



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Resource Booklet
Geography

Cluster Workshop
2019/2020

www.jct.ie

@JctGeography



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Contents

QR Codes	Page 3
Glossary of Key Terms	Pages 4-5
Structure of the Specification for Junior Cycle Geography and Geoliteracy	Page 6
Learning Outcomes Within the Three Strands	Page 7
The Three Elements	Page 8
Level 2 Learning Programmes	Page 9
Sarah's Learning Journey in Geography	Page 10
Sustainable Development Goals	Page 11
Points to Consider When Collaboratively Planning a Unit of Learning	Page 12
CBA 1: Geography in the News. What your Response should include and Advice for Students	Pages 13-14
Features of Quality: Geography in the News	Page 14
CBA 2: My Geography. What your Response should include and Advice for Students	Page 15
Features of Quality: My Geography	Page 16
FAQs: Classroom Based Assessments	Pages 16-17
Ireland's Deep Atlantic: A Classroom Resource	Page 18
Reflective Thoughts on Samples Student Work (1+2)	Page 19
Student Evaluation and Reflection Template for CBA 2	Page 19
Geography SLAR Meetings: Before, During and After	Page 20
Action Plan 2019/2020	Page 21
Further information on key dates for CBA 1 2019/2020	Page 21
Resources Used During the Development of this Workshop and Other Useful Websites	Page 22
Key Websites Referenced in the Workshop	Page 23
Action Verbs	Page 24

Join our Mailing List

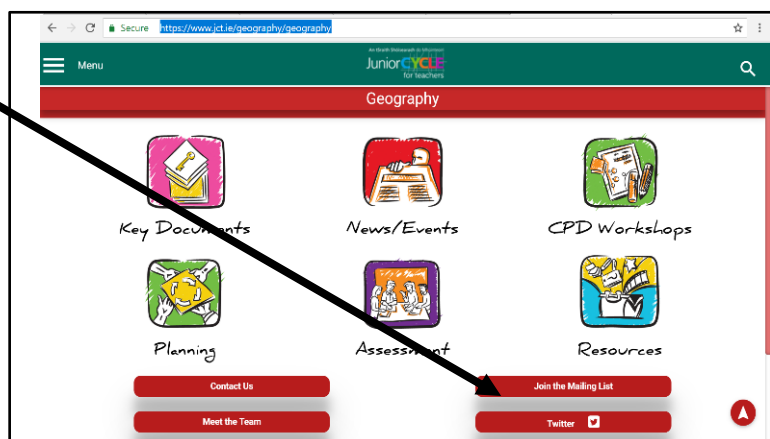
1. Go to: <https://www.jct.ie/geography/geography>
2. This will bring you to our webpage
3. Click on 'Join the mailing list'
4. Follow the prompts given

Contact Information

There are many resources available on our website: www.jct.ie

If you have any queries, please contact us using any one of the following means:

- ❖ Email: info@jct.ie
- ❖ Phone number: 047 74008
- ❖ Follow us on Twitter @JctGeography or @JCforTeachers



QR Codes

Please Scan the QR-Codes with your Digital Device



Framework for
Junior Cycle 2015



Junior Cycle Geography
specification



Junior Cycle Geography
Guidelines for the Classroom-
Based Assessment and
Assessment Task



