

Junior Cycle Geography  
Draft Curriculum Specification



# Contents

Introduction to junior cycle.....	5
Rationale .....	6
Aim .....	7
Overview: Links .....	8
Statements of learning.....	8
Key skills .....	10
Overview: Course .....	13
Expectations for students .....	18
Learning outcomes.....	18
Strand 1. Exploring the physical world .....	19
Strand 2: Exploring how we interact with the physical world .....	20
Strand 3: Exploring people, place and change .....	21
Assessment and reporting .....	19
Assessment for the JCPA .....	23
Appendix A: Glossary of action verbs.....	27
Appendix B: Glossary of terms .....	30



# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

The study of geography empowers the person to explore and understand the world around them. Engagement with the subject promotes a deep understanding of people and place. Students develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events with an informed eye and discuss world events in a knowledgeable manner. Learning in geography supports students in making informed decisions, giving the ability to make valuable contributions to the economic, social, and cultural life of their communities, localities and countries.

Through the study of geography, people are encouraged to appreciate the processes that shape their world and view global issues as ethical citizens. Geography provides a platform to analyse world events, empowering young people as informed, active citizens. Studying geography enhances students' ability to engage with issues such as sustainable development, economic systems, hazard management and climate change. The topics experienced help develop students' awareness and understanding of cultural variations fostering a respect of difference.

Students are growing up in a globalised, dynamic world. Geography provides a medium to explore current events in our world. Students viewing events through a geographical lens are well placed to be part of a generation which can deal effectively with, and mitigate global challenges and rise to related opportunities.

The skills developed through the subject are transferrable and will benefit students in study and life. Geography encourages structured inquiry: this critical thinking involves students asking questions, gathering data, evaluating and interpreting, and presenting information. It encourages collaboration and communication with their peers and experts in other fields.

# Aim

The study of junior cycle geography enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world.

## Overview: Links

Geography supports a broad range of learning experiences at junior cycle. Tables 1 and 2 on the following pages show how junior cycle geography is linked to central features of learning and teaching in junior cycle.

### Statements of learning

Table 1: Links between junior cycle geography and the statements of learning

The statement	Examples of relevant learning
SOL 9: Understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.	Students explore and engage with areas of learning such as population, settlement, development and globalisation.
SOL 10: Has the awareness, knowledge, skills, values and motivation to live sustainably.	Students learn about the importance of living sustainably.
SOL 16: Describes, illustrates, interprets, predicts, and explains patterns and relationships.	Students engage with topics relating to physical and human geography to describe, illustrate, interpret, predict and explain patterns and relationships.
SOL 18: Observes and evaluates empirical events and processes and draws valid deductions and conclusions.	Students identify how geographical processes shape the landscape.
SOL 6: Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.	Students compare life opportunities for young people in different countries.
SOL 7: Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	Students evaluate the role of Development Assistance.



<p>SOL 8: Values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.</p>	<p>Students consider factors that influence human settlement in relation to origin, location, and sustainable change.</p>
--	---

## Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant.

The junior cycle curriculum focuses on eight key skills:

Figure 1: Key skills of junior cycle



## Key skill elements relating to geography

The examples below identify some of the elements that are related to learning activities in geography. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

