    | Work in progress    | Work completed

# Visit to Museum / Gallery / Art centre

## Art

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare for and carry out a visit to a museum / gallery / art centre

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Know the name and location of the museum, gallery or art centre   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Plan the route for the visit including public transport if appropriate  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Discuss basic safety procedures and appropriate behaviour for the visit   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Conduct yourself and communicate appropriately on the visit   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Complete tasks related to the visit, for example worksheet / tour / drawing etc.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Back in school, present all findings as appropriate   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Show evidence that you have explored one piece of work of personal interest, for example a drawing, photo, oral or written appreciation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe two ways in which the artwork was displayed and protected at the exhibition  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Describe the process of creating a piece of work  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Take part in a group discussion evaluating the visit   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Name an artist and describe the type of work she/he does, for example painting, sculpture, print etc.                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Identify the medium or media the artist uses, for example oil, stone, steel, clay etc.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

**Music**

# Area of Experience: Music

## Music

At Junior Certificate level the student can:

- |   |  |
|---|--|
| <b>1 Music: Listening</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language |  |
| <b>2 Music: Performance</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Engage in basic music-making, either with voice or another Instrument   |  |
| <b>3 Music: Composition 1</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Compose basic rhythmic phrases using staff notation   |  |
| <b>4 Music: Composition 2*</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Compose basic rhythmic and melodic phrases using staff notation   |  |

\* Because this statement includes Composition 1, students achieving this statement cannot be credited with Music: Composition 1

Work begun  | Work in progress  | Work completed

# Music: Listening

## Music

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Listen attentively to different types* of music and comment on the mood of each piece                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Listen attentively to different types of music and comment on the tempo of each piece                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Listen attentively to different types of music and comment on the performing medium (instrumentation) of each piece    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Listen attentively to different types of music and comment on the rhythm of each piece                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Listen attentively to different types of music and comment on the melody of each piece                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Listen attentively to different types of music and comment on the texture of each piece                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Listen attentively to different types of music and comment on the dynamics (basic) – use Italian and non-Italian terms | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Listen attentively to different types of music and comment on the style/type of each piece                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify the style of a piece of music and name its composer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Point out the ways in which two pieces are similar and different e.g. rhythm, melody etc.                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Drama, Religious Education and English – Irish

\* Different types of music, for example, Irish folk and traditional, classical, pop, jazz, world music, rap, rave, TV and film music

Work begun    | Work in progress    | Work completed

# Music: Performance

## Music

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Engage in basic music-making, either with voice or another instrument

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 Tap out or clap a given rhythm   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Control the voice, or other instrument, by holding a rhythm                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Control the voice, or other instrument, by holding a melody                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Perform either solo, or in a group, pieces from different traditions*          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Respond to basic music signals e.g. forte, piano, pause mark, tempo, stop etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Art, Drama, Religious Education and English

\* Different types of music, including Irish folk and traditional, classical, pop, jazz, world music, rap, rave, TV and film music

Work begun    | Work in progress    | Work completed

# Music: Composition 1

# Music

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Compose basic rhythmic phrases using staff notation

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | Recognise and work with bar lines  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recognise and work with rhythmic notation from semibreve to quaver                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recognise and work with rhythmic notation including dotted minim and dotted crotchet           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Compose a rhythmic pattern using note values semibreve to quaver                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Compose a rhythmic pattern including dotted minim and dotted crotchet                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Recognise and work with common time signatures $\frac{2}{4}$ , $\frac{3}{4}$ and $\frac{4}{4}$ | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

### Optional Learning Target

- |   |  |  |
|---|--|--|
| 7 | Compose a modern piece using unusual percussive effects<br>e.g. water, paper rulers etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|---|--|--|

Refer also to: Art, Drama, Religious Education and English

Work begun    | Work in progress    | Work completed

# Music: Composition 2\*

# Music

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Compose basic rhythmic and melodic phrases using staff notation

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Recognise and work with bar lines  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Recognise and work with rhythmic notation from semibreve to quaver                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise and work with rhythmic notation including dotted minim and dotted crotchet     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Compose a rhythmic pattern using note values semibreve to quaver                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Compose a rhythmic pattern including dotted minim and dotted crotchet                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Recognise and work with common time sign $\frac{2}{4}$ , $\frac{3}{4}$ and $\frac{4}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recognise and work with the musical alphabet   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Recognise and work with the Treble Clef  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Recognise and work with the Stave  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Recognise and work with the major key signatures C, G, F                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Recognise and work with the major keys including D and B flat                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Compose a basic 4-bar melody   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Compose a basic 4-bar melody using the range of an octave                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Optional Learning Target

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 14 | Compose a modern piece using unusual percussive effects<br>e.g. water, paper, rulers etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|----|---|--------------------------|--------------------------|--------------------------|

Refer also to: Art, Drama, Religious Education and English

\* Because this statement includes Composition 1, students achieving this statement cannot be credited with Music: Composition 1

Work begun    | Work in progress    | Work completed

# Religious Education

# Area of Experience: Religious Education

# RE

At Junior Certificate level the student can:

- |   |     |
|---|-----|
| <b>1 Christianity</b>   | ○○○ |
| Summarise the history, sources, beliefs and customs of Christianity   |     |
| <b>2 Major World Religions</b>  | ○○○ |
| Summarise the background, sources and customs of a major world religion other than Christianity   |     |
| <b>3 Faith and Community</b>  | ○○○ |
| Describe ways in which religious faith influences society, giving examples from different communities   |     |
| <b>4 Celebration</b>  | ○○○ |
| Describe rituals which people use to celebrate religious faith  |     |
| <b>5 Morality</b>   | ○○○ |
| Understand morality and the process and consequences of making a moral decision.  |     |
| <b>6 Communities of Faith</b>   | ○○○ |
| Have a knowledge and an understanding of community and communities of faith   |     |
| <b>7 Christianity 2</b>   | ○○○ |
| Explore the context into which Jesus was born and understand the significance of his life, death and resurrection for his followers                                     |     |
| <b>8 Major World Religions</b>  | ○○○ |
| Explore in detail a major world religion (Buddhism, Hinduism, Islam and Judaism) and examine the impact that it had on its followers, other individuals and communities |     |
| <b>9 The Question of Faith</b>  | ○○○ |
| Explore how asking questions and searching for answers find expression in religious belief and traditions   |     |
| <b>10 Celebrations 2</b>  | ○○○ |
| Describe how worship and ritual can help people celebrate religious faith   |     |
| <b>11 Morality 2</b>  | ○○○ |
| Understand the meaning and implication of a moral vision  |     |

