

2018 Section C Q3

3.(a) (i) Name and describe two programmes provided in second level education. Refer to: • curriculum offered • assessment / examination system.

Leaving Cert: this is a 2 year programme with a compulsory set of exams at the end. There is a wide range of subjects e.g. Home economics, accounting, music, art, woodwork, PE. It aims to equip students with the skills and knowledge necessary for further study or the world of work. It caters for different levels of ability with differentiation within subjects with the higher level and ordinary courses. The set of examinations at the end test students on the knowledge and skills they have learnt over the past two years. These exams are entry exams for college/university for those who want to go.

Leaving Cert Applied (LCA): this is a 2 year programme with a wide range of practical subjects. It is a modular based course. It aims to prepare students for further education and training. The curriculum offered is different to the traditional Leaving Cert. It is suited to students who prefer the practical side of learning rather than just the academic side alone. The assessment is continual with practical, oral and written exams at the end of their second year.

(ii) Analyse the factors that influence educational achievement.

Intellectual ability: every person genetically inherits a certain level of intellectual ability. The way in which their ability is nurtured at home and in school can affect what they achieve from their education. Parents who encourage their children to read can help to improve the child's intelligence.

Peers: the group of friends that a person is surrounded by can impact their educational achievement. If a person is surrounded by driven and motivated friends, this can motivate them to do their best in their studies.

Parents: if parents have a positive attitude towards work and education, this can have a positive impact on the child's educational achievement.

(iii) Evaluate equality of opportunity in second level education with reference to students at risk of disadvantage and social exclusion.

DEIS schools: delivering equality of opportunity in schools. These schools aim to enable disadvantaged students to gain the full benefit from the education system. DEIS schools may run breakfast clubs and homework club. They offer a huge amount of support to students who are at risk of social exclusion and helps them to deal with any issues that they may face.

Learning Support: this is in place in all schools to ensure that students who have additional needs are catered for. A resource teacher will take these students at a certain time each week and help them with certain skills e.g. literacy and numeracy.

Leaving Cert Applied (LCA): this programme helps to cater for students who have specific interest in certain careers e.g. in trades like hairdressing. This programme keeps students in school by helping them gain NFQ qualifications while trying out practical subjects to see if it's a career they would be interested in.

3.(b)(i) Discuss, with examples, how a community can benefit from the work of volunteers.

Voluntary work can create strong friendships and relationships among volunteers, which can create an increased sense of closeness within a community.

Voluntary work creates a sense of community spirit, as volunteers come together to achieve a common goal, e.g. organising a charity fundraiser.

Voluntary work improves a community, e.g. by restoring and cleaning the local landscape or by alleviating poverty and social poverty.

(ii) Explain how a volunteer can benefit personally by participating in community projects.

Voluntary work improves the mood and self-esteem of volunteers, as they participate in rewarding and fulfilling work that makes a difference.

Volunteers develop key transferable skills, such as communication, patience and teamwork, which will benefit volunteers in paid employment.

It helps to build friendships, improving volunteers' sense of belonging and purpose. This social contact may be important, especially for older people volunteering.

3.(c) Leisure is an important component of daily life and a core ingredient for overall well-being. (i) Discuss the value of leisure in today's society.

Physical wellbeing: leisure is hugely important for physical wellbeing. Active leisure activities such as golf, dance and football all contribute to cardiovascular health. These activities encourage people to get outside and to be active which contributes to physical wellbeing.

Social wellbeing: leisure encourages people to get out and socialise with other people. The socialisation helps people to relieve stress and forget about any problems they have for a while. Leisure activities enhance social wellbeing by encouraging bonding between families and friends.

Emotional wellbeing: leisure enhances a person's emotional wellbeing. A person's self-esteem and confidence can be improved by participating in leisure activities e.g. the pride and joy felt after winning a match. Certain leisure activities e.g. yoga and listening to music allows people to relax and unwind after a stressful day.

(ii) Analyse the social and cultural factors that influence an individual's choice of leisure activities.

Social Influences

- 1) Income: people with little disposable income may choose leisure activities that are inexpensive or free e.g. walking. People with more disposable income may have more costly past times e.g. golf
- 2) Age: the age of a person can affect how much income they have to spend on a leisure activity. People who are retired will have more time to spend on leisure activities than someone who is working a 40 hour week. Age can also affect the types of activities someone chooses e.g. a teenager may choose more strenuous activities than an elderly person.

Cultural Influences

Culture influences a person's choice of leisure activity. Some countries are known for certain activities and as a result, a large proportion of the population take part in that activity. For example, in America, many people play basketball and in Ireland, many people play hurling and Gaelic football.