

Association of Geography Teachers of Ireland

Feedback on the Draft Leaving Certificate Geography Specification

April 2025

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Introduction

Prior to the release of the Draft Specification for consultation, teachers were surveyed for their hopes, needs and concerns with regard to the new specification. Teacher responses are contained in appendix 1.

Teachers wanted a shorter, more manageable course with less regional geography, and more time for deeper, skill-based learning and hands-on activities. There was a desire to retain topics with which teachers were familiar. The GI/field study should stay and should remain pen-and-paper to avoid the effects of AI. Teachers were hoping for more clear guidance and fair marking in assessment, reduced exam time-pressure and more question choice. They wanted better support and resources. and alignment with other subjects are also requested.

Teachers expressed concerns that the Specification would have too much content and that it would be too demanding to complete. They expressed concern about the possibility of poor roll out, limited training and a lack of clear guidance on teaching and assessment methodologies. Teachers pointed to the stress around the introduction of a new programme. They were concerned about inequality with regard to continuous assessment and project work that required the use of IT equipment. Fears around Ai, the effect of grinds' schools and the integrity of course work were also expressed. There was concern that geography might lose its identity given the loss of core status at Junior Cycle.

Teachers were asked what their needs were with regard to a new Specification. They highlighted the importance of early and clear guidance on the requirements of Learning Outcomes and on the exam and marking structure. Teachers said they needed high-quality, collaborative and practical CPD that included teaching methodologies, fieldwork implementation, and assessment. Teachers expressed hope for a more manageable course than at present that would allow for deeper learning. The importance of resources was also highlighted.

Summary of consultation

Geography teachers have responded generally positively to the new Leaving Certificate Geography Specification and overall the revised geography course is welcomed. However, there are significant concerns.

Teachers stress the need for realistic content that aligns with available class time and broader school commitments. Many feel the course is overly long, with vague Learning Outcomes and too much content for the 180-hour allocation. There is some concern with an overemphasis on higher-level content.

The Applied Geography Project (AGP) is a significant area of concern. It must be manageable for students with minimal teacher input and offer a choice of broad, accessible topics. There's a call for choice in the AGP. Concerns were also raised about equity of access to digital resources, and the need to ensure the retention of a physical geography AGP.

Clear expectations for assessment and the depth of content required are crucial. There are concerns about familiarity with some content. This must be addressed

during in-services. Early provision of detailed guidelines, sample papers, marking schemes, and training is essential.

Individual responses to each of the Strands are presented below. Teachers did not comment on all Learning outcomes which suggests they only commented on those that were significant to them. The relative importance and/or absence of LOs and topics are significant (fluvial, coastal, glacial landscapes, weathering, mass movement) and for some topics/LOs, it is the wording rather than the presence or absence of a topic that is important. Common themes emerged from the survey which will impact on the successful implementation of the new Specification.

43 Teachers completed the Hopes, Needs and Concerns Survey.

25 teachers completed the post-publication consultation

The original, anonymised responses are viewable on request.

The submission is on behalf of the Association of Geography Teachers of Ireland.

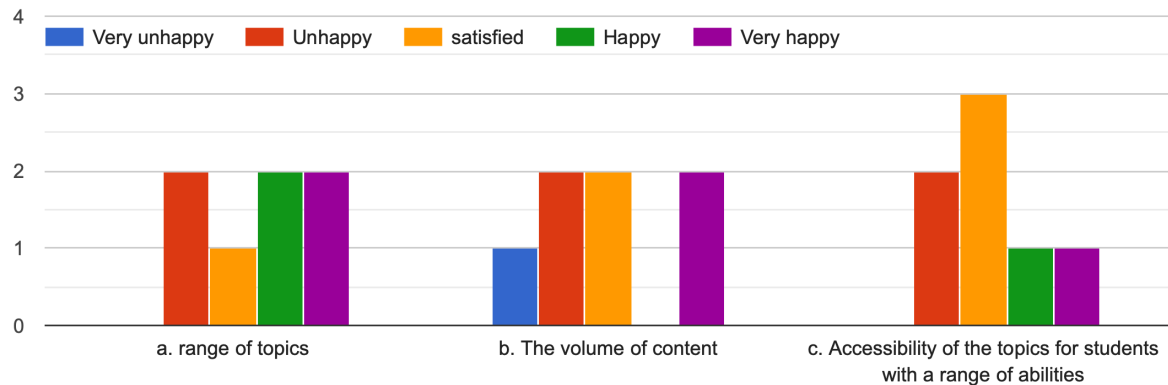
The Association consents to be listed as a respondent to the consultation.

The name to be published in the final report is 'The Association of Geography Teachers of Ireland'.

The Association consents to the publication of the submission on NCCA.ie

Strand 1 Feedback

1. Please assess the content of Strand 1 using these headings:



1.3

- 1.3 the term analyze the processes of volcanic activity to me feels out of place. Think you can cover these processes as part of 1.1. examine explain or describe the formation of volcanic landforms fits better. This has to be done with those processes in mind.

1.7

- keep weathering.
- 1.7 weathering needs more coverage
- Rock cycles one settings required interaction with natural resources - why isn't water included.
- Add in aspects of Mass Movement, in the Irish landscape.
- Weathering
- Weathering and soil creep

1.8

- 1.8 if they want use to learn about renewable energy then call it that.
- Minerals and forests 1.8 covered in 1.19
- Interaction with natural resources could be reduced.
- 1.8 Interaction with natural resources - remove minerals and forests
- 1.8 Remove forestry and minerals. Soil and oil is fine.