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Christianity

RE

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Summarise the history, sources, beliefs and customs of Christianity

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Describe life in Palestine during the lifetime of Jesus                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Recount major events in the life of Jesus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Name the members of Jesus' family and four of his friends                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Tell some parables and miracles   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Name the sacred texts from which these stories come                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 List the main Christian festivals and celebrations during the year                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Describe the customs that celebrate these special days or times                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Explain why these celebrations are important  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Learn about the Creed   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Recite or sing the most common Christian prayers and hymns                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Have a knowledge of the various Christian traditions                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Identify the similarities and differences between the various Christian traditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: History, Geography, Civic Social and Political Education, English, Music, Art

Work begun    | Work in progress    | Work completed

# Major World Religions

RE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Summarise the background, sources and customs of a major world religion other than Christianity

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | With regard to one religion other than Christianity name the founder(s) of the religion and tell of his/her background | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | On a map of the world show where members of the religion(s) live   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Draw the main sign or symbol of the religion   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Tell the story of the founding of the religion   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Name the sacred texts of the religion  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Tell one story of the religion   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name one of its major festivals  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain what this festival celebrates  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | State what it says about God   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Show how this religion affects ordinary people in their daily life   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Civic Social and Political Education, Home Economics, Music, Geography, Art, Drama

Work begun    | Work in progress    | Work completed

# Faith and Community

# RE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Describe ways in which religious faith influences society, giving examples from different communities

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- 1 Name some groups, both religious and non-religious, which are active in your local area
- 2 State what is meant by the word community
- 3 Be aware of your local parish
- 4 Describe some of the work done by one well-known local, national or international group
- 5 Identify qualities that make a good leader
- 6 Name three well-known Irish leaders and three international leaders
- 7 Tell the story of the life and work of one leader
- 8 Describe your own image of God
- 9 Name the factors that influence the religious beliefs of young people
- 10 Describe how people of different religions in Ireland can work together

Refer also to: Environmental and Social Studies, Geography, Science, English, Civic Social and Political Education, Business Studies, Computers, Art

Work begun    | Work in progress    | Work completed

# Celebration

# RE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Describe rituals which people use to celebrate religious faith

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | List the essential elements of celebration                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Name some places in Ireland that are important to people of different religions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain why these places are important  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe the actions, signs and symbols used by people at worship               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Draw some of the common religious and non-religious signs or symbols used       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Explain what these signs and symbols mean to some people                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | List the sacraments and explore the symbols involved in their celebration       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Give examples of important festivals and events                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Describe how these festivals and events are celebrated                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Explain what it means to worship  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe how people of different religions worship                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Explore the different ways we pray  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Music English, Geography, Civic Social and Political Education, Drama, Art, History, Home Economics

Work begun    | Work in progress    | Work completed

# Morality

# RE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

## Understand morality, including the process and consequences of making a moral decision

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Understand what is meant by morality   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the main influences on your moral life (friends, family, school, work, neighbourhood, etc)      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Understand why you make certain choices or decisions   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Consider how your choices and decisions affect the lives of you and your friends                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Identify who you admire in your personal life and in public life and how it affects your decision making | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify what you admire in others and explain how it affects your decision making                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Understand morality within the experience of an organised religion                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Recognise how your faith and upbringing influence your moral decisions                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Be aware of the need to be responsible for your choices and actions                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Explain the meaning of conscience in your decision making   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Show an understanding of the use of conscience in your decision making                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Music English, Geography, Civic Social and Political Education, Drama, Art, History, Home Economics

Work begun    | Work in progress    | Work completed

# Communities of Faith

# RE

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Have a knowledge and an understanding of community and of communities of faith

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | State what a community is   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain and give two or more examples of local communities                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain and give two or more examples of national communities                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Explain and give two or more examples of global communities                                   |  |
| 5  | Explain and give two or more examples of communities of faith                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name two communities of faith and give a reason why each was formed                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Identify two different roles in two of the communities of faith                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe the work carried out by two of your named faith communities                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Show how the communities of faith work influences   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    | (a) Individuals   |  |
|    | (b) Communities in general  |  |
| 10 | Explain two of the following terms  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    | (a) Faith / belief  |  |
|    | (b) Inter faith dialogue  |  |
|    | (c) Ecumenism   |  |
|    | (d) Sectarianism  |  |
| 11 | Describe one effect of sectarianism in Ireland and elsewhere                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Describe one way how ecumenical work is present in a community of faith that you have studied | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun    | Work in progress    | Work completed

# Christianity 2

RE

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Explore the context into which Jesus was born and understand the significance of his life, death and resurrection for his followers

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Describe two places in Palestine linked with the life of Jesus   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Name two of the sources of information about Jesus of Nazareth   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give examples of two parables and two miracles   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Identify two characteristics of the Kingdom of God from the parables or miracles that you have studied | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Read two Gospel accounts of the death of Jesus   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe the effect of Jesus' resurrection on his disciples  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name one time when Jesus came into conflict with a political or religious leader                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Draw a picture of the Last Supper  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Pick one part of the Last Supper, which shows that it was a Passover meal                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe what happened at Pentecost  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun    | Work in progress    | Work completed

# Major World Religions 2

RE

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Explore in detail a major world religion (Buddhism, Hinduism, Islam and Judaism) and examine the impact that it had on its followers, other individuals and communities

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Name a significant person(s) linked to the founding story of a major world religion that you have studied
- 2 State two places linked to the founding story of this religion
- 3 Name a sacred text of this religion
- 4 Tell the story of the founder or important person in this religion
- 5 Name one belief of this religion
- 6 Draw the main sign / symbol of this religion
- 7 Name a calendar festival celebrated each year in this religion
- 8 Explain why this festival is celebrated
- 9 Describe one way in which religion influences its followers in their daily lives
- 10 Name one place of worship for the members of this religion

Refer also to: English, History, CSPE, Home Economics, Music, Geography, Art, Drama

Work begun    | Work in progress    | Work completed

# The Question of Faith

# RE

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Explore how asking questions and searching for answers find expression in religious belief and traditions