Table 2: Links between junior cycle geography and key skills

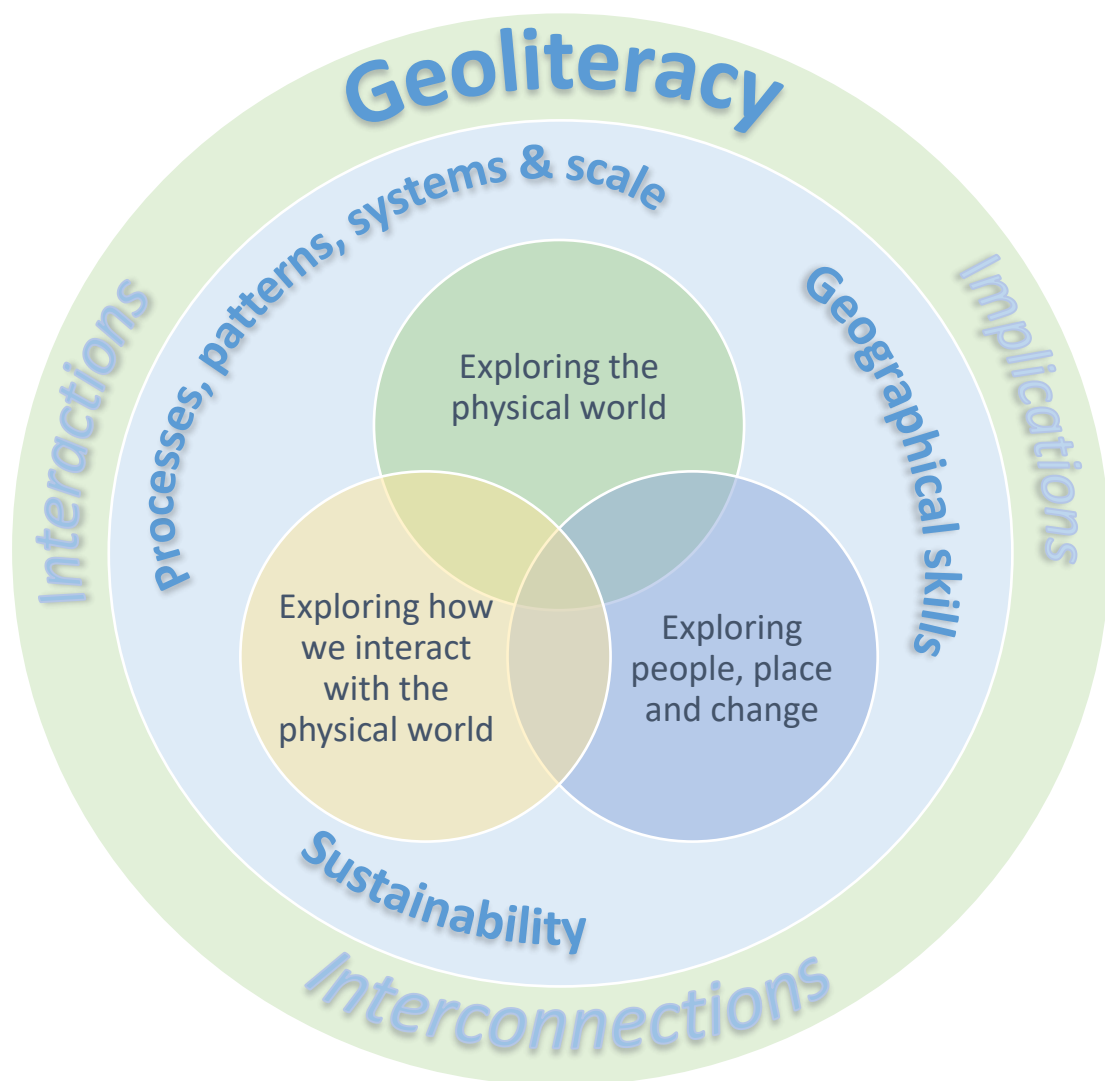
Key skill	Key skill element	Examples of student learning activities
Being creative	Exploring options and alternatives  Learning creatively  Stimulating creativity using digital technology	Students learn about global issues such as climate change and explore mitigation and prevention options.  Students create models to explain the formation of fold mountains.  Students use videos and animations to explain a population change.
Being literate	Expressing ideas clearly and accurately	Students debate how economic development influences opportunities for a young person.
Being numerate	Seeing patterns, trends, and relationships  Gathering, interpreting, and representing data	Students analyse settlement patterns.  Students measure, record and graph average rainfall over a given period using a rain gauge.
Communicating	Listening and expressing myself  Discussing and debating	Students collaborate with their peers to prepare a project on the sustainable use of Irish resources.  Students discuss the impact of human activities on climate change.
Managing information and thinking	Being curious  Thinking creatively and critically	Students investigate the origin of their town or village.  Students design hazard management defences.

	Gathering, recording, organising and evaluating information and data	Students investigate the formation and behaviour of a hurricane.
Managing myself	Knowing myself Being able to reflect on my own learning	Students reflect on their learning by discussing and acting on feedback from their teacher, such as during the Classroom-Based Assessment process.
Staying well	Being social  Being positive about learning  Being responsible, safe and ethical in using digital media	Students work as part of a team to complete a project on economic activities in their area.  Students choose an area of personal interest to explore based on an area of learning they have experienced.  Students being responsible, safe and ethical in using any digital media to research a geographical topic.
Working with others	Developing good relationships and dealing with conflict  Co-operating  Respecting difference	Students listen to different views and collaborate to plan a presentation on industrial conflict with the environment.  Students assign roles and plan group projects.  Students respect differences through learning about different cultures.