1.9

- Choice between river, glacier, sea should stay for analysis
- Why are rivers analysed and not also coastal and glacial - especially when LO 1.18 requires an analysis of ice/coasts.
- Analyse fluvial OR marine OR glacial environment.

1.11

- 1.11 I think covering both glacial and coastal is in such detail under one lo is unfair. If it's important to know in depth give it its own lo like rivers. If it's to be vague and linked to just identifying features then change processes to features. Alternatively and in glacial or coastal. Knowing one of these in depth in more than enough.

1.12

- 1.12 again.. are we covering climate change etc or is that now a separate subject? Does this include isostasy and eustasy? Lo states to examine risks.. cannot do this without first determining why sea levels rise.

1.14

- 1.14 more suited to lc biology I would feel.
- Lose atmosphere,

1.15

- 1.15 change word behave.. this behaviour is becoming more and more unpredictable. Switch simply to expected c weather conditions or something.
- Delete some weather/climate outcomes: many ordinary level students find this topic difficult. It was an option for Higher Level only, and uptake was poor because of its difficulty.
- Students struggle with the formation of weather systems, earth's atmosphere in less detail.
- It is vital that the course content be dramatically reduced from where it's at, far too much detail to be covered. I would worry that including a huge topic on climates, atmosphere and climate change would eat up plenty of class time as prior learning is limited.

1.16

- 1.16 setting is vague. How many climate zones is enough? Could ask to distinguish between any two or 3 climate zones. What constitutes a climate zones in itself could be debated as there are several different classifications system that could be used.

1.17

- Deal with climate change in general and not climate zones
- 1.17 I choose edit as I believe choice should be given here. Rainforest biome is very specific and not within the vicinity of the majority of students. In short it's too far fetched for them and not practical learning.
- Edit to biome: students should be allowed choose the biome they would like to study, not prescribed
- One of the biggest challenges of the current course is the amount to cover. I believe the rainforest biome is the least necessary topic to cover in this section.

1.18

- 1.18 I thought this was a different subject now...
- Isostasy needs to go, very difficult concept for leaving cert level

1.19

- 1.19 see above.. would this not be covered in part by 1.12 & 1.13? Or possibly linked in? Research implies that this will be student lead project work. Not a suitable. project topic imo.
- 1.19 and 1.20 are they relevant to physical geog?

1.20

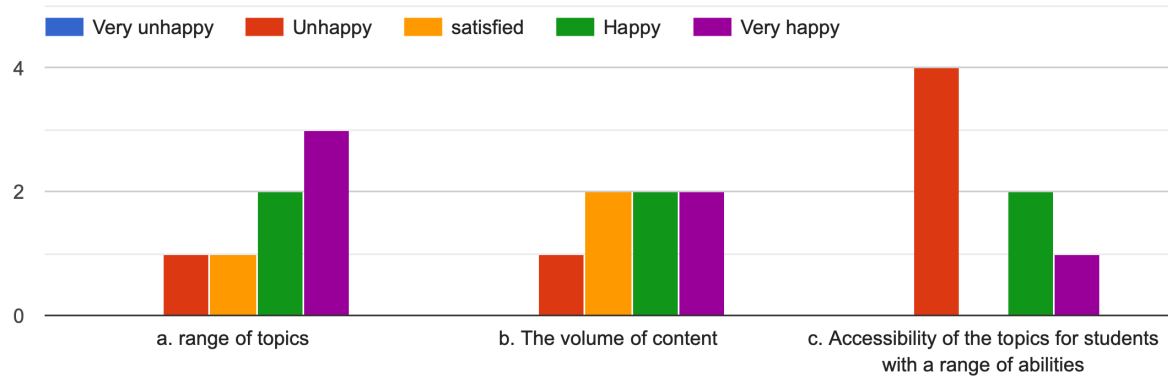
- 1.20 identify global climate change causes and discuss the responses...
- 1.19 and 1.20 possible in strand 3

General Comments on Strand 1

- There is a wide variety of topics. It is different from the older course, but that's not a bad thing
- Focus on Irish topics where possible.
- Does it matter if students have no choice?
- Most of them (LOs) need to be reworded. They need to be more in line with JC specification. Many LOs are vague.
- I am happy with the wording, I hope that the marking scheme for questions will be explicit and clearly pilot on the examination papers.

Strand 2 Feedback

1. Please assess the content of Strand 2 using these headings:



2.2

- 2.1 covers 2.2 adequately..

2.3

- 2.3 that's just rubbish. These challenges have consistently been ignored and by including them here gives some credence to people whom feel these challenges are evening met. They are not.

2.4

- Feel students should not have to study urbanisation etc
- 2.4 - globalisation - needs to be made very specific otherwise it is too broad and time could be lost having to teach this for students to understand it.

2.5

- 2.5 remove sustainable and rearrange wording to discuss impacts of urbanization and the responses to these impacts.
- Impact of urbanisation - add traffic congestion and air quality /pollution

2.7

- 2.7 on a developed and developing county.
- 2.7 no need for local setting,
- 2.7 take out local setting and leave with just Ireland and Global.
- Population in your local setting, Ireland ,Double work. Just stick to Ireland and one global south.

