




## Learning Journey – Geography

### Where can I get more information?

- [www.jct.ie](http://www.jct.ie) – This is the website of the JCT schools’ support service. JCT’s aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.
- [www.curriculumonline.ie](http://www.curriculumonline.ie) – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Geography specification, Guidelines for the Classroom-Based Assessments and Assessment Tasks.
- [www.juniorcycle.ie](http://www.juniorcycle.ie) – Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on Junior Cycle assessment.
- Within your own subject department in your own school. Collaboration with teaching colleagues is promoted through SLAR meetings and professional time allocations.

 JCT has a team of full-time advisors who can be contacted by email at: [info@jct.ie](mailto:info@jct.ie)

Follow us on Twitter [@JCforTeachers](https://twitter.com/JCforTeachers)  
[@JCTGeography](https://twitter.com/JCTGeography)

### 1st Year

Engage with learning outcomes within the strands through the lens of the elements.  
 Learning supported by formative assessment

### 2nd Year

Engage with learning outcomes within the strands through the lens of the elements. Learning supported by formative assessment

Classroom-Based Assessment 1  
*Geography in the news*

Subject Learning Assessment Review Meeting (SLAR)

### 3rd Year

Engage with learning outcomes within the strands through the lens of the elements.

Learning supported by formative assessment

Classroom-Based Assessment 2  
*My Geography*

Subject Learning Assessment Review Meeting (SLAR)

Assessment Task

Final Examination

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
 for teachers

Junior  
 Cycle  
 Information  
 on  
 Geography



## Junior Cycle Geography

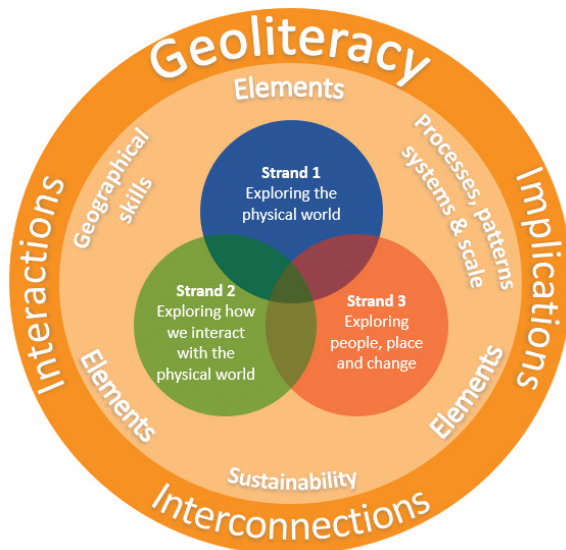
The study of junior cycle geography enables students to become geographically literate. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, and how we interact with our world. It stimulates curiosity, creating opportunities for students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

### Learning Outcomes

The learning to be experienced by students in Junior Cycle Geography is described in learning outcomes. These are statements that describe the knowledge, understanding, skills and values students should be able to demonstrate after their three years of Junior Cycle.

There are 28 learning outcomes across the three strands and teachers select learning outcomes from across the strands in first, second and third year.

### Structure of the Specification



## Structure of the Specification

### 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

### Strands

There are three interconnected strands:

- Exploring the physical world
- Exploring how we interact with the physical world
- Exploring people, place and change

### Elements

The 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.

- Processes, patterns, systems and scale
- Geographical skills
- Sustainability

## Assessment and the learning journey

### 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. In addition, the second Classroom-Based Assessment will be followed by a written Assessment Task that will be prepared and marked, along with a final examination, by the State Examinations Commission.

### Classroom-Based Assessment

Classroom-Based Assessment 1: Geography in the news

- Structured inquiry through a response to a recent geographical event(s)
- At the end of a three-week period students will report on their inquiry.
- Reports may be presented in a wide range of formats
- Completed in the second term of second year

Classroom-Based Assessment 2: My geography

- Structured inquiry into a geographical aspect(s) in a local area
- Students will, over a three week period, investigate a geographical aspect(s) in a local area
- Completed in the first term of third year

After completion of each CBA, a Subject Learning and Assessment Review (SLAR) meeting takes place providing teachers with the opportunity to share samples of their assessment of student work and build a common understanding about the quality of student learning.

### Assessment Task

On completion of the second Classroom-Based Assessment, students will undertake an Assessment Task. It will be marked by the State Examinations Commission and will be allocated 10% of the marks used to determine the final examination grade awarded by the SEC.

### 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.