## Overview: Course

The specification for Junior Cycle Geography focuses on developing students' knowledge and skills to explore and understand the world around us and our role within it. This is achieved through the three interconnected strands: Exploring the physical world; Exploring how we interact with the physical world; and Exploring people, place and change, with one overarching concept entitled Geoliteracy. It has been designed for a minimum of 200 hours timetabled student engagement across the three years of junior cycle.

Figure 2: The structure of the specification for junior cycle geography



## Geoliteracy

The specification is informed by the concept of Geoliteracy. This refers to students' ability to develop far-reaching understandings through geographical thinking and reasoning.

The core components of Geoliteracy are the three I's:

- Interactions
- Interconnections
- Implications.

Interactions refers to human-environment interactions. Interconnections refers to the linkage between people, places, environments, and spatial patterns, either by tangible links such as roads or intangible links such as politics. Implications relate the concept back to the individual. The concept facilitates students' understanding of geographical topics in an integrated manner demonstrating the interrelationship between topics and the impact it has on the student. Geoliteracy aims to develop cognitive, interpersonal, and intrapersonal competencies through the curriculum that are sustainable throughout students' lives.

## Three interconnected strands

The specification sets out three interconnected strands.

### **Exploring the physical world**

This strand focuses on facilitating students' exploration of how the physical world is formed and changed. Students develop knowledge and skills to understand and explain the physical world. Students engage and interact with topics relating to physical geography and explore their interrelationships and any implications those topics might have on students' lives. They apply their knowledge and skills to explain spatial characteristics and the formation of phenomena in the physical world.

### **Exploring how we interact with the physical world**

This strand focuses on facilitating students' understanding of how people interact with the physical world and the implications this might have for their lives. Students explore how we depend on, adapt,

and change the physical world. Students apply their knowledge and skills to explain how we interact with our physical world for economic purposes, as well as how we adapt to physical phenomena.

### Exploring people, place and change

This strand focuses on students exploring people, place and change. Students engage with topics relating to globalisation, development, population and interdependence. Students interact with topics while exploring interrelationships and the implications those topics might have for their lives. They apply their knowledge and skills to explain settlement patterns, urbanisation, demographics, and human development.

### The elements

These elements inform how students will experience the learning outcomes within the strands. Students will approach the learning outcomes through the lens of each of the elements.

1. Processes, patterns, systems and scale
2. Geographical skills
3. Sustainability.

Figure 3: The elements of the contextual strands showing the integrated nature of the geography specification

Element	
Processes, patterns, systems and scale	<ul style="list-style-type: none"> <li>▪ Students learn about how geographical processes form and shape our physical, environmental and social world.</li> <li>▪ Students identify patterns and distribution of geographical phenomena and draw conclusions based on their findings. This includes recognising, analysing and explaining similarities or differences in phenomena.</li> <li>▪ Students analyse the components that combine to create a system.</li> <li>▪ Students study topics at a variety of scales and levels.</li> </ul>
Geographical skills	Students will develop their geographicacy through using geographical skills such as map interpretation and drawing, figure interpretation and drawing, photo analysis and numerical calculation.

	<ul style="list-style-type: none"> <li>▪ <b>Asking geographical questions:</b> <i>Where is it located? Why is it there? What is the significance of the location?</i></li> <li>▪ <b>Investigating geographical data:</b> <i>Gathering data from diverse sources in various ways to develop information that will inform responses.</i></li> <li>▪ <b>Organising and interpreting geographical data:</b> <i>Different types of data may be separated and classified in visual, graphic forms: paper and computer-generated maps, or various geospatial images.</i></li> <li>▪ <b>Analysing geographical information:</b> <i>Geographic information involves seeking patterns, relationships, and connections.</i></li> <li>▪ <b>Presenting geographical information:</b> <i>Students learn not only to manage data but also to assemble it so that it is clear and concise. The data that derives from the process can be organised in graphic form (maps, tables, graphs, etc.) or oral and written narratives.</i></li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>▪ Students consider sustainable approaches towards meeting the current and future needs of society and the environment.</li> </ul>