2.8

- 2.8 one child policy.. no thanks
- Students switch off when policies are introduced as they find it very hard to engage
- with

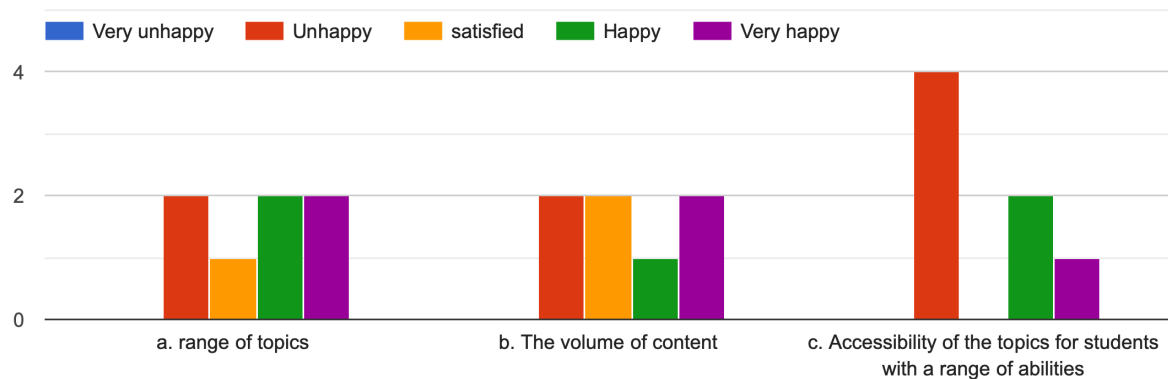
- I'm not sure it is a necessary topic as population is well covered in other sections
- 2.8 policies needs to be reworded
- The word policy should be replaced with initiatives impacting on birth rates
- Policies very current - and narrow - characteristics perhaps
- 2.8 are each those policies (3) to be studied in a Global South country?
- Rural depopulation policy in a GS country- cannot think of one off the top of my head.
- The word policy should be replaced with initiatives impacting on birth rates
- 2.8 Too broad. Confusion with the wording policies - would China be accepted as Global South setting for one child policy? More clarification needed on this.
- 2.8 a lot of content if we are covering all those topics in Ireland and Global south

General Comments on Strand 2

- I would use the phrase initiatives more so than policies, as the term policies might confuse some weaker students.
- More uniformity in terms of wording. Need to look at the use of the word policies
- (Move any Los?) No, I am happy that the group working on this Strand did a professional job,
- More on transport problems and solutions
- (re: Content) It is fine as it is- case studies will promote discussions in the classroom setting and deepen understanding amongst students.
- Use of word policies and analysing using policies. Where is this information accessed. They are subject to change. Who provides updates. Difficult material for students to negotiate.

Strand 3 Feedback

1. Please assess the content of Strand 3 using these headings:



3.1

- Think all primary activities should be looked at.
- Again 3.1 and 3.2 overlap with sustainability
- It seems more like a topic for agscience.
- 3.1 back to basics if it's looking at importance. Bedrock permeability, soils, sunshine hours, rainfall,
- 3.1 and 3.2 should be merged. Or reworked.
- Accessibility for some students in 3.1 advantage for rural students
- Reorganise 3.1 and 3.2 into a broader learning outcome for impact of EU on Ireland to include policies in CAP, CFP , migration etc
- 3.1 accessibility, reduce content.

3.4

- Widen the scope of mass tourism to a more global perspective.

3.7

- Some economic based SLOs are very detailed and business like. HDI can be very complex and changeable.

3.8

- 3.8 covered by 3.7

3.9

- 3.9 needs to be more clear, development assistance instead of humanitarian to link with JC.

3.11

- 3.11 change analyse to examine
- 3.11 analyse is not necessary; describe is fine

- 3.11 change to describe/analyse, more straightforward.

3.12

- Not sure about geopolitics, definitely has a place but think it's very closed just looking at water scarcity
- Discard geopolitics, many teachers not trained in it, sensitive issue in schools due to refugees/asylum seekers fleeing areas also.

3.13

- 3.13 timeframe needed, how long can students go back ww1 etc
- 3.13 needs to be time bound
- 3.13 investigate - timeframe needed.

General Comments on Strand 2

- I would use case studies to explain the concepts to most students. Students like reality-based information rather than just theory.
- EU (moved) in another strand
- Update case studies digitally to members of AGTI for use in our classrooms.
- Aesthetics of regions gone. Hope we can bring in case studies like Mezzogiorno, Paris Basin
- Link ne un to other LOs in other strands (*submission unclear - PL*)
- Transport and financial services do not feature at all.
- Nothing to add, more than enough content
- None (suggestions for removing content), keep this progressive and contemporary approach.
- Geopolitics is dynamic. Will be tricky to keep pace.

2. Resources

Q6. What resources do you need to teach this strand?

Strand 1

Scientific equipment for weather etc
Scientific instruction to conduct experiments for atmosphere, climate studies etc.
Field trip equipment. Colour printers for maps/ photos etc
Nothing that I don,t already possess, thanks.
Weather station. Guidance for teaching complicated processes like coriolis effect to OL students.
Weather equipment
Very little.

Strand 2

Access to an online news digest on articles relating to the topics would be greenfly beneficial.
Examples for local/global examples that are specific to the LO
Up to date policies if we are instructed to teach them
Exemplars
If policies are to be studied where is this info accessed?who provides updates? Can material be reduced for students?
Time and energy and quality in service and peer collaboration

Strand 3

Digital updates would be excellent.
Up to date ones!
More Guidelines on Policies - Very dynamic
Don't know.
Time and energy for research
Case studies

3. Training

Q7. What training do you need to feel confident in delivering the Specification in the classroom?