Wellbeing and Geography



Information Leaflet on Junior
Cycle



Linking Junior Cycle Geography
with L2LPs



Digital Learning Technologies
in the Classroom



Learning Outcomes Poster



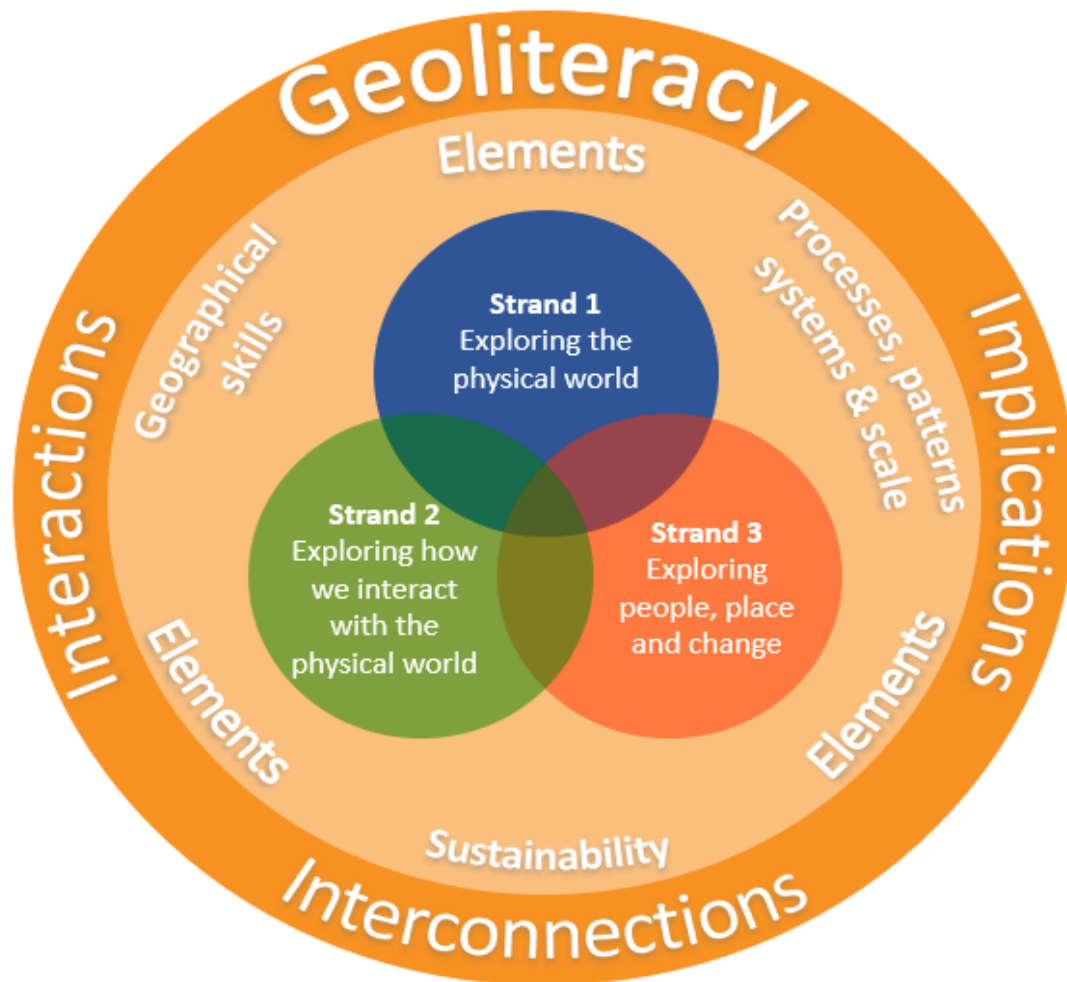
Elective Workshops

Glossary of Key Terms

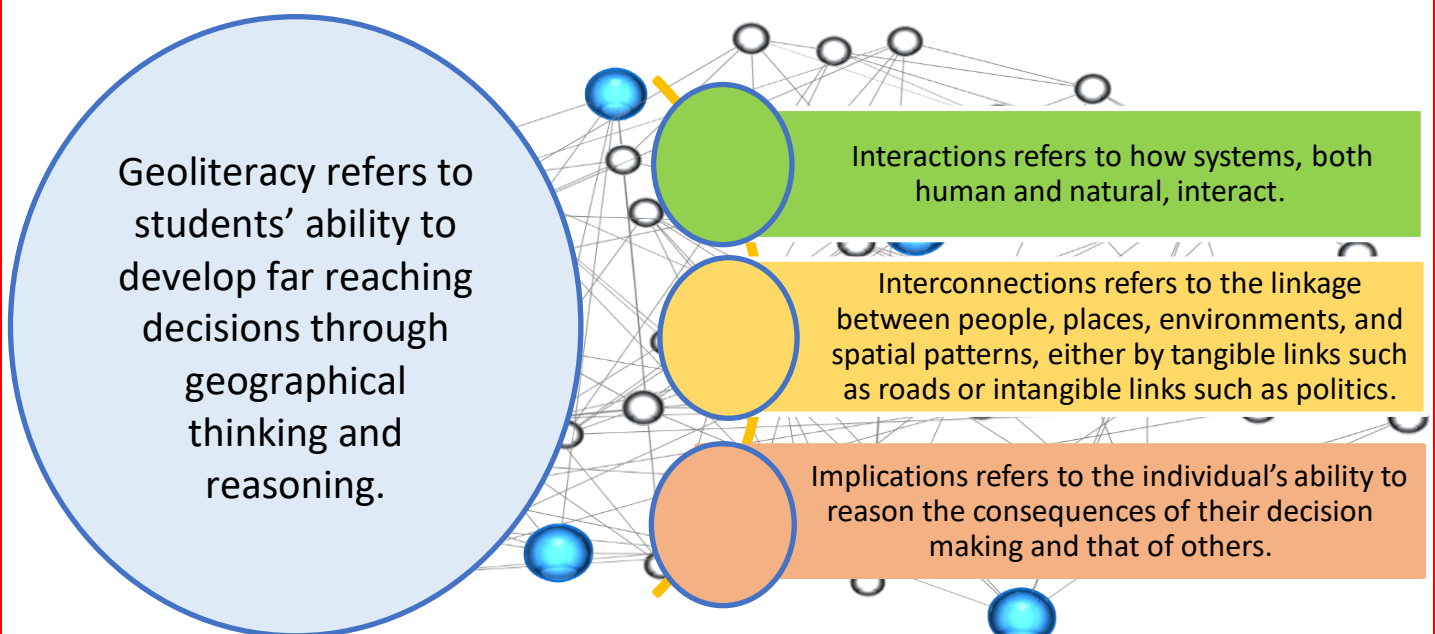
Assessment	Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes.
Assessment Task	A written Assessment Task is completed during class time and marked by the State Examinations Commission. The assessment task is specified by the NCCA and relates to the learning outcomes of the second CBA.
Classroom-Based Assessment (CBA)	Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal written examination. In each subject, students will undertake two CBAs facilitated by their teacher. The Classroom-Based Assessments are completed by students within a defined time period, in class contact time and to a national timetable.
Features of Quality	Features of quality are statements in subject or short course specifications that support the teacher in making judgements about the quality of students' work for the purpose of awarding achievement grades for certification.
Formative Assessment	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process and used to adapt teaching to meet students' needs. The process enables teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for Learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
Formative feedback	Feedback to any student should focus upon the particular qualities of their work, with advice on what they can do to improve upon their learning.
Learning Outcomes	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
Learning Intentions	A learning intention for a lesson, or a series of lessons, is a statement, created by the teacher and their students, which clearly describes what the teacher wants the students to know, understand and be able to do, as a result of learning and teaching activities.
Ongoing Assessment	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