# Progression from primary to senior cycle

## Primary curriculum

Geography is part of Social, Environmental and Scientific Education (SESE). Geography in the primary school is concerned with the three major themes of place, space, and environment. The essence of the subject is understanding the world around us and developing a sense of place and space. There is a strong emphasis on local environment and developing geographical investigation skills. Students at primary-level geography are encouraged to actively engage with their environment to investigate, identify interrelationships and draw conclusions. The Junior Cycle Geography specification can progress the related learning that has taken place at primary level through a similar approach of understanding how geographical processes form and shape our physical, environmental, and social world. The curriculum at primary recommends an integrated approach towards topics studied; this approach continues with the geography curriculum at junior cycle.

## Senior cycle

The Junior Cycle Geography specification is developed to align with significant themes and aspects of Leaving Certificate Geography to allow for the transfer of knowledge and skills. The strands and elements will allow students to develop the foundations of the knowledge and skills for progression to senior cycle and provide useful opportunities for continued learning in many subjects. The depth and breadth of the learning at junior cycle will provide students with the experience of geographical concepts that will be further developed at senior cycle.

## Expectations for students

*Expectations for students* is an umbrella term that links learning outcomes with annotated examples of student work in the subject specification. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers and will be made available alongside this specification. The examples will include work that is:

- exceptional
- above expectations
- in line with expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases.

## Learning outcomes

*Learning outcomes* are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied geography in junior cycle. The learning outcomes set out in the following tables apply to all students. As set out here they represent outcomes for students at the end of their three years of study. **The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed', but will continue to support students' learning of geography up to the end of junior cycle. A list of action verbs and glossary (Appendix B) will support understanding of what is expected of students in each learning outcome.**

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Junior Cycle Geography is offered at a common level. The examples of student work linked to learning outcomes will offer commentary and insights that support different standards of student work.

## Strand 1. Exploring the physical world

### Brief overview of strand

This strand focuses on facilitating students' exploration of how the physical world is formed and changed. Students develop knowledge and skills to understand and explain the physical world. Students engage and interact with topics related to physical geography and explore their interrelationships and any implications those topics might have on students' lives. They apply their knowledge and skills to explain spatial characteristics and the formation of phenomena in the physical world.

### Learning outcomes

*Students should be able to:*

<ul style="list-style-type: none"> <li>▪ Processes, patterns, systems and scale             <ul style="list-style-type: none"> <li>▪ Geographical skills</li> <li>▪ Sustainability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1.1 describe the occurrence and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth</li> <li>1.2 distinguish between different categories of rock type referring to composition and formation</li> <li>1.3 analyse the process and effect of weathering and mass movement on the landscape</li> <li>1.4 assess a soil in their local area in relation to composition and vegetation</li> <li>1.5 explain the processes of erosion, deposition and transportation that shape the landscape and identify the features that can arise from these processes in fluvial, marine and glacial environments</li> <li>1.6 classify global climates and analyse the factors that influence the climate in Ireland</li> <li>1.7 investigate the formation and behaviour of a significant weather event</li> <li>1.8 gather, record and interpret weather data</li> <li>1.9 investigate the range of physical processes active in a chosen location and the connections between them</li> <li>1.10 differentiate between the types of energy resources produced by the physical world</li> </ol>
---	--

## Strand 2: Exploring how we interact with the physical world

### Brief overview of strand

This strand focuses on facilitating students' understanding of how people interact with the physical world and the implications this might have for their lives. Students explore how we depend on, adapt, and change the physical world. Students apply their knowledge and skills to explain how we interact with our physical world for economic purposes, as well as how we adapt to physical phenomena

### Learning outcomes

*Students should be able to:*

<ul style="list-style-type: none"> <li>▪ Processes, patterns, systems and scale             <ul style="list-style-type: none"> <li>▪ Geographical skills</li> <li>▪ Sustainability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2.1 describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes, and fold mountains</li> <li>2.2 appreciate the environmental impact of rock exploitation</li> <li>2.3 evaluate the environmental, economic, and social consequences of the exploitation of energy resources</li> <li>2.4 identify how the physical landscape influences the development of primary activities</li> <li>2.5 assess the impact and sustainable exploitation of water, fish stocks, forestry, and soil as natural resources</li> <li>2.6 describe a local secondary activity in relation to its function and the factors that influence its location</li> <li>2.7 examine the causes and implications of human activities on climate change</li> <li>2.8 investigate examples of how people interact with and manage surface processes</li> <li>2.9 investigate how people respond to a natural disaster</li> <li>2.10 assess the interrelationships between the physical world and tourism</li> </ul>
---	---