Strand 1

Instruction on techniques for each topics to make them more active.
Training on weather climate
In-service courses in education centres at night to allow teachers to refresh their skill sets, or in Summer holiday ;to be offset against Croke Park hours.
Training for applied geography project
If still using SRP clear training on what a SRP is
Minimal, doing most of it already. Would like some up to date practicals on atmosphere, weather, climate change, oceans

Strand 2

I love teaching this section of the current course and, without sounding arrogant, a lot of information could be sent to us regularly by email, with news updates and video clips.
In-service sharing best practice
Database for current relevant policies
There are teachers who currently don't teach human elective so thorough inservice on this topic required
Dealing with sensitive issues

Strand 3

I love this Strand and am constantly using digital news sites for updates information that is above reproach.
Exemplars
Inservice on geopolitics and ideas on teaching methodology.
WWGS
Ideas of approaches to take to teach different topics

General Comments on training requirements

- CPD on new areas of the course. CPD on expectations for the assessment and exams.
- Practical. Looking at plans. Scheme to follow. Marking schemes re paper and additional assessment components
- Geopolitics
- The project element....whatever that will be. A lot here on gov policies. These are often difficult to access and understand and will change with the rides of government.

- Geopolitics
- Structure of paper, sample answers, marking schemes.....a CPD session on this.
- Project CPD of different types of projects, use of ICT in projects, uploading material etc..
- It's the project I'm more concerned about overall. I find I'm always stressed doing the 20 percent project as it is and when correcting draft I know what I'm talking about. The new project are going to be subjective I'd imagine. Stress bells ringing. Is it srp based? Essay?
- Huge concern over detail required. Have not taught weather/developing world/atmosphere/ agriculture/fishing since 2006.
- Teaching has become hugely demanding, where will the time come from to prep new resources, notes etc.
- Layout of the course, is it going to be 30m as previous or is the course going to be mainly shorter questions?
- A textbook needs to be developed asap!
- CPD on the 40% project is a must!
- Geographical investigation
- Plenty of cpd required so we are fully prepared for implementation.
- We have always been left high and dry in relation to guidance to filling out geographical investigation booklet. This year was even worse having to move to online and again no guidance from the SEC. I fear these new specs will be introduced and we will be left trying to muddle through again alone with no proper training or guidance.
- Overview of course and how to plan.
- Exam content, layout and structure of answers. How to approach additional assessment.

4. General Comments on the Draft Specification

What other comments would you like to make, if any, about the Specification Strands?

- The course content needs to be realistic in terms of class contact and timely completion taking into account the general school life for students and teachers.
- The AAC needs to be possible for students to complete with simple guidance from teachers, not a teacher led project.
- Please send us everything at an early date. Past history from the introduction of new syllabi has been of lastminute.com which is grossly unfair to students and teachers alike.
- Really need early training and assessment provided and plenty of time to prepare for applied geography project.
- Clarification needed on investigation - what changes down the line from current GI.
- Timeline for info being released for planning purposes for the two years of senior cycle. Thank you.
- Concerns about the AAC and the uncertainty regarding student choice. If it's limited this will really impact student choice. I think students should be provided with four choices of topics, from different strands.
- Concerns about how specific the questions will be and the accessible for all students. Not all students live in rural/urban areas question cannot be specific.
- Action verb for ice and coasts is Identify, as opposed to analyse. The status of ice/coasts seems to be downgraded.
- Isostatic adjustment - students need to analyse the surface processes of coasts and ice. Is in depth analysis if these two topics needed.
- LO 1.19 and 1.20 are they better placed in strand 3. Global issues.
- Think about water as a natural resource strand 1.
- Sample papers with marking and detailed marking schemes given early on.
- Guidelines on timing for AAC.
- Broad options for AAC, at least 4 to reach all levels of accessibility.
- Choice on exam paper for students.
- Great scope for new learners of Geography.
- Teachers will have to be given training, preparation help, time to become familiar with these topics.
- The depth to which topics have been previously covered will have to be reduced.
- There should be some choice on the paper, eg Politics and Society style.
- Essays no longer than current 30 markers should be present.
- AAC topics need to be broad and accommodating.
- Lots of higher order thinking in all of these
- Again course seems very long with Economic, Globalisation, Geopolitics all included. 180 hours is not sufficient for the length of this course.
- Very vague, worried about level of detail required
- Entire strand 3 will be a struggle for the majority of students. Economic and political geography is difficult for leaving cert level and it was useful that it was optional as you could exclude it based on the ability of your class.