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Give an example of a religious belief  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Give an example of religious practice  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 State one way in which religious practice has changed in Ireland in the last hundred years | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Write a question of meaning that a teenager might ask                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Draw an image of God   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe what might influence a person to have an image of God that people have            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain how a way of life can be an influence on a person's religious belief               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give an example of how a person's prayer life may be influenced by their religious belief  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give an example of how a person's way of life may be influenced by their religious belief  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun    | Work in progress    | Work completed

# Celebrations 2

# RE

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

## Describe how worship and ritual can help people celebrate religious faith

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Give one example of a ritual  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe an experience of worship that you have taken part in or seen                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | List the elements of worship  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Name one place of religious significance in Ireland   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Explain why this became a place of religious significance   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe the signs and symbols used by people in the act of worship that you have seen or taken part in | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Draw two religious symbols  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    | <b>Or</b>   |  |
| 7  | Name a sacrament that you are familiar with from your study of religious traditions                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Name one sign of time for a religious tradition that you have studied                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|    | Technology and Technical Graphics   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Explain why this is a significant time for the followers of this tradition                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Identify two different types of prayer  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: ESS, Geography, Science, English, CSPE, Business Studies, Computers, Art

Work begun    | Work in progress    | Work completed

# Morality 2

# RE

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

## Understand the meaning and implications of a moral vision

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Understand what it means to be moral  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify how one of the following (home, peer group, school, state, religion, etc.) could be a source of morality | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe two steps in making a moral decision   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe two affects making a moral decision might have on you and your friends                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give an example of how a moral decision could be influenced by a person's beliefs                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Name a religious moral code   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain the meaning of conscience   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give an example of how conscience could influence a persons decision making/ moral vision                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Music, English, Geography, CSPE, Drama, Art, History, Home Economics

Work begun    | Work in progress    | Work completed



# **Materials Technology: Wood**

# Area of Experience: Materials Technology: Wood

## MTW

At Junior Certificate level the student can:

<b>1 Assembly</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work with wood having practised the basic skills appropriate for assembling finished pieces of basic work	
<b>2 Theory 1</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Display basic background knowledge of woodwork theory	
<b>3 Drawings</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Interpret and produce basic drawings relating to artefacts made from wood	
<b>4 Wood Craft</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Display a knowledge of basic Wood Craft	
<b>5 Design Process</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and use the Design Process	
<b>6 Theory 2</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Demonstrate knowledge of additional theory material	
<b>7 Theory 3</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Demonstrate further knowledge and understanding of theory material	

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun  | Work in progress  | Work completed

# Assembly

# MTW

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Work with wood having practised the basic skills appropriate for assembling finished pieces of basic work

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Follow basic woodwork room rules   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Understand the reasons for safety procedures   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Understand and follow safety procedures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Measure and mark out the material, using the appropriate tools and measuring instruments | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Design and cut out simple shapes   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Display manual dexterity through assembly  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Produce a simple piece of work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Produce your own simple solution to a basic woodworking problem                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Use two mechanical joints (that is, dowels, screws, pavel pins etc.)                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | List the steps needed to make a simple object  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Examine the finished item you have made and identify the improvements that could be made | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Theory 1

# MTW

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Display basic background knowledge of woodwork theory

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 List safety procedures in a workshop  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Label a simple diagram for hardwood (deciduous) or softwood (coniferous) trees                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise at least three trees by their leaves  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Have a basic knowledge of the growth of trees   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Recognise four different manufactured boards  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify at least three common wood defects   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Identify and label the common hand tools and state their uses   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Identify and label four given power tools and describe their safe usage                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify other relevant materials and understand their safe usage (e.g. fabrics, metals, ceramics etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Identify four different methods of fixing and fastening  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Identify four common joints and state where they would be used   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Identify four different applied finishes and explain their use   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Drawings

# MTW

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Interpret and produce basic drawings relating to artefacts made from wood

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Interpret a given simple pictorial sketch                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Interpret simple pictorial drawings including dimensioning                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Understand the basic techniques required in orthography                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Understand the fundamentals of scale  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Handle and use drawing equipment properly                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Draw a neat freehand sketch to the appropriate standard for the given purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Draw six basic geometric shapes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Make simple sketches from observation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Produce a simple sketch of a finished item                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Wood Craft

# MTW

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Display a knowledge of basic Wood Craft

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Produce a simple project turned between centres (eg Lamp, Vase)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Produce a simple project using a face-plate or chuck (eg Bowl, Plate)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Identify the four types of woodcarving (incised, chip, relief, sculpture work or curving in the round) and use any one type to produce an artefact | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Design and decorate a piece of work using pyrography   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Construct an artefact by use of laminates (e.g. bracket, salad fork, salad spoon)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Use inlay to decorate project work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Apply fretwork to enhance project work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Use veneers to construct a design or pattern (e.g. chessboard, picture)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Prepare a project to a suitable standard in preparation for an applied finish  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Apply an appropriate finish to any project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Design Process

# MTW

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

## Understand and use the Design Process

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | List the factors to be considered when analysing the Design Brief  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Research, investigate and gather information on the item or artefact to be made. (eg photographs, catalogues, books) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Demonstrate, through notes, photographs and sketches, possible solutions to the given brief                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Produce a working drawing (sketch) of how the piece will be assembled  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Prepare a model or prototype of the proposed solution  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List, in correct order, the steps that are required to construct the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Demonstrate manual dexterity in marking out, processing and finishing the item or artefact                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Critically evaluate the finished product   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Produce a folio for the given project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Apply computer graphics to enhance the work  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Theory 2

# MTW

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

## Demonstrate knowledge of additional theory material

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Describe how "air" and "kiln" seasoning work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | List two advantages and two disadvantages of "air" and "kiln" seasoning                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain "moisture content" and show how to measure the moisture content of a sample of wood    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Identify the various components of a computer desk system                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Identify computer components as Hardware, Software, Input or Output devices                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List three adhesives, describe what each is used for and give a method of application for each | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Identify three methods of converting timber from a log into planks                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe one advantage and one disadvantage of each method of conversion                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | List the steps involved in inserting a motif into a veneer                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe the processes of Marquetry, Parquetry and Inlaying                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Theory 3

# MTW

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

## Demonstrate further knowledge and understanding of theory material

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Identify the parts and colour code of a plug  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the parts of a Lathe   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 List safety rules to be followed when using the Lathe                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe the steps involved in preparing a piece of wood for "between centres turning"      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Describe the processes involved in bending and drilling acrylic                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Separate a list of metals into ferrous and non-ferrous                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 List the steps involved in painting a ferrous metal   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe the steps involved in transferring a design to a piece of wood for carving         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List three types of carving and briefly describe the steps involved in one of these methods | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Identify the various tools involved in carving   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed



# **Materials Technology: Metal**

# Area of Experience: Materials Technology: Metal

## MTM

At Junior Certificate level the student can:

- |   |  |
|---|--|
| <b>1 Theory</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Demonstrate knowledge of engineering materials, equipment, processes and workshop safety        |  |
| <b>2 Production of a piece of work</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Apply the basic knowledge and skills necessary to produce artefacts using engineering materials |  |
| <b>3 Engineering Drawings</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Interpret basic engineering drawings and follow basic design procedures                         |  |

Work begun  | Work in progress  | Work completed

# Theory

# MTM

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Demonstrate knowledge of engineering materials, equipment, processes, and workshop safety

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | State rules for safe and correct use of specified tools and procedures                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Observe and comply with workshop rules   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Identify typical measuring tools and measuring devices in everyday classroom use                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Recognise common engineering metals and plastics   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Identify plastics and metals in everyday use in the environment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Suggest different uses for common engineering metals and plastics  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Suggest reasons for choices of material for everyday purposes, e.g. nuts and bolts/cars/drill bits/buses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Identify basic metalwork hand tools  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Identify workshop machines   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | List different joining methods (nuts and bolts/solder/rivets/ adhesive etc.)                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Suggest reasons for choice of joining method   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Suggest appropriate finishes for different jobs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Materials Technology: Wood, Technical Graphics, Maths, Science

Work begun    | Work in progress    | Work completed

# Production of a piece of work

# MTM

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Apply the basic knowledge and skills necessary to produce artefacts using engineering materials

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Observe and comply with workshop rules                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Select and use the correct tools to mark out a piece of work        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Use hand tools to shape a piece of work                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Demonstrate correct use of a drilling machine                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Join metals using soft solder technique                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Produce a piece of work which contains internal and external thread | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Produce a piece of work which uses rivets                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Produce a piece of work using a centre lathe                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Produce a piece of work which uses adhesive                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Produce at least two examples of different types of finish          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Use a stencil to aid a decorative finish (e.g. enamelling)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Wood, Technical Graphics, Science

Work begun    | Work in progress    | Work completed

# Engineering Drawings

# MTM

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

## Interpret basic engineering drawings and follow basic design procedures

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Recognise basic engineering drawings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Relate pictorial views to engineering views  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Match engineering drawings to objects at different stages of production                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Extract some information from basic engineering drawings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Recall the steps followed in producing a piece of work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Produce a sketch of a finished piece of work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Identify the steps which caused problems and those which were easy in the production of a finished item  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Identify the steps enjoyed most when producing an item   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Examine a finished item you have made and identify changes you would consider                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Change the piece of work if necessary  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Find a simple object and list the steps needed to make it (e.g. teapot stand/bracket for hanging basket) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Wood, Technical Graphics, Science

Work begun    | Work in progress    | Work completed



**Technology**

# Area of Experience: Technology

## Technology

At Junior Certificate level the student can:

- |  |       |
|--|-------|
| <b>1 Craft and Materials</b>   | ○ ○ ○ |
| Work with materials having practised the basic skills appropriate for assembling finished pieces |       |
| <b>2 Theory</b>  | ○ ○ ○ |
| Display basic background knowledge of technology   |       |
| <b>3 Technology and Society</b>  | ○ ○ ○ |
| Display a basic knowledge of the effects of developments in technology on society                |       |
| <b>4 Design Brief</b>  | ○ ○ ○ |
| Compile a design brief for a selected technology project   |       |

Work begun ● ○ ○ | Work in progress ● ● ○ | Work completed ● ● ●

# Craft and Materials

## Technology

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Work with materials having practised the basic skills appropriate for assembling finished pieces

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Follow basic technology room rules  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Understand the reasons for safety procedures  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Understand and follow safety procedures   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Understand and be able to make basic drawings, for example, orthographic, isometric and oblique | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Measure and mark out the material, using the appropriate tools and measuring instruments        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Design and cut out simple shapes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Display manual dexterity through assembly   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Produce a simple piece of work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Produce your own simple solution to a basic technology working problem                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Understand the uses of joints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | List the steps needed to make a simple object   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Examine the finished item you have made and identify the improvements that could be made        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Materials Technology: Wood, Science

Work begun    | Work in progress    | Work completed

# Theory

# Technology

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Display basic background knowledge of technology

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Recognise forms of energy, for example, mechanical, chemical, electrical etc.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Recognise devices that convert energy from one form to another                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Learn the units of energy and power  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Understand structures that maintain shape under load                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Display an understanding of the use of mechanisms                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Display an understanding of basic electric circuits, for example, lamp circuit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Understand the uses of simple electronic systems                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Understand the basic uses of pneumatics  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Understand the basic uses of robotics  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** English, Art, Maths, Science, Materials Technology: Metal, Technical Graphics, Materials Technology: Wood,

Work begun    | Work in progress    | Work completed

# Technology and Society

## Technology

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Display a basic knowledge of the effects of developments in technology on society

Date Commenced: / /

Date Awarded: / /

**Learning Targets: Select any 5 objectives to work on**

- This has been demonstrated by your ability to:

- |   |     |
|---|-----|
| <b>1 A brief history of technological developments since the Industrial Revolution</b>                  | ○○○ |
| (a) State the differences between technology now and during the time of the Industrial Revolution       |     |
| (b) Identify one advantage and one disadvantage of these changes to today's society                     |     |
| <b>2 The effects on the environment of technological development</b>                                    | ○○○ |
| (a) State two positive effects of technological development on the environment                          |     |
| (b) State two negative effects of technological development on the environment                          |     |
| <b>3 Technology and Agriculture</b>   | ○○○ |
| (a) List two machines used in agriculture today   |     |
| (b) List two positive and two negative effects of technology on agriculture                             |     |
| <b>4 Technology and Social and Cultural Development</b>   | ○○○ |
| (a) List two effects technology has had on social and cultural development                              |     |
| (b) Identify two advantages and two disadvantages technology has had on social and cultural development |     |
| <b>5 Technology and Labour</b>  | ○○○ |
| (a) List two effects technology has had on labour   |     |
| (b) Identify two advantages and two disadvantages of these effects                                      |     |