## Strand 3: Exploring people, place and change

<p><b>Brief overview of strand</b></p> <p>This strand focuses on students exploring people, place and change. Students engage with topics relating to globalisation, development, population and interdependence. Students interact with topics while exploring interrelationships and the implications those topics might have for their lives. They apply their knowledge and skills to explain settlement patterns, urbanisation, demographics, and human development.</p>	
<p><b>Learning outcomes</b>  <i>Students should be able to:</i></p>	
<ul style="list-style-type: none"> <li>▪ <b>Processes, patterns, systems and scale</b> <ul style="list-style-type: none"> <li>▪ <b>Geographical skills</b></li> <li>▪ <b>Sustainability</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3.1 use the demographic transition model to explain populations' characteristics and how populations change</li> <li>3.2 investigate the causes and consequences of migration</li> <li>3.3 examine population change in Ireland and in a less economically developed country</li> <li>3.4 consider the factors affecting the location and origin of rural and urban settlement in Ireland</li> <li>3.5 examine the causes and effects of urban change in an Irish town or city</li> <li>3.6 identify global patterns of economic development and their impact on global distribution of wealth</li> <li>3.7 compare life chances for a young person in relation to gender equality, health care employment and education opportunities in a more economically developed country and a less economically developed country</li> <li>3.8 evaluate the role of development assistance on human development</li> <li>3.9 synthesise their learning of population, settlement and human development within the process of globalisation</li> </ul>

## Assessment and reporting

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to students. Assessment in junior cycle geography will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Summative assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

To support this, teachers and schools will have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching and assessment support material, including:

- Formative assessment
- Planning for and designing assessment
- Ongoing assessments for classroom use
- Judging student work – looking at expectations for students and features of quality
- Reporting to parents and students
- Thinking about assessment: ideas, research and reflections
- A glossary.

The contents of the Assessment Toolkit will include a range of assessment supports, advice and guidelines that will enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

## Assessment for the Junior Cycle Profile of Achievement

The assessment of geography for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: Geography in the news; and My geography. In addition, the second Classroom-Based Assessment will have a written Assessment Task that will be prepared and marked, along with a final examination, by the State Examinations Commission.

## Rationale for the Classroom-Based Assessments in Geography

Classroom-Based Assessments are the occasions when the teacher assesses students in the specific assessments that are set out in the specification. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. Students will experience the Classroom-Based Assessments in geography through the lens of the three contextual elements:

1. Processes, patterns, systems and scale
2. Geographical skills
3. Sustainability.

Over the three years of junior cycle, students will be provided with opportunities to stimulate their curiosity and interest in geography. The Classroom-Based Assessments link to the priorities for learning and teaching in geography. It is envisaged that through the Classroom-Based Assessments they will actively engage in practical and authentic learning experiences.

The Classroom-Based Assessments will provide an opportunity for students to:

- Research information using a range of methods
- Analyse data and evidence to make informed value judgements and decisions
- Organise information and plan logically
- Communicate clearly and effectively
- Collaborate with others on tasks
- Reflect on their contributions to the work and their own learning
- Apply their learning to current, relevant contexts
- Be empowered and engaged to explore areas of personal interest linking to areas of study.

Through these Classroom-Based Assessments students will develop their knowledge, understanding, skills and values, thereby achieving the learning outcomes across the strands.

## Classroom-Based Assessment 1: Geography in the news

CBA Geography in the news	Format	Student preparation	Completion of assessment	SLAR meeting
Structured inquiry through a response to a recent geographical event	Reports which may be presented in a wide range of formats	At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event	Second term of second year	One review meeting



## Classroom-Based Assessment 2: My geography

CBA My geography	Format	Student preparation	Completion of assessment	SLAR meeting
Structured inquiry into an aspect of the geography of a local area	Reports which may be presented in a wide range of formats	Students will, over a three-week period, investigate an aspect of geography in a local area	First term of third year	One review meeting

### Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work. All students will complete both CBAs. The features of quality will be available in *Assessment Guidelines for Geography*.