- Overall I think there are very positive additions and changes. I am however concerned about the assessment of it and the use of AI in particular.
- To be honest , after teaching geography for 30 years and creating a love for geography in my students , will find it challenging to get my head around the changes . I went through the revised leaving cert course already
- The current course is far too long and although the given SLOs are mostly relevant, choice needs to be given as the current course is so broad that time is not sufficient to get everything completed at senior cycle along with a project.
- Keep some economics for students who are interested in business and economics.
- Some too vague and should be more clear on what they want covered.
- A lot of sustainability mentioned naturally.. yet this is now a separate subject.. it's either ours or not.
- Length of course and time allocation a major concern.
- Shame students cannot choose to study one Region of choice as many students enjoyed learning about Regions, they just didn't enjoy the style of questions in Regional section of exam.
- Availability of devices/computers is an issue for 40% element.
- Many topics now included suit Higher Level student, not Ordinary Level student.
- Some aspects interest level is low, some of the topics included are least/low interest topics at J.Cert, now included at Senior Cycle. Should be still a choice in aspects of Human/Economic.
- Choice of Biome would be welcomed by teachers and students.
- If project titles change that physical is not an option and become human/urban, in a school with only 2 computer rooms a research based project requiring use of ICT would not suit in our school, therefore a physical enquiry option would be needed annually.
- Some are vague. In a school where students aiming for H1 there is a huge amount of pressure to get the detail & content amount correct in order to achieve a H1.
- The level of detail must be specified in each LO
- Important to keep optional elements to allow for differentiation.
- We need more information into the level of detail required for all learning outcomes before it's fully accepted.
- Also vital to see sample questions as to how this is going to be assessed
- The 2 biggest challenges I've faced on the current course is the sheer volume of topics to cover and the time pressure on students in the final exam. I don't see any benefit in having exams based on who can churn out 30 mark answers the quickest. The emphasis should be on quality answers and not the time it takes. Therefore, regardless of the course content the final exam should give students time to write answers without being under constant time pressure.

Appendix 1: Hopes, Needs and Concerns

Hopes

Less material content to cover
Less content to cover
That we can give more time to particular skills in the course.
Present course is too broad and as a result v rushed.
Little room for discussion or expansion
Less pressure on students and more hands on curriculum
Remove regional section (really repetitive and boring for students)
ensure less essays on final exam (current exam is to much for the timing)
stick to pen and paper GI booklet as 40% element to limit potential of AI to distort results.
Keeping the exam as it is now. Answer three questions. The fourth question can be answered in any section.
The Geography Investigation stays the same but is now worth 40%. It is a good project.
A shorter course as I cannot imagine returning to the full course content of that prior to Covid.
Less content,
current topics to be covered such as weather events,
regional geography to be reimagined
Hopefully it will be a shorter course with less extreme time pressure when it comes to the exam.
I hope the project will remain similar in nature to what it currently is, a be it now worth more of the final grade.
I hope physical geography remains at the core of the subject
that elements of regional geography are kept.
I hope projects will be scheduled nicely do that students don't have a choke point re submission.
More time to delve deeper into topics rather than rushing to get the course finished
That students get a well-rounded knowledge of Geography that they can relate to their lives.
Similar to previous syllabi,
less content to allow
time to focus on 40% project.
Hope physical and economic remain,
less Regional content.
My students absolutely love physical and Geoecology due to fact they live in countryside and many do Ag Science.
The course as it is is far too long for 3 classes of 58 minutes a week. It is only possible to get it done since adjustments came in, so my hope would be less content to cover
Condensed programme.
The complete removal of regional geography as core unit. It devalues the whole subject when there are so many more interesting and important parts of subject.
The complete overhaul of the GI. I like the GI in theory but having a project that are quite similar in style and outcome needs to be changed as it becomes less about students individual work.
A robust specification that has been updated, modernized and accessible.
Good support and time to get to know the spec and plan
Overhaul of the regional section - fewer topics.

Change the structure so that HL & OL have same content (not an option for HL) doesn't work in a mixed ability setting.
Field study to be reformed- schools should not be allowed use companies,
Shorten the course. It is way too long for students to enjoy it.
Remaining current and interesting.
less writing
project remains the same style
more comprehensions/infographs/ charts and graphs with geographical significance style questions
I hope the exam won't be a measure of how fast you can write! The current timing is much too tight and adds so much stress to students. They literally haven't time to think in the exam.
I'm hoping geoecology stays as they really enjoy it.
Physical geog is so vital .
Regional geography is just such a heavy section,
would love to see the content reduced
Reduced content as students are unable for the level of learning currently required and the shift to 1hr classes has reduced our time significantly. Would not be able to complete the current course if it wasn't for the amendments
Similar to present one
More manageable sized course. At present the course is too long to complete.
A paper that still offers a wide variety of choice for students.
New regions to study
Training, information, sample papers
That it will maintain the integrity of the subject and the exam.
That the second component won't become a farce as I expect it to do.
That physical geography stays the same.
Regional geography is removed from the course.
More focus on climate change, migration & impacts of migration on countries.
The length of the course is shorter, if there is an expectation of a 40% project.
Engaging spec
A higher percentage for the field study to reflect the work and effort required with it.
Less emphasis on regional geography.
I hope it is marked in line with other subjects, seriously fed up of the lack of H1s in comparison to other subjects.
I also hope the content is cut down so you actually have time to study topics in depth and maybe make classes more active.
I hope there is proper guidance given on the project
plenty of samples of exam papers well in advance of Leaving Cert year.
That it's interesting and engaging to teach.
That dated and quite dull material isn't included (aspects of regional Geography).
Support for teachers in what needs to be done to support their pupils and that this doesn't change e.g. shifting goal posts of the GI marking scheme.
No regional geography
An element of developmental geography that is not optional
More skill based questions.
More emphasis on contemporary geography issues.

Not having environmental geography as optional.
Less emphasis on regional.
Massively reduce regional geography
Less broad course - more up to date relevant topics
For clarity about expectations in the exam and release of marking schemes prior to Sixth Year.
Teaching in an academic school means students want to do well.
Less breath, more depth.
Keep Covid adjustments.
It is a more realistic amount of content to over and gives you the ability to it correctly without rushing through it.
More skills based
More opportunities to do field trips
Reduce the need of learning loads of essays
More choice in questions asked in exam and choice of topics to teach
That it is aligned with our current course.
A lot of choice on the paper like currently post Covid .
Physical and geo ecology to be the same.
Regional and economic to be updated
Shorter course and an exam with less time pressure.