Junior Cycle Profile of Achievement (JCPA)	<p>The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including short courses, other areas of learning, Classroom-Based Assessments and the SEC grades, which include results from the final examinations and the Assessment Tasks. It will also include Priority Learning Units achieved through the Level Two Learning Programme. It will have a nationally determined format, will be compiled by the school and received by the students in the autumn following third year.</p>
Level 2 Learning Programme	<p>There is a new Junior Cycle pathway for students with special educational needs. The Level 2 Learning Programmes have been designed for students with a high moderate to low mild general learning disability. A Level 2 Learning Programme (L2LP) is made up of: 5 Priority Learning Units, 2 Short Courses and Other Areas of Learning.</p>
Other Areas of Learning	<p>In the ‘other areas of learning’ section of the JCPA, a school may include reference to specific learning opportunities that do not form part of subjects or short courses, for example, leadership training; activities relating to guidance; membership of school clubs or societies. A school may also include reference to student engagement in learning experiences that form part of the formal timetabled curriculum but that are not reported on in other sections of the JCPA, for example: engagement with a school’s own religious education programme; engagement with elements of the Physical Education (PE) and/or Social, Personal and Health Education, (SPHE) curriculum and (CSPE). This section of the JCPA should focus on recognising the learning achieved (skills and knowledge) rather than on activities and has a limit of 150 words or 760 characters.</p>
Subject Learning and Assessment Review (SLAR)	<p>All teachers involved in teaching and assessing the CBAs will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.</p>
Success Criteria	<p>Success criteria are linked to learning intentions. They are devised by the teacher and/or the students and describe what success looks like. They help the teacher and the student, make judgements about the quality of student learning.</p>
Summative Assessment	<p>Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students’ achievements and to determine whether, and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.</p>

The Structure of the Specification for Junior Cycle Geography



The Structure of the Specification for Junior Cycle Geography



Learning Outcomes within the Three Strands

Elements	Strand 1: Exploring the physical world
<ul style="list-style-type: none"> - Processes, patterns, systems and scale - Geographical skills - Sustainability 	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth 1.2 distinguish between different categories of rock type, referring to composition and formation 1.3 analyse the processes and effects of weathering and mass movement on our landscape 1.4 assess a soil type in a local area in relation to composition and vegetation 1.5 explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes 1.6 classify global climates, and analyse the factors that influence the climate in Ireland 1.7 investigate the formation and behaviour of a significant weather event 1.8 gather, record and interpret weather data 1.9 differentiate between the types of energy resources produced by the physical world 1.10 investigate a range of physical processes active in a chosen location and the connections between them
Elements	Strand 2: Exploring how we interact with the physical world
<ul style="list-style-type: none"> - Processes, patterns, systems and scale - Geographical skills - Sustainability 	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> 2.1 describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes, and fold mountains 2.2 evaluate the environmental, economic, and social consequences of rock exploitation and energy resources 2.3 identify how the physical landscape influences the development of primary activities 2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources 2.5 describe a local secondary activity in relation to its function and the factors that influence its location 2.6 examine the causes and implications of climate change 2.7 investigate examples of how people interact with and manage surface processes 2.8 investigate how people respond to a natural disaster 2.9 assess the interrelationships between the physical world, tourism and transport.
Elements	Strand 3: Exploring people, place and change
<ul style="list-style-type: none"> - Processes, patterns, systems and scale - Geographical skills - Sustainability 	<p><i>Students should be able to:</i></p> <ol style="list-style-type: none"> 3.1 use the demographic transition model to explain populations' characteristics and how populations change 3.2 investigate the causes and consequences of migration 3.3 examine population change in Ireland and in a developing country 3.4 consider the factors affecting the location and origin of rural and urban settlement in Ireland 3.5 examine the causes and effects of urban change in an Irish town or city 3.6 identify global patterns of economic development 3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country 3.8 evaluate the role of development assistance in human development 3.9 synthesise learning of population, settlement and human development within the process of globalisation

JUNIOR CYCLE GEOGRAPHY

THE THREE ELEMENTS

These inform how we will experience the learning outcomes within the strands.



PROCESSES, PATTERNS, SYSTEMS AND SCALE

We will:

- Learn about how geographical processes form and shape our physical, environmental, and social world.
- Identify patterns and distribution of geographical phenomena and draw conclusions based on their findings.
- Adopt a systems-thinking approach to understand complex components.
- Study topics at a variety of scales and levels including Ireland, Europe (EU) and global level.

GEOGRAPHICAL SKILLS

Applied skills:

Will be developed through:

- Asking geographical questions.
- Investigating geographical data.
- Organising and interpreting geographical data.
- Analysing geographical information.
- Presenting geographical information.