### Assessing the Classroom-Based Assessments

More detailed material on assessment for reporting in Junior Cycle Geography, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in separate *Assessment Guidelines for Geography*. This will include, for example, the suggested length and formats for student pieces of work, and support in using 'on balance' judgement in relation to the features of quality.

The NCCA's Assessment Toolkit will also include substantial resource material for use and reference in the ongoing classroom assessment of Junior Cycle Geography, as well as providing a detailed account of the Subject Learning and Assessment Review process.

## Assessment Task

On completion of the Classroom-Based Assessments, students will undertake an Assessment Task. This Assessment Task will be completed after the second Classroom-Based Assessment and will be marked by the State Examinations Commission.

The Assessment Task will assess students in aspects of their learning including:

- Their ability to reflect on the development of their geographical thinking
- Their ability to evaluate new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment
- Their ability to reflect on the skills they have developed, and their capacity to apply them to unfamiliar situations in the future
- Their ability to reflect on how their appreciation of geography has been influenced through the experience of the Classroom-Based Assessment.

## Final examination

There will be one examination paper at a common level, set and marked by the State Examinations Commission (SEC). The examination will be no longer than two hours in duration and will take place in June of third year. In any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

## Inclusive assessment practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g. the support provided by a Special Needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

## Appendix A: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of, have a practical understanding of
Assess	judge, evaluate or estimate the nature, ability, or quality of something
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Complete	finish making or doing; bring to a successful conclusion
Conduct	organise and carry out
Consider	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
Convert	change to another form
Debate	argue about a subject, especially in a formal manner
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Develop	progress or improve to become more mature, advanced, or elaborate
Devise	plan, create or formulate a procedure or system by careful thought
Determine	ascertain or establish exactly by research or calculation
Differentiate	recognise or ascertain what makes something different
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Distinguish	make the differences between two or more concepts or items clear
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Explain	give a detailed account, including reasons or causes
Examine	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Investigate	observe, study, or make a detailed and systematic examination in order to establish facts and reach new conclusions

Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
Monitor	observe and check the progress of something over a period of time; keep under systematic review
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Prepare	make something ready for use or presentation
Present	promote or propose an idea; deliver or illustrate evidence; show something for others to examine
Propose	put forward a plan or suggestion for consideration
Recommend	put forward something with approval as being suitable for a particular purpose
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomena
Relate	associate, giving reasons
State	provide a concise statement with little or no supporting argument
Suggest	propose a solution, hypothesis or other possible answer
Understand	have and apply a well-organised body of knowledge
Use	apply knowledge or rules to put theory into practice
Verify	give evidence to support the truth of a statement

## Appendix B: Glossary of terms

Term	Interpretation
Area	Area in geography is a word used to identify a place.
Change	Change is a word that describes the difference between a 'before' and an 'after'. Change is caused by different processes usually referred to as the 'processes of change'.
Density	Density is the amount of something in an area, usually per Km <sup>2</sup> . It is often used in geography to describe population density – the number of people per Km <sup>2</sup> .
Distribution	Distribution is a word used in geography to describe where something is.
Environment	Environment is a short-hand word for 'the place around us'. It is often used when discussing the need to protect the environment.
Factor	A factor is an influence or control that impacts on a characteristic or phenomena.
Function	A function is the service a land use provides A school serves an education function. A church serves a religious function.
Graphicacy	Graphicacy is the ability to construct, read and interpret a range of images including maps, photographs, tables, graphs, and charts.
Landform	A landform is any physical landscape feature, e.g. a waterfall, a meander, a mountain.
Location	Location is a word used in geography to describe a place or to say where something is.
Land Use	Any use of land. A school is a land use.
Place	Place refers to locations that have been humanised by the interactions of people. A city is a space; Cork city is a place.
Region	A region is an area of the earth's surface that is different from others areas in one or more ways.

Scale	Scale is a short-hand word for 'level of detail'. We can examine issues on a local, national, or global scale. Scale is also a term used to describe the relationship between an area of land and a map of the same area.
Space	Space is a term used to refer to a location or an area of land. It is an abstract location or area without human meaning.
Sustainability	Sustainability is a word that describes how sustainable an activity is. An activity is sustainable if it meets our present-day needs without stopping future generations being able to meet their needs.
System	A system is a way of doing something or describing how something is done.