Needs

Ensure skills remain at the core of the subject
More clarity re exam question
Training
More resources and training
Clear guidance re course content requirements, exam structure, timing and marking scheme, sample papers prior to starting to reach the new course, not thrown at us at the last minute when students are in 6th year.
Known about the project. Need to have a good training day where they tell you exactly how its completed.
Practical learning, key aspects of physical and urban/rural Geography. Opening up job prospects in planning etc.
TEACHER VOICES TO BE HEARD!!
Tech... Access to computers (with wifi) to produce the project. Not enough access to computers/ipads or printers with string enough wifi.
Proper, relevant and timely training. Not rushed, not half assed and not for the sake on it.
Face to face meets with other LC Geog teachers
Clear LOs, choices with content.
Training on new 40% project as it is difficult to complete the GI in 1000 words, but when this increases to 40%, the stakes are even higher.
Revamp of project.

Content (regional related) that are more beneficial to a 21st century world.
Specific guidance on material to be covered within learning outcomes.
Clear guidelines and support with the assessment elements.
Plenty of classroom-based cpd - how to teach it, what knowledge I will need to upskill on
Needs to be published in detail with sample exam papers and marking scheme at least a year before the cohort who will sit it.
Fewer topics at regional ,
same content for both HL & OL.
Reform of field study as above
Less Regional,
shorten course
Scheme of work..... time line...
clear outline of exam style questions
access to resources.
Student research time allocation...
space for exploring content.
Course too content heavy currently
Less regional geography.
Need physical , geoecology to stay
Students devices as we do not have enough computer rooms.
Plenty of inservice
Good training. Clear guidelines. Information on marking scheme early on.
Technology grant to increase devices in DEIS schools so they are able to complete all new senior cycle assessment components
Training, resources support
Quality CPD from Oide,
resources for dept,
planning time for dept (quality time - not the token 1.5 hours at start of year each subject currently gets)
Proper CPD before the course starts, where the facilitators of the course can actually answer questions that teachers have. Unlike the JCT days where we never got actual answers.
Access to sample papers (multiples, not just one) before the course starts so we know what the expectations of the exam is. Access to sample marking schemes.
Bridge between Jc and Lc

Specific training related to the changes, scheme development, assessment techniques, final assessment. Lots of samples of assessments and planning.
Time to prepare!
I need more guidance on the field study aspect, definitely not enough detail given to us from the department on how to complete it. I need to be able to sell my subject to TYs and the lack of higher grades in senior cycle is making that impossible!
Quality CPD provided- no box ticking with the dreadful JC CPD that was provided- break out rooms, get into groups and design a BS SoW with a catchy title, etc. Puts people off going and turns people off the new spec.
Guidance on all of my concerns that ive mentioned.
Specification available as early as possible
Timely and relevant inservice
Exam papers available as soon as the specification is being taught
Properly resourced and appropriate in services given in advance of course starting or at heavily loaded at start of year
Equality of grading curves
Fully resourced field equipment. Not including money given to me through subject budget, I have spent over ,Ç` 4000 of my own money on the past 5-6 years in order to give my students quality equipment. If the department are serious about field work and enquiry based learning, then there needs to be a budget akin to consumables in science/wood/engineering etc.
I would like digital investment in Arc GIS etc. Not just availability of software, but also resources regarding the teaching of GIS to students.
A knowledge of assessment prior to students sitting the exam.
Time for proper planning. Endless Oide days of trinket-like activities are not productive. Being allowed to attend a day as a subject department, sit together and actively plan the implementation of geography in our school with the an Oide representative as a facilitator would be beneficial.
Proper inservice - no Unpacking The learning outcomes ,
actual helpful resources and practical things to do in class.
Sample exam papers with actual marking schemes - JC is ridiculous that no marks assigned on paper.
Assistance in helping correct the modified GI.
Teaching resources.
Specific details on the exam (will layout, marks, time etc be changed?).
CPD around GI and new teaching methods to compliment the new LC specification.
Training. I'm saying this specifically when it comes to field studies. My hope is the field study will change considerably and that we will get support in how to conduct a variety of field studies., not just the same thing every year.
Students have to think, to understand, to apply knowledge rather than just rote learning for an exam. Students are given time to engage with the topics rather than just rush through them. More focus on relevant geography.

Consideration for teachers and an adequate time frame.
Cut down on material to allow more time for project work.
Skill based...Geography ICT skills
Training regarding new content and project work
CPD
Clear layout of exam and assessment.