Work begun    | Work in progress    | Work completed

# Technology and Society

## Technology

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Display a basic knowledge of the effects of developments in technology on society

Date Commenced: / /

Date Awarded: / /

**Learning Targets: Select any 5 objectives to work on**

- This has been demonstrated by your ability to:

- |   |  |
|---|--|
| <b>6 The technology gap between the first and third worlds</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| (a) List two differences between technology in the first and third worlds                                     |  |
| (b) Identify two advantages and two disadvantages of technological developments in the first and third worlds |  |
| <b>7 Technology and Industry</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| (a) List two aspects of technology in industry  |  |
| (b) Identify two advantages and two disadvantages of technology for industry                                  |  |
| <b>8 Technology in the Home</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| (a) List two aspects of technology in the home  |  |
| (b) Identify two advantages and two disadvantages of technology in the home                                   |  |
| <b>9 Food Technology</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| (a) List two aspects of food technology   |  |
| (b) Identify two advantages and two disadvantages of food technology  |  |
| <b>10 An aspect of the history of design</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| (a) In the case of two products, identify the design changes that have occurred over the years                |  |
| (b) Identify two advantages and two disadvantages of these changes on the products                            |  |

Refer also to: English, Art, Maths, Materials Technology: Metal, Materials Technology: Wood, Technical Graphics, Science

Work begun  | Work in progress  | Work completed

# Design Brief

# Technology

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Compile a design brief for a selected technology project

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Give two reasons for your choice of project from the given selection                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Design three pieces and choose one, giving reasons for your choice                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Draw a schematic drawing for each piece of your chosen project                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 List the materials for cutting  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Record each piece   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Record the work process involved  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Record the process involved in assembling the pieces of the project                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Identify faults in the design, if any   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Identify difficulties you have come across in designing, making and assembling your project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun    | Work in progress    | Work completed



# Technical Graphics

# Area of Experience: Technical Graphics

## Tec.Graphics

At Junior Certificate level the student can:

- |  |     |
|--|-----|
| <b>1 Draw 2D shapes</b>  | ○○○ |
| Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of basic 2D shapes                            |     |
| <b>2 Draw Complex 2D and 3D shapes</b>   | ○○○ |
| Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of more complex 2D shapes and basic 3D shapes |     |
| <b>3 Scale drawings</b>  | ○○○ |
| Use the full range of drawing instruments to produce scale drawings  |     |
| <b>4 3D objects</b>  | ○○○ |
| Apply the knowledge and skills of drawing needed to understand the design and construction of 3D objects                           |     |
| <b>5 CAD programs</b>  | ○○○ |
| Apply the skills, knowledge and understanding needed to produce a graphic image using Autocad (or other suitable CAD program)      |     |

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Drawing 2D Shapes

# Tec.Graphics

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of basic 2D shapes

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise and name drawing instruments: compass, set square, T square, protractor                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Measure in millimetres and estimate a given length in millimetres   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Demonstrate use of above equipment to draw straight lines using T square and set squares                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Demonstrate neat lettering in capitals using guide line   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Lay out page neatly including title box   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Recognise basic 2D shapes in your environment   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Demonstrate understanding of terms: length, millimetre etc.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Draw rectangle, square, triangle, to given dimensions, using ruler and set squares                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Draw a circle and a triangle, using compass, ruler and set squares  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Understand terms for radius, circle, diameter, arc, centre (and abbreviations or symbols where appropriate) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Recognise and understand the dimensions on a given drawing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Drawing Complex 2D and 3D shapes

# Tec.Graphics

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of more complex 2D shapes and basic 3D shapes

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | Recognise and understand the line types: centre line, hidden detail and construction lines           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Copy a drawing containing rectangles, squares and circles to given dimensions from printed materials | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Draw octagons and hexagons in a circle using compass, T square and set squares only                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Draw and understand acute and obtuse angles using 45° set square, 30°/60° set square                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Measure given angles using a protractor  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Draw given angles using a protractor   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Draw triangles using ruler, compass and protractor   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Draw octagon, hexagon and pentagon using ruler, compass and protractor of given dimensions           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Scale drawings

# Tec.Graphics

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Use the full range of drawing instruments to produce scale drawings

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Bisect a line using a compass   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Draw parallel lines using set squares and a T square                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Draw parallel lines using 2 set squares   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Divide a line into 3 equal parts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Understand metres, estimate and measure in metres   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Draw a plan of a room outline and insert dimensions in metres<br>(in sketch form only)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Understand scale drawings and identify symbols on simple house plans                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Draw a simple scale in metres and use it to draw a plan of familiar<br>rooms or buildings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# 3D objects

# Tec.Graphics

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills of drawing needed to understand the design and construction of 3D objects

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Recognise the following 3D shapes from your environment: sphere, cube, cuboid, cone   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Give examples of the above 3D shapes from the environment   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Recognise the following 3D shapes: square-based, triangular-based and polygonal pyramids and prisms                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Recognise and copy simple isometric objects made up of cubes and cuboids under direct teacher guidance                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Estimate and measure a small 3D object with rectangular sides and record measurements on a given 3D drawing                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Dismantle a cardboard container to show the shape of its construction   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Understand an exploded view of a container  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Draw and construct a simple 3D container from a given development drawing containing dimensions, using paper or card          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Understand plan and front elevation of a simple object by reference to a 3D solid   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Demonstrate an understanding of plan and front elevation of a simple object by colouring surfaces on given isometric drawings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Draw a plan and front elevation of a simple everyday solid and insert dimensions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Understand the following terms: elevation, isometric, development, envelopment  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Follow a simple design brief to draw and construct a simple container from card, plastic, metal, or wood                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# CAD programs

# Tec.Graphics

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed to produce a graphic image using Autocad (or other suitable CAD program)

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Identify and name computer hardware materials: monitor, mouse, mouse pad, keyboard, printer, plotter, floppy disk   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify software terms using 'Autocad' through MS DOS/Windows  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Understanding the following commands: draw, line, circle, polygon, modify, erase, open, exit, save, properties etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Use the 'assist' menu   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Draw objects to given dimensions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Save and retrieve drawings on different drives  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Print a hard copy using a printer or a plotter  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Use the following commands: fillet, chamfer, rotate, mirror, rectangular array                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify which commands have been used to create a given drawing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Use 'layers' command as a control on information   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Use CAD to produce a useful graphic image that conveys information without using words                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed



# **Business Studies**

# Area of Experience: Business Studies

## Bus.Studies

At Junior Certificate level the student can:

<b>1 The Business of Working</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and discuss the elements of the business world with regard to employment, transport and different forms of retailer	
<b>2 Personal Finance</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Manage personal finances in the areas of income, expenditure and budgeting	
<b>3 Accounting</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and use basic budgeting and accounting methods suitable for home, club, and company accounts	
<b>4 Insurance</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and explain the processes involved in personal and business insurance	
<b>5 Money and Banking</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand the various ways in which we use banks, and how money is used in our society	
<b>6 Economic Awareness</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Understand and explain the ways in which economic activity affects our decision making on a personal and national level	
<b>7 Computers</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Be familiar with the basic computer skills that are needed by people in everyday life	

Work begun  | Work in progress  | Work completed

# The Business of Working

## Bus.Studies

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Explain and discuss the elements of the business world with regard to employment, transport and different forms of retailer

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Explain what we mean by 'Work' and 'Employment'  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | List the duties of an employer and an employee   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe the different types of groups into which workers fit  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Name the different people or groups who look after the rights of workers                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Draw a simple chart following the production and selling of a good                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Recognise the importance of the different ways in which we transport (move) goods                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe what we must think of when choosing how we transport different goods, e.g. ice-cream and cattle | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe and give examples of the job of a producer, wholesaler and retailer                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | List the different types of retailer and give examples of the goods and services they sell               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give examples of how businesses try to sell their goods or services                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Investigate some goods or services and show why they sell well   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Survey your class/year group or school to compare some of these popular products                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Home Economics, Civic Social and Political Education, Art, Maths, Environmental and Social Studies, Information Technology and Computer Software

Work begun    | Work in progress    | Work completed

# Personal Finance

## Bus.Studies

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Manage personal finances in the areas of income, expenditure and budgeting

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Name different sources of income  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Work out the income from different part-time jobs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give reasons why people save  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | List ways of saving, including banks, building societies, An Post and credit unions                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Read a wage slip, picking out income before and after tax   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List the main household bills   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Read and understand bills and dockets   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | List income and expenditure and identify priorities   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Prepare a personal budget   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Prepare a household budget using a calculator   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Find the cost of the main items in personal and household budgets   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Understand what rights you have as a consumer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Write a letter of complaint to a company or service provider using your knowledge of your consumer rights | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Accounting

## Bus.Studies

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Understand and use basic budgeting and accounting methods involved in home, club, and company accounts

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Plan a basic budget for yourself for one week   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Record your income and spending for one week  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Understand the difference between a profit and a loss                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Using the accounts of a business, work out whether the company is making a profit or a loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Understand and list a business's assets   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand and list a business's liabilities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Record the assets and liabilities of a business   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Explain the duties of the different people who run a club                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Explain the duties of the different people who run a farm                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Describe the different kinds of companies that offer services                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Record the income and expenditure of a club and a farm or service provider                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Insurance

## Bus.Studies

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Understand and explain the processes involved in personal and business insurance

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Understand what insurance means  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe the different rules of insurance  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give examples of how these rules can affect your life  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | List the companies who insure people and businesses  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | List the items that people insure  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Understand the ways in which people insure themselves e.g. cars, houses, personal, life, property etc.     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Understand the ways in which businesses insure themselves e.g. theft, accidents, liability, property, etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | List some of the factors that insurance companies take into account when insuring people or businesses     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Describe what a premium is   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Fill out an insurance application and claim form   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe the work of an actuary, a risk assessor, an insurance salesperson and a broker                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Understand what is meant by assurance  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Money and Banking

## Bus.Studies

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Understand the various ways in which we use banks and how money is used in our society

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Identify a local credit union, bank and building society   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | List the services offered by a bank, building society or credit union                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain what is meant by a lodgement and a withdrawal  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Read and fill in the most important documents needed for managing money                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Know what an ATM is  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe how shops deal with a customer who wants to pay by laser or credit card                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Find out the interest rate in your local bank, credit union, building society or other source of lending | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Work out how much you would have to pay if you borrowed €500 from each of these sources                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Explain what HP means  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Work out the difference between buying something on HP with a bank loan or with cash                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Economic Awareness

## Bus.Studies

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Understand and explain the ways in which economic activity affects our decision making on a personal and national level

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | List the factors of production  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Explain what scarcity means   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | List one of the factors of production and explain how its scarcity affects our decision making (choices in life). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Locate on a map the countries that we trade with  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Find out what currencies and languages these countries have   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Show how you can change the Euro into another currency  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Describe how to change non-Euro currency into Euro  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Explain how we measure and compare one country's success to another's   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Compare, using graphs, figures and bar charts, the success of two or more different countries                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain how the Government gets the money to run the country  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Explain how the Government spends money when it runs the country  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Computers

## Bus.Studies

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Be familiar with the basic computer skills that are needed by people in everyday life

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Be able to switch the computer on and off properly and check for viruses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Recognise and name the main parts of a computer                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Show how to use the keyboard and the mouse                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Show responsibility for and tidy up equipment                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Insert and access a CD Rom or floppy disk application                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Save on the hard drive and the A drive                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Retrieve and print off work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Write your e-mail address  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Access specific information on the Internet                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Locate a school home page  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Prepare and send an e-mail   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Be aware of the need for security when using e-mail and the Internet     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Access a business site and print off information from the site           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Maths, English, Civic Social and Political Education, Information Technology and Computer Software, Environmental and Social Studies

Work begun    | Work in progress    | Work completed



# Physical Education

# Area of Experience: Physical Education

# PE

At Junior Certificate level the student can:

<b>1 Health Related Activities (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Junior Cycle Physical Education Syllabus recommends that health related activity is integrated with the study of other areas. To this end two targets must be selected from the following list of HR Level 1 learning targets and inserted in each Physical Education statement. In compiling Physical Education Statements it is important to ensure that a wide range of HR Learning Targets are included.	
<b>2 Divided Court Games (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Design and participate with confidence in a divided court game	
<b>3 Invasion Games (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Design and participate with confidence in an invasion game	
<b>4 Participate in an Athletic Meet (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Take an active part in Athletics	
<b>5 Dance (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Perform a dance individually or as part of a group	
<b>6 Gymnastics (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Create and perform a basic gymnastic sequence	
<b>7 Aquatics (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Take part in an aquatic activity demonstrating safety and confidence	
<b>8 Adventure Activities (Level 1)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Navigate and take part in a team challenge	

**\*Two targets from HR statement must be undertaken in order to complete these statement**

Work begun  | Work in progress  | Work completed

# Health Related Activities (Level 1)

# PE

Statement Code no: 1

Student:

Class:

The Junior Cycle Physical Education Syllabus recommends that health related activity is integrated with the study of other areas. To this end, two targets **must** be selected from the following list of HR Level 1 learning targets and inserted in each Physical Education statement. In compiling Physical Education Statements, it is important to ensure that a wide range of HR Learning Targets are included.

Date Commenced: / /

Date Awarded: / /

Learning Targets\* - This has demonstrated by your ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 Understand why it is important to wear the correct clothing for an activity            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Understand the effects of exercise on the body   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Know how to warm up and know why it's important  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Understand why the heart becomes stronger with regular exercise                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Be aware of the health benefits associated with the activity                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Find and take my pulse   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Identify the different types of fitness and know which ones are needed for good health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Know why it is important to be healthy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Know how to plan for and take part in physical activity                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Know how to cool down and know why it's important                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Learn how to improve your level of fitness  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Divided Court Games (Level 1)

PE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Design and participate with confidence in a divided court game (Level 1)

Date Commenced: / /

Date Awarded: / /

Learning Targets\* - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Know how to warm up and know why it's important                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Understand and know how to play in attack in a divided court game    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand and know how to play in defence in a divided court game   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | To learn the basic skills needed to take part in divided court games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Follow the rules and scoring of the game                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Work well with others  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Know how to cool down and know why it's important                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Know how to improve your performance                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Learn the importance of rules in a game                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Design a safe divided court game with easy to follow rules           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Explain the new game   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*Two targets from HR statement must be undertaken in order to complete this statement

Work begun    | Work in progress    | Work completed

# Invasion Games (Level 1)

PE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Design and participate with confidence in an invasion game (Level 1)

Date Commenced: / /

Date Awarded: / /

Learning Targets\* - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Know how to warm up and know why it's important                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Understand and know how to play in attack in an invasion game  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand and know how to play in defence in an invasion game | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Learn the basic skills needed to take part in invasion games   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Follow the rules and scoring of the game                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Learn the importance of teamwork                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Demonstrate good teamwork                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Know how to cool down and know why it's important              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Learn the importance of rules in a game                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Design a safe invasion game with easy to follow rules          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Explain the new game   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Know how to improve your performance                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Take part in an invasion game challenge                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*Two targets from HR statement must be undertaken in order to complete this statement

Work begun    | Work in progress    | Work completed

# Participate in an Athletics Meet (Level 1)

PE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Take an active part in Athletics (Level 1)

Date Commenced: / /

Date Awarded: / /

**Learning Targets\*** - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Perform basic throwing skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Perform basic jumping skills   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Take part in a variety of running activities                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | To learn the basic skills needed to take part in divided court games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Know how to set a personal challenge and improve your performance    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Organise a, basic athletic activity in your group                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Respect the safety procedures for each athletic event                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Work well as a member of a team                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Two targets from HR statement must be undertaken in order to complete this statement**

Work begun    | Work in progress    | Work completed

# Dance (Level 1)

PE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Perform a dance individually or as part of a group (Level 1)

Date Commenced: / /

Date Awarded: / /

**Learning Targets\*** - This has demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Carry out instructions when given                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Know how to warm up and know why it's important   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Learn and perform a dance phrase                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Create your own dance phrase                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Make up your own dance sequence                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Dance on your own                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Dance with a partner or in a group                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Know how to improve your dance performance        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Participate in a variety of dance forms           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Respect the efforts of your classmates            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Know what makes up a good dance performance       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Two targets from HR statement must be undertaken in order to complete this statement**

Work begun    | Work in progress    | Work completed

# Gymnastics (Level 1)

PE

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Create and perform a basic gymnastic sequence (Level 1)

Date Commenced: / /

Date Awarded: / /

Learning Targets\* - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Perform a basic roll   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Perform a basic balance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Perform a basic jump   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Link movements together to create a basic gymnastic sequence           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Know what makes up a good gymnastic sequence                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Know how to improve my performance                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Perform basic skills with control using gymnastic equipment            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Understand what makes a gymnastic movement look well                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Create and perform basic gymnastic activities at your own level        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Work with others in creating and performing a basic gymnastic sequence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*Two targets from HR statement must be undertaken in order to complete this statement

Work begun    | Work in progress    | Work completed

# Aquatics (Level 1)

PE

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Take part in an aquatic activity demonstrating safety and confidence (Level 1)

Date Commenced: / /

Date Awarded: / /

Learning Targets\* - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Enter water safely                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Swim on your front                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Swim on your back  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Take part in water games                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Float  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Thread water   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Call for help  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Assist in a land based rescue                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Know how to improve your performance                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Know how to cool down                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Take part in an aquatic challenge                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Respect your classmates at the poolside and in the water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

\*Two targets from HR statement must be undertaken in order to complete this statement

Work begun    | Work in progress    | Work completed

# Adventure Activities (Level 1)

PE

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

## Navigate and take part in a team challenge (Level 1)

Date Commenced: / /

Date Awarded: / /

**Learning Targets\*** - This has demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Bring the correct clothing and equipment to class                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Handle equipment carefully and safely                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Carry out instructions when given                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Take part in a team challenge                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Set a map and travel in the correct direction                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Understand the procedures associated with an orienteering event  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recognise orienteering symbols                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Identify the features on a map with real life objects            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Take part in a basic orienteering event                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Know the country code  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Construct a shelter  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Recognise the safety aspects of your selected adventure activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Understand what makes a team work well together                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Two targets from HR statement must be undertaken in order to complete this statement**

Work begun    | Work in progress    | Work completed

# **Social, Personal and Health Education**

# Area of Experience: Social, Personal and Health Education

## SPHE

At Junior Certificate level the student can:

- |  |  |
|--|--|
| <b>1 Alcohol</b>   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Use relevant knowledge about alcohol and smoking to make informed and positive life choices  |  |
| <b>2 Legal and Illegal Substances</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and recognise legal and illegal substances to help you make positive life choices |  |
| <b>3 Bullying</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Identify and label bullying behaviour and possible responses to such behaviour               |  |
| <b>4 Personal Security and Safety</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Identify and suggest different ways of promoting personal security and safety                |  |

Work begun  | Work in progress  | Work completed

# Alcohol

# SPHE

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about alcohol and smoking to make informed and positive life choices

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Explain what alcohol is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | List the reasons why people drink                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Know what the effects of alcohol are                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Discuss the dangers of alcohol                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Discuss the positive use of alcohol                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Discuss the reason why alcohol is illegal for minors              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Contrast the cultural uses of alcohol                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Give the reasons why some people don't drink                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Describe the effects smoking has on the body                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Give reasons why some people smoke                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Explain the different ways people can stop smoking                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Practice the different ways of saying NO                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | List the different leisure activities that do not involve alcohol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Legal and Illegal Substances

# SPHE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Understand and recognise legal and illegal substances to help you make positive life choices

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Define legal drugs and give examples                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Define illegal drugs and list examples                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Describe the benefits of the correct use of prescribed drugs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Describe situations where medicines can be misused                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Discuss solvent abuse and what it can do to your body                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Know the school policy on drugs                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | List the reasons why people use cannabis                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Discuss the dangers of cannabis use                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Recognise the personal and social consequences of the use of ecstasy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Recognise the personal and social consequences of the use of heroin  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | List the names, addresses and phone numbers of support services      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Bullying

# SPHE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Identify and label bullying behaviour and possible responses to such behaviour

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Define what bullying is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Describe the different types of bullying behaviour  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Give example of the effects bullying behaviour can have on an individual                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Give examples of the effects bullying behaviour could have on a group, class or community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Know the school policy on bullying  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Give reasons why someone might bully  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Name the people in school you could report a bullying incident to                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 List and describe what you could do if you were being bullied                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 List and describe what you could do if you saw someone being bullied                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Personal Security and Safety

# SPHE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Identify and suggest different ways of promoting personal security and safety

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Know fire evacuation procedures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe the possible dangers in travelling to and from school   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Know the rules of the road   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Outline the different ways you could respond if your personal safety was threatened                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | List the possible situations in which accidents can occur at home and how they can be avoided                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List the possible dangers in which accidents can occur in school and the workplace and how they can be avoided | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Explain how a cyclist can keep safe on the road  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe the ways public transport can be misused and how that affects others                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Name situations where personal safety could be compromised   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give examples of ways to deal with a potentially dangerous situation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | List the names, addresses and phone numbers of emergency services and support agencies                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Career Guidance

# Career Guidance

# CG

Statement Code no: 55

Student:

Class:

At Junior Certificate level the student can:

## Use relevant information to research and plan for future school/study/career decisions

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- 1 Use the index in a career dictionary to identify career(s) of interest to you
- 2 Outline the educational steps necessary for you to achieve your career goal
- 3 Define goal setting and give examples of career goals that you would like to set for yourself
- 4 Explain how you could get an apprenticeship/job/course of your choice and give examples of apprenticeships/jobs/courses that might be of interest to you
- 5 List the subjects that you are studying to identify a link between your subjects and your future career plans
- 6 Draw a sketch of a brick wall (5 rows high, 3 blocks across ...call it "My Hope Wall) and fill the blocks with your hopes for the future (use words or pictures)
- 7 Outline the options open to you on completion of your Junior Cert., mentioning the advantages and disadvantages of these options
- 8 List different types of work and describe what you hope to get from work
- 9 Make out a study plan for yourself and list ways of preparing for term exams, for "mock" exams and for the Junior Certificate exams.
- 10 There are many different types of intelligence and abilities. List examples

Work begun    | Work in progress    | Work completed

# Library Skills

# Organisation of a library

## Library Skills

Statement Code no: 53

Student:

Class:

At Junior Certificate level the student can:

Understand, identify and locate materials  
in the library

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Explain what a fiction book is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Explain what an information book is  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Find a fiction book  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Find an information book   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Find a book in alphabetical order by the author's last name                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Find an information book on things I am interested in                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Choose a fiction book and explain why I choose it                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Find the newspaper, magazine, Internet computer sections                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Find the reference section, i.e. where dictionaries, encyclopaedias are kept | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Find the section where non-book materials are kept                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Library Use

## Library Skills

Statement Code no: 54

Student:

Class:

At Junior Certificate level the student can:

Be a regular library user, with the skills to access a wide range of resources

Date Commenced: / /

Date Awarded: / /

**Learning Targets** - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Can name an author   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Can name a title   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain why information books have numbers                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Can find another book by a particular author                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Can find another book in a series  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Can locate a book by using author or title or subject in the library catalogue | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Can locate a book on the shelf as a result of looking up the library catalogue | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Know how to become a member of the library                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Can borrow a book and return it according to the rules of the library          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Can look after books in my care  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed





## Sample Student Profile: Pat Clancy

### English

Personal Expression:	Can use written language to express and reflect on writing experiences.
Experience of Literature & Media	Can respond to a range of reading materials and media sources.
Creative Writing	Can produce an original piece of creative writing, drawing on either an external stimulus or on personal

### Irish

Listening & Speaking	Can understand and use basic spoken Irish in a variety of common social situations.
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### Mathematics

Use of Number	Can apply the knowledge and skills necessary to perform mathematical calculations.
Set, Relations and Charts	Can interpret and draw basic statistical charts and sets.
Money	Can apply the knowledge and skills needed to manage money in daily life.

### Geography

Physical Geography	Can describe how the physical landscape was formed and has changed over time.
Map skills	Can interpret ordnance survey maps and photographs.

### Art

Drawing	Can use a range of drawing techniques to record and communicate information visually.
Three-Dimensional Work	Can apply the knowledge and skills necessary to plan and complete a work in three dimensions.

### Physical Education

Games	Can take an active part in team activities.
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## **Materials Technology: Wood**

Assembly	Can work with wood having practised the basic skills appropriate for assembling finished pieces of basic work.
Theory	Can display basic background knowledge of woodwork theory.

## **Cross Curricular Statements** – At Junior Certificate level the student:

Punctuality	Is usually or always on time for school, class periods and other appointments.
Working with Others	Works with others and makes a positive contribution to group activities.
Homework	Usually or always submits satisfactory work, completed on time.
Social Competence: Reading from Texts:	Can find general and specific information from a variety of texts
Shape and Space:	Can apply knowledge and understanding of the proportions of common 2D/3D shapes to their work
Rules of the Road:	Can recognise and demonstrate a reasonable knowledge of the rules of the road
Paired Reading:	Can participate in a paired reading programme and read with an understanding of a range of reading material