Reading and Interpretation skills:

We will develop our graphicacy through:

- Mapping.
- Visuals.
- Data Analysis.

SUSTAINABILITY

We will:

- Consider the balance between economic, environmental and social systems necessary for meeting the needs of the present without compromising the needs of the future.
- Recognise how their decisions and actions impact on local and global sustainability.
- Critically reflect on current concepts and practices in relation to sustainability.
- Develop knowledge, skills, behaviours, and values to live sustainably.



Level 2 Learning Programmes

Level 2 Learning Programmes (L2LPs) are designed for a very specific group of students who have general learning difficulties in the higher functioning moderate and low functioning mild categories. The special needs of these students are such as to prevent them from accessing some or all the subjects and short courses on offer at Junior Cycle that are broadly aligned with Level 3 National Framework of Qualifications. In a typical post-primary school, the number of students following an L2LP may amount to two or three students (Source: L2LP Guidelines for Teachers). L2LPs are designed to be suitable for both special schools and mainstream post-primary school settings. It is envisaged that, as far as possible, the students under consideration here, who are in mainstream settings, will undertake the L2LPs in mainstream classes.

The L2LPs are built around five Priority Learning Units (PLUs) and two short courses that focus on the social, personal and pre-vocational skills that prepare students for further study, for work and life. They focus the students towards independence and provide them with the opportunity to develop knowledge, skills and attitudes necessary for adult life. Each PLU is broken down into elements, with each element covering a number of learning outcomes.

The PLUs include:

- Communication and Literacy
- Numeracy
- Personal Care
- Living in the Community
- Preparing for Work

To access more information on the Level 2 Learning Programmes, follow your choice of link below:



<https://www.ict.ie/l2lp/l2lp>

Sarah's Learning Journey in Geography

First Year

In first year, I learned lots of new things in geography. I learned about earthquakes and volcanoes, population and migration. Sometimes I worked on my own and sometimes I worked in a group. I learned in lots of different ways, discussions in class, online, doing a project or making a presentation. Something I found really useful was reflecting on my own work. This has really helped me to understand what I am doing well and what I need to do to improve my work.

In class I learned about erosion, transportation and deposition. I studied a local river which I found interesting as I pass this river every day on my way to school.

In March our teacher asked us to write a response to a structured inquiry about migration in Europe. This was all new to me, but our teacher gave my class the task and discussed the success criteria with us which really helped me to understand what I needed to do to make my response as good as it could be. I have learned so much about sustainability and we used the Sustainable Development Goals as part of our research for our structured inquiry. That's something else I have learned – research skills and how to check and reference my sources and this was important when I was researching about migration in Europe.

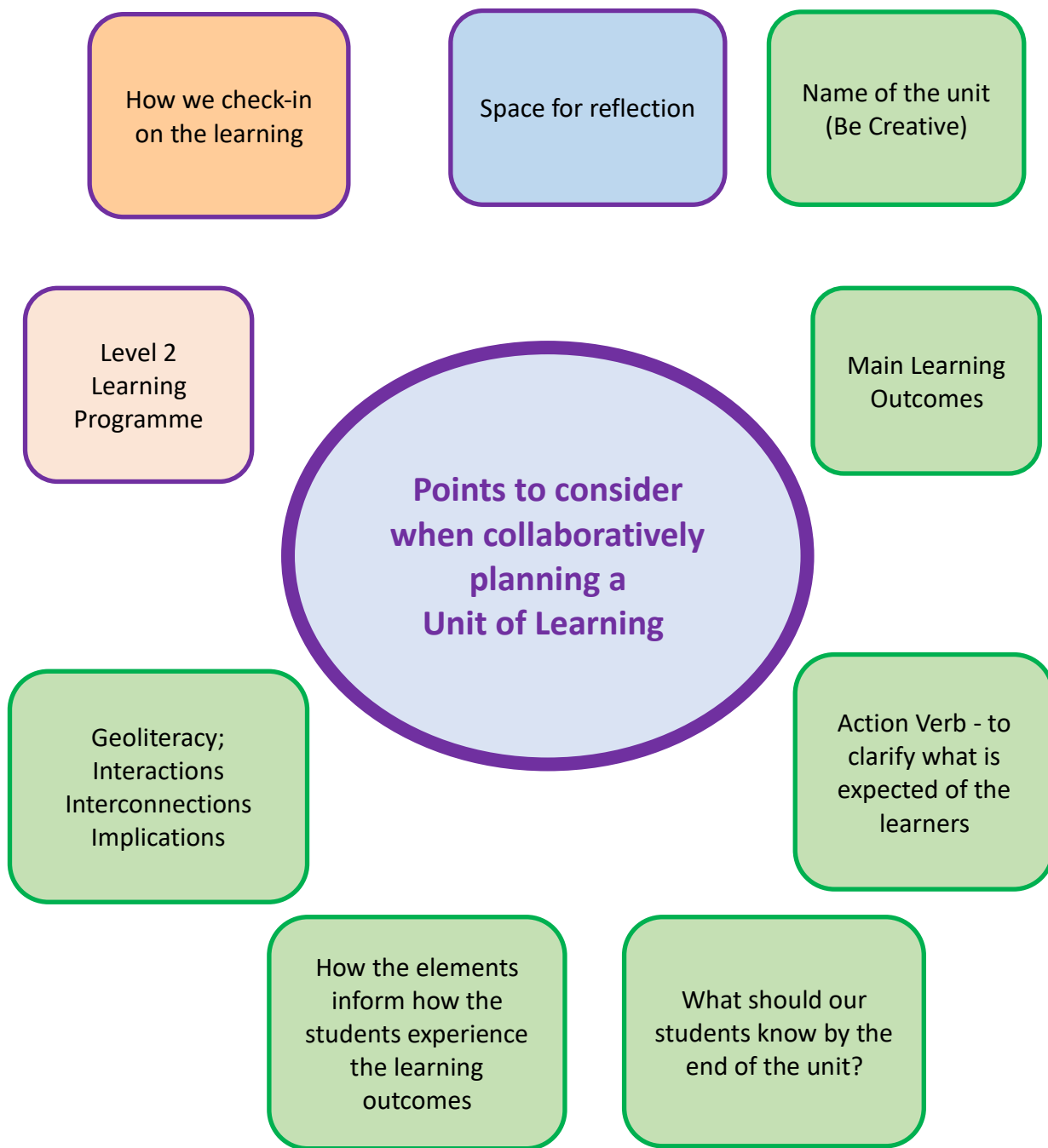
I also had a student/parent/teacher meeting, my teacher discussed how well I have settled in and we talked about my progress so far and the steps I can take to improve my work. My teacher also asked me how I thought I was getting on and what could help me to do even better in class.

Task: Please read the account above and use the space below to note any practices that you recognise are happening / are not in your own junior cycle geography classroom.

Notes:

Sustainable Development Goals (SDGs)

	Description of goal	Explain how this goal relates to LO 2.4.
	End poverty, in all its forms, everywhere	
	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
	Ensure healthy lives and promote wellbeing for all people of all ages	
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	Achieve gender equality and empower all women and girls	
	Ensure availability and sustainable management of water and sanitation for all	
	Ensure access to affordable, reliable, sustainable and modern energy for all	
	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	
	Reduce inequality within and among countries	
	Make cities and human settlements inclusive, safe, resilient and sustainable	
	Ensure sustainable consumption and production patterns	
	Take urgent action to combat climate change and its impacts	
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	



Classroom-Based Assessments in Geography

<p>CBA1: “Geography in the news”</p> <p>Structured Inquiry through a response to a recent geographical event(s)</p>	<p>Response to a media source.</p> <p>Response may be presented in a wide range of formats</p> <p>Individual or group</p>	<p>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</p>
<p>CBA 2: “My geography”</p> <p>Structured Inquiry into a geographical aspect(s) in a local area</p>	<p>Geographical Investigation.</p> <p>Response may be presented in a wide range of formats</p> <p>Individual or group</p>	<p>Students will, over a three-week period, investigate geographical aspects in a local area</p>

Classroom-Based Assessment 1: Geography in the news

CBA 1 *Geography in the News*. What your response should include:

<i>Processes, patterns, systems and scale</i>	<i>Sustainability</i>
<ul style="list-style-type: none">• Identify how the chosen media source relates to learning about a geographical process, pattern or system.• Prepare a detailed, informed response explaining how the event is geographically significant on a local, national or global scale.	<ul style="list-style-type: none">• Outline the sustainability considerations in relation to the chosen geographical event.
How you will prepare your response: (<i>geographical skills</i>)	
<p>Students are encouraged to draw on as many geographical skills that are applicable to the individual response through the CBA process.</p> <ul style="list-style-type: none">• Students will prepare a response that demonstrates engagement with the key geographical questions of who, what, where, when, how and why• Students will demonstrate the interactions, interconnections and implications active in the chosen geographical event• To investigate the key geographical questions identified, students will engage in research from a variety of sources to develop information that will inform responses and conclusions• Students will interpret and organise their research to demonstrate how their response has been informed• Students will analyse their research findings to prepare their response addressing how the media source relates to a geographical process, pattern and system, and why it is geographically significant.	

Advice for students

Work for this assessment will be supported by your classroom teacher. In accordance with the advice laid down in these guidelines and under the supervision of your teacher, you will have input into the choice in selecting the geographical news event you explore for this CBA. Your teacher may offer guidance where proposed topics might be considered controversial or sensitive and may discuss the appropriateness of this topic with you before you proceed with your CBA. Once your classroom teacher and yourself have agreed on the geographical event that will form the basis of your Classroom- Based Assessment, you could ask yourself the following kinds of questions:

- Have I considered the key geographical questions of who, what, where, when, how and why?
- What are the main environmental, economic or social concerns with this geographical event?
- Are there any links in the geographical event between people and the environment?
- Does this event have any connection with other recent geographical events?
- In what ways does the event impact on the human environment?
- In what ways does the event impact on physical environment?
- What might this event mean for the people living close by?
- What are the consequences of the geographical event?
- Is the response investigated and organised in a clear and logical manner?
- Have I checked that the information I researched is reliable?
- Have I gathered data from a wide range of sources, including online sources?
- If possible, did I interview anyone who could offer further insight into the event?
- Did I research using a variety of sources to ensure I have a balanced and broad understanding of the event?
- Is the response presented in a creative and effective format?

You may work on the Classroom-Based Assessment as an individual, in pairs or in groups. If undertaking the CBA as part of a pair or group, it is important to keep note of your own part in the process and your contribution to the group's work. You should indicate this in your response by using a symbol or your initials or a method agreed with your class teacher.

Source: Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, NCCA, 2018, Pages 12, 13 & 14.

Features of Quality: Geography in the news

(Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, p. 16)

Exceptional

The response comprehensively engages with key geographical questions, including analysis of geographical significance and sustainability and draws insightful, relevant conclusions

The response demonstrates a comprehensive awareness of the processes, patterns and systems active in the chosen geographical event

The response is exceptionally detailed, informed, well-organised and creative.

Above expectations

The response effectively engages with key geographical questions, including consideration of geographical significance and sustainability, and draws relevant conclusions

The response demonstrates very good awareness of the processes, patterns and systems active in the chosen geographical event

The response is very detailed and informed and is well-organised to a very clear purpose.

In line with expectations

The response engages with some important geographical questions, includes some consideration of geographical significance and sustainability, and draws some interesting, though not always relevant conclusions

The response shows some awareness of the processes, patterns and systems active in the chosen geographical event

The response is organised to a purpose and includes details and information which demonstrate good understanding of the chosen geographical event.

Yet to meet expectations

The response engages with few geographical questions and draws limited or no conclusions

The response shows little or no awareness of the processes, patterns and systems active in the chosen geographical event

The response is haphazard or poorly organised and lacks sufficient detail to demonstrate understanding of the chosen geographical event.

Source: Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, NCCA, 2018, p. 16.

Classroom-Based Assessment 2: My geography

CBA 2 *My geography*. What your report should include:

<i>Processes, patterns, systems and scale</i>	<i>Sustainability</i>
<ul style="list-style-type: none"> Investigate how the chosen geographical aspect relates to learning about a geographical process, pattern or system. Prepare a detailed response demonstrating the geographical significance of the chosen aspect investigated. Outline the impact of the chosen aspect on the local area. 	<ul style="list-style-type: none"> Outline the sustainability considerations in relation to the chosen geographical aspect.

How you will prepare your response: (*geographical skills*)

Students are encouraged to draw on as many geographical skills that are applicable to the individual response through the CBA process.

- Students will prepare a response that demonstrates engagement with the key geographical questions of who, what, where, when, how and why
- Students will demonstrate the interactions, interconnections and implications active in the chosen geographical aspect(s)
- To investigate the key geographical questions identified, students will gather data from a wide variety of sources to develop information. Students are encouraged to engage in geographical investigations, including field work as part of their data gathering
- Students will interpret, evaluate and organise the data gathered to demonstrate how their response has been informed students will analyse their data to prepare an investigation response to the chosen geographical aspect(s)

Advice for students

Work for this assessment will be supported by your classroom teacher. Once your classroom teacher and yourself have agreed on the local geographical aspect(s) that will form the basis of this Classroom-Based Assessment, you could ask yourself the following kinds of questions:

- Have I asked the key geographical questions of who, what, where, when, how and why?
- What is the potential local environmental, economic or social impact of my chosen aspect(s)?
- What are the future consequences of this aspect(s) on a local or a wider scale?
- Have I gathered data from a wide variety of sources, including online sources?
- Have I checked that the data I have gathered is reliable?
- If possible, did I interview or have a conversation with someone who can offer further insights or expertise to this aspect?
- Have I met with and talked to people who were impacted by this aspect?
- Does this aspect have any connections, consequences or implications on a wider scale?
- Is the response investigated and organised in a clear logical manner?
- Is it presented in a creative and effective manner whichever the chosen format?
- Have I included an evaluation and reflection on my investigation?
- Who or what organisation might be interested in the findings from my investigation?

You may work on the Classroom-Based Assessment as an individual, in pairs or in groups. If undertaking the CBA as part of a pair or group, it is important to keep note of your own part in the process and your contribution to the group's work. You should indicate this in your response by using a symbol or your initials or a method agreed with your class teacher.

Source: Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, NCCA, 2018, Pages 21 & 23.

Features of Quality: My geography

Exceptional

The response comprehensively engages with key geographical questions, including analysis of sustainability concerns and draws insightful, relevant conclusions

The response demonstrates a comprehensive awareness of the processes, patterns and systems active in the chosen geographical aspect

The response is exceptionally well-organised, demonstrating active engagement in gathering and analysing data from a wide range of sources.

Above expectations

The response effectively engages with key geographical questions, including consideration of sustainability concerns, and draws relevant conclusions

The response demonstrates very good awareness of the processes, patterns and systems active in the chosen geographical aspect

The response is very detailed and well-organised, demonstrating good engagement in gathering and analysing data from a range of sources.

In line with expectations

The response engages with some geographical questions, including some consideration of sustainability concerns and draws some interesting, though not always relevant conclusions

The response demonstrates some awareness of the processes, patterns and systems active in the chosen geographical aspect

The response is organised to a purpose and includes details and information which shows some engagement in gathering and analysing data from a number of sources.

Yet to meet expectations

The response engages with few geographical questions and draws limited or no conclusions

The response shows little or no awareness of the processes, patterns and systems active in the chosen geographical aspect

The response is haphazard or poorly organised and there is little detail on the sources used to gather data.

FAQs: Classroom-Based Assessments

Questions	Answers
What is a CBA?	Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal written examination. The Classroom-Based Assessments are completed by students within a defined time period, in class contact time and to a national timetable.
What is CBA 1?	CBA 1, 'Geography in the News' is a structured inquiry through a response to a recent geographical event or events.
What is a Structured Inquiry?	An investigation into an aspect of Geography that can take place inside or outside the classroom where students can apply their knowledge and skills.
What types of media sources are acceptable for CBA 1?	Media sources can be local, national or international. They can come from a variety of sources, for example newspapers and TV reports. What is important is that the event has appeared in the media.
What is the difference between a CBA and a Structured Inquiry?	Both of our CBAs in Geography are structured inquiries. A structured inquiry is an approach to a CBA. A structured inquiry is a process of asking questions, gathering data to answer those questions, evaluating findings and presenting the relevant information. A structured inquiry can be completed separate to a formal CBA at any time over the three years at the teacher's discretion. In this instance the same process can be followed but the depth

	and scale of the inquiry will be determined by the teacher rather than the features of quality. In doing structured inquiries with our students, we will help them develop the knowledge and skills they will use when completing their CBAs.
Who chooses the media source?	The teacher and/or student can choose the media source. However, it would be important that the source provides information that will help the student to gather reliable and relevant data when completing the structured inquiry. Some students may need help when deciding if their chosen media source is appropriate. It is also worth noting that the assessment guidelines suggest that students should investigate beyond their chosen media source and widen the scope of their research to consider a broader range of sources and perspectives.
Is it ok for all students to do the same topic?	The structured inquiry may be part of a unit of learning and in this case the students will be learning about the same topic however the success criteria can allow for students to focus on different aspects of the topic or different case studies in relation to the topic. Alternatively, students could choose different topics from a range of different units of learning they have engaged with. Ultimately in deciding on the approach taken here, the needs of the students within the class will be the main consideration.
Do students have to present it to the class and if they do, is that included in the three weeks?	There is no requirement in Junior Cycle Geography for students to present to their class, however they can if this format suits the student best.
What is meant by the term recent?	The term recent means recent to the student. This is at the discretion of the teacher.
Is there a word count or should the CBA be a certain length?	The assessment guidelines do not specify a word count or expected length. What is important is that the work produced by the student engages with the features of quality.
What is CBA 2?	CBA 2, 'My Geography' is a structured inquiry into a geographical aspect or aspects in a local area.
What is meant by the term local?	The term local means local to the student. This is at the discretion of the teacher.
When does CBA 2 take place?	First term of Third Year, between September and the end of term in December.
What is the maximum number of students allowed in groups?	The Assessment Guidelines do not outline any maximum numbers for groups. Students can choose to complete the CBA as an individual, in pairs or a larger group. The key thing that students should know is that it will be their individual contributions that will be assessed, and the teacher will need to see who did what work, possibly with an initial beside a student's contribution. When assessing the CBAs, the teacher then applies the FOQs to each individual's contribution not to the group as a whole. This may help inform the approach a teacher will take when explaining this to their students.
How many times should we give feedback to students?	The purpose of formative feedback is to give students advice on what they can do to improve upon their learning. Therefore, it is difficult to quantify how often formative feedback will be needed, as it depends on the group of students and the learning intention. What is most important is that feedback is given on an ongoing basis with a view to moving the students learning forward.

Ireland's Deep Atlantic: A Classroom Resource

This resource is a collaboration between Junior Cycle for Teachers (JCT), RTE and the Broadcasting Authority of Ireland (BAI) and explores key learning and issues raised in the two-part documentary series 'Ireland's Deep Atlantic'. It is built on the principles of Education for Sustainable Development (ESD) focusing on the economic, environmental and social aspects of ESD. In the development of this resource, the JCT Business Studies and Geography teams collaborated to create rich learning experiences to complement both subject Specifications and in a wider context, the Framework for Junior Cycle 2015. Throughout the resource, links to the relevant extracts from Ireland's Deep Atlantic have been provided and the full documentary is available on RTÉ Learn.

Education for Sustainable Development: Geography

Learning Outcomes

- LO 2.2 Evaluate the environmental, economic and social consequences of rock exploitation and energy resources
- LO 2.4 Assess the exploitation of water, fish stocks, forestry, and soil as natural resources
- LO 2.9 Assess the interrelationships between the physical world, tourism and transport

Prior Knowledge

This unit was designed based on the understanding that students would have engaged with prior learning in the following learning outcomes:

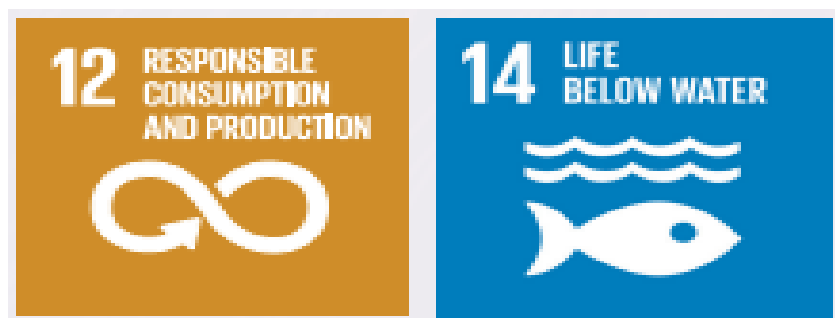
- Renewable and non-renewable resources (LO 1.9)
- Primary economic activity (LO 2.3)
- Plate tectonics (LO 1.1 & LO 2.1)
- Marine Landscape (LO 1.5)
- Rock exploitation (LO 1.2 & LO 2.2)

Key Learning Experiences:

- Identifying fishing ports/tourist attractions/rock exploitation in Ireland
- Exploring Ireland's continental shelf and Irish ocean territory
- Assessing the exploitation of fish stocks as natural resource in a local area over time
- Evaluating the environmental, economic and social consequences of oil and gas exploration
- Assessing the interrelationships between the physical world and tourism

Sustainable Development Goals

This resource has been designed to complement the National Strategy on Education for Sustainable Development (ESD) and the Sustainable Development Goals National Implementation Plan 2018-2020. Particular attention is given to SDGs 12 and 14.



Reflective Thoughts on Sample 1

Notes

Provisional descriptor awarded: _____

Reflective Thoughts on Sample 2

Notes

Provisional descriptor awarded: _____

Student Evaluation and Reflection Template for CBA 2

CBA 2: My geography

Title/Aspect(s) Chosen:

What did I enjoy most about completing this CBA? Give details

What were the main challenges I faced? How could I overcome these in future investigations?

What new geographical skills did I develop when completing this CBA? How could I use these in the future?

Who or what organisation might be interested in my research/data collected? Why?

Student:

Teacher:

Date:

Geography SLAR Meetings: Before, During and After

Before the SLAR meeting: Geography Teachers will:

- Review relevant NCCA annotated examples as necessary (www.curriculumonline.ie)
- Assess student work based on the Features of Quality
- Record a provisional descriptor and any other relevant points that may be useful to refer to during the SLAR meeting
- Identify one example, where feasible, for each descriptor, to be used in the SLAR meeting
- Submit details of samples of work for discussion to the facilitator before the SLAR meeting

Geography Facilitator will:

- Collect & copy samples of work submitted by geography teachers
- Develop a running order for the SLAR meeting

During the SLAR meeting: Geography Teachers will:

- Introduce one sample at “Yet to Meet Expectations” level
- Collaboratively review the piece of work
- Make note of the implications of decisions made during the meeting for the rest of the student work that they have assessed
- Focus on a ‘best fit’ approach which allows teachers to agree the descriptor that on balance is most appropriate for the work being discussed
- The process is repeated, in turn, with samples from the other descriptors

Geography Facilitator will

- Open the meeting with a focus on consistency of judgement and a common understanding about the quality of student learning
- Highlight the value of the meeting in providing feedback to students & lead the general discussion of samples of work and descriptors and note any decisions made
- Look to establish consensus but focus on the development of teachers’ professional knowledge and skills
- If possible, facilitate a discussion of at least two samples for each descriptor
- Ensure that each teacher has at least one of their samples discussed during the meeting

After the SLAR meeting: Geography Teachers will:

- Consider the assessment of their students’ work based on the SLAR meeting
- Report their final descriptors for each student

Geography Facilitator will

- Complete and if agreed submit the Facilitator’s Report to the Principal
- Reflect on what worked well or what could be improved upon in the next SLAR meeting
- The Facilitator may also ask teachers, should they wish, to contribute some of their samples of student work to a bank of examples: To support the induction of new teachers, to support future SLAR meetings, to use with students and parents in demonstrating the standard of work achieved

Action Plan 2019/2020

What are my developmental priorities now as a geography teacher?

What are our developmental priorities now as a geography department?

Further information on key dates for Classroom-Based Assessment 1 2019/2020 can be accessed at https://www.ncca.ie/en/resources/junior_cycle_key_dates_2019_2020.

Geography CBA 1 Window for Completion 2019/20

From Monday 6th January to Friday 15th May 2020

Latest Date for Award of Provisional Descriptors by the Teacher

Wednesday 20th of May 2020

Latest Date for Completion of SLAR and for award of final Descriptors by the Teacher

Wednesday 27th May 2020



Resources used during today and in the development of this workshop

Tool	URL	Description	How could I use this with my Junior Cycle Geography Students?
GoFormative	https://goformative.com/	This enables the teacher to assess knowledge and check in with students using a variety of question types, <i>e.g.</i> multiple choice and true or false.	
Mentimeter	https://www.mentimeter.com/	This allows the teacher to assess knowledge and to check in with students using a variety of question types, <i>e.g.</i> multiple choice, open ended, generating word clouds of keywords, scales, quizzes, <i>etc.</i>	
Plus, Minus and Interesting (PMI)		PMI is a critical thinking tool/strategy which encourages participants in a discussion to look at an idea from more than one viewpoint and to identify strengths and weaknesses for future improvement.	
PowToon	https://www.powtoon.com/home/	PowToon lets you create animated videos and presentations by