Concerns

<ul style="list-style-type: none"> • Too much variety
<ul style="list-style-type: none"> • Inadequate training.
<ul style="list-style-type: none"> • Use of AI by students for projects.
<ul style="list-style-type: none"> • That it will be as equally long as present course.
<ul style="list-style-type: none"> • The GI will suit the wide spectrum and needs of students we get at senior cycle
<ul style="list-style-type: none"> • Not understanding what I am expected to do.
<ul style="list-style-type: none"> • The extra workload and time to complete the course .
<ul style="list-style-type: none"> • Poorly organised rollout regarding teacher training and release of information
<ul style="list-style-type: none"> • The insistence of 'not teaching to the exam' translating as keeping teachers, and therefore also students, in the dark about what they need to do.
<ul style="list-style-type: none"> • It will all arrive too late and it will be chopped and changed.
<ul style="list-style-type: none"> • AI usage for projects and course content in terms of time and length of course.
<ul style="list-style-type: none"> • JC has been a disaster but let's do it to SC too
<ul style="list-style-type: none"> • It will lose the sense of what geography is instead becoming a watered down politics and society subject.
<ul style="list-style-type: none"> • Loss of the physical world and study of Irish region and EU/EU region.
<ul style="list-style-type: none"> • That course will be too meandering and the spec will be unrealistic in terms of quality/amount to cover in the time available.
That the project will become more "secondary" data/classroom based with less emphasis on going to field to gather data.
<ul style="list-style-type: none"> • And more tech based given that we don't have the means or training to keep up.
The use of ai. I'm not trained to spot this and will not be judge and jury when it comes to making a judgement call on this.
Concerned that projects will eat into extra class time as students on extra curricular activities will be punished for doing so by falling behind.
<ul style="list-style-type: none"> • The conflict between teacher/student/parent/colleague as we scrap for time and resources come project time.
That training will be inadequate, poorly timed and half assed with more concern given to form filling than preparing use for the new course.
That it will become "common" in levels.
That there will be no core elements.. there needs to be core areas known and examined. Finally(not a spec issue) but that exam questions will loose their marks being displayed on the paper.

<ul style="list-style-type: none"> • Changes to the field studies, it's already time consuming at 20%.
<ul style="list-style-type: none"> • Too much info to cover on the course
<ul style="list-style-type: none"> • Content is my main concern. When J.C. was introduced course is impossible to cover in 2 periods per week plus add in CBAs.
<ul style="list-style-type: none"> • My concern is that content to cover will not be reduced to allow adequate time for 40% project.
<ul style="list-style-type: none"> • I am concerned that three 58 minute classes will not be adequate.
<ul style="list-style-type: none"> • I would like to see a reduction in content in Regional section.
<ul style="list-style-type: none"> • That if it's not done correctly, geography will become a devalued, unimportant subject at LC. The changes introduced are critical.
<ul style="list-style-type: none"> • Also, when implementation begins, it's communicated effectively and practically.
<ul style="list-style-type: none"> • Perhaps inadequate CPD that isn't meeting the needs of teachers within regard to how to approach teaching it
<ul style="list-style-type: none"> • We won't be given time for proper planning and I won't know the material to be taught, I'm Not afraid of this but I hope we are supported in gaining new knowledge
<ul style="list-style-type: none"> • AACs,
<ul style="list-style-type: none"> • AI,
<ul style="list-style-type: none"> • field study
<ul style="list-style-type: none"> • That they will again put too much on the course and turn students off the subject
<ul style="list-style-type: none"> • Terms used in specification become outdated too quick.
<ul style="list-style-type: none"> • access to resources are not the same in all school.
<ul style="list-style-type: none"> • I'm concerned that the changes will put students off , they already know it's content heavy and ask how many essays are there!
<ul style="list-style-type: none"> • Lots of other subjects require much shorter answers , students do their research before choosing subjects and look up exam papers etc . When they see subjects where you literally write paragraphs in spaces provided on the exam paper , it's hard to compete. Especially now when geography is an option in junior cycle in some schools we need to be careful we don't lose out
<ul style="list-style-type: none"> • Student absenteeism is so high that I fear for any continuous assessment elements. Currently have students not completing the GI as a result of absenteeism
<ul style="list-style-type: none"> • The additional assessment component, student and teacher stress
<ul style="list-style-type: none"> • That this will just be pushed on us without fully preparing teachers.
<ul style="list-style-type: none"> • Lack of knowledge
<ul style="list-style-type: none"> • speed of introduction
<ul style="list-style-type: none"> • The second component - everything about it is a huge concern. It's timing,
<ul style="list-style-type: none"> • it's potential for being compromised by outside factors like AI and grind schools etc.
<ul style="list-style-type: none"> • it will so easily become null and void as a deciding factor of grades and the squeeze will inevitably fall then on the terminal exam (as it does now but worse if it is worth 40%)
<ul style="list-style-type: none"> • The length of the course, and the time it's going to take to do the continuous assessment element of the course.
<ul style="list-style-type: none"> • Concerned over all subjects having to complete continuous assessments & the stress this will bring to students. I already see this with CBAs, and they don't even count towards anything.
<ul style="list-style-type: none"> • Access to ict in schools to complete all this continuous assessments.

• 40% component
• That it will be rushed in and teachers will be playing catch up.
• Inadequate textbooks as the writers will be left in the dark,
• poor supply of samples of assessments, t
• hat it will impact negatively on students taking the subject at senior cycle level.
• Not enough prep given before it's introduced,
• grades not streamlined,
• not enough in a change of content,
• too much content,
• no exam papers to guide us- too many to mention!
• Lack of time, resources and clarity in preparing to teach it- this then being reflected in the classroom in front pf pupils.
• The marking of content- not knowing how it should be marked.
• Lack of helpful resources for teachers.
• 40% component - what will that entail
• Impact of AI
• will marks/question be posted on exam paper?
• Will there be an actual syllabus?
• Lack of ICT resources within school to support all new subjects ICT demands
• That the vastness won't be reduced significantly
• The fact that marks are not assigned for students sitting the JC geography paper is a disgraceful disservice to students and the constant push for 1-3% distinctions (16% classified as gifted nationwide) has made it a major motivation for not continuing to take geography at senior cycle. I have corrected at LC for years and decided to take JC geography to see if rumours were true. Unfortunately they are, with a shambolic push to mark students down. If this continues at senior cycle, we are essentially placing barriers in front of students.
• I am also concerned that the crammed nature of JC is going to be repeated. The curriculum has to allow for time to digest and reflect. A cramming race for two years is not an experience, it's a torture.
• I am also concerned that the Dept sees geography as a frivolous subject, not deserving of respect, when global happenings and headlines tells us it may well be the only subject left that communicates science and humanities as a collective.
• Not possible unless you are a speed writer at the moment to get high marks - it's not just testing your knowledge which it should be, it's testing your ability to be able to write fast and get all the information down.
• Uncertainty about the exam. Teaching content at the start of Fifth Year without knowing the level of detail necessary at the end goal.
• Concerns that the new spec will be as broad as the LOs for JC (there is more pressure on students at LC and I want to be able to help/support them as best I can and therefore and worried there will be a lack of information on new spec and exam in Fifth Year).
• That it will be a glorified extension of the new junior cycle.
• The project will be a larger version of the pointless CBAs.
• Exams will be dumbed down.
• Too much content.

<ul style="list-style-type: none"> • Use of AI for coursework.
<ul style="list-style-type: none"> • Access to IT. As a non-device school it is already difficult to get access to IT. If all LC subjects have projects to be completed with an IT element it is giving schools/students with devices an unfair advantage.
<ul style="list-style-type: none"> • Nothing will be cut back. Just more work..
<ul style="list-style-type: none"> • The project will be complicated or trying to be trendy.
<ul style="list-style-type: none"> • Field work works as student have to write about their trip...limits the use/need of AI.
<ul style="list-style-type: none"> • Time to do all.
<ul style="list-style-type: none"> • Extra project work due to larger percentage and time constraints to get it done.
<ul style="list-style-type: none"> • That it could be even more time pressured,
<ul style="list-style-type: none"> • that it may focus more on mapwork like JC geography has which is hard for students with dysgraphia, dyscalculia and dyspraxia.
<ul style="list-style-type: none"> • That it is more like it is presently.
<ul style="list-style-type: none"> • That more practical work will come in extra to fieldtrip
<ul style="list-style-type: none"> • Lack of clarity about topics to cover and final exam.

Appendix 2

Online submissions asked teachers to assess each Learning Outcome.

Please assess the LOs in each strand using the options provided (Keep, Edit, Delete).

Strand 1

1.1	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
1.2	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
1.3	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
1.4	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep	Keep
1.5	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
1.6	Keep	Keep	Keep	Edit	Keep	Keep	Edit	Keep	Keep	Delete	Keep	Keep
1.7	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep
1.8	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Edit	Keep	Edit	Keep	Keep
1.9	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Delete	Keep
1.10	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
1.11	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Delete	Keep	Keep
1.12	Keep	Keep	Keep	Delete	Keep	Keep	Keep	Edit	Keep	Edit	Delete	Keep
1.13	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Delete	Keep	Keep	Keep	Keep
1.14	Keep	Keep	Keep	Delete	Delete	Keep	Keep	Keep	Delete	Keep	Edit	Keep
1.15	Keep	Keep	Keep	Edit	Delete	Keep	Keep	Edit	Delete	Delete	Edit	Keep
1.16	Keep	Delete	Keep	Edit	Delete	Keep	Edit	Delete	Keep	Edit	Keep	Keep
1.17	Keep	Keep	Edit	Keep	Edit	Keep	Keep	Edit	Keep	Keep	Edit	Delete
1.18	Keep	Keep	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep
1.19	Keep	Keep	Keep	Delete	Keep	Keep	Keep	Edit	Keep	Delete	Keep	Keep
1.20	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Edit	Keep	Delete	Keep	Keep

Strand 2

2.1	Keep	Delete	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.2	Keep	Delete	Keep	Delete	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.3	Keep	Delete	Keep	Delete	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.4	Keep	Delete	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.5	Keep	Delete	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Delete	Keep	Keep
2.6	Keep	Delete	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.7	Keep	Delete	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
2.8	Keep	Delete	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Keep	Delete	Delete
2.9	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep	Keep
2.10	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep

Strand 3

3.1	Edit	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Delete
3.2	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep	Keep	Edit	Keep
3.3	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep
3.4	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep	Keep
3.5	Keep	Keep	Edit	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Delete	Keep
3.6	Keep	Keep	Keep	Keep	Edit	Keep	Keep	Keep	Keep	Keep	Edit	Keep
3.7	Keep	Keep	Delete	Keep	Edit	Keep	Edit	Keep	Keep	Keep	Edit	Keep
3.8	Keep	Keep	Edit	Delete	Edit	Keep	Keep	Keep	Keep	Keep	Edit	Keep
3.9	Keep	Delete	Keep	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Edit	Keep
3.1	Edit	Delete	Keep	Keep	Delete	Keep	Keep	Keep	Keep	Keep	Edit	Keep
3.11	Edit	Delete	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Keep	Edit	Keep
3.12	Edit	Delete	Keep	Keep	Delete	Keep	Keep	Keep	Keep	Edit	Edit	Keep
3.13	Edit	Delete	Keep	Keep	Delete	Keep	Edit	Keep	Keep	Delete	Edit	Keep

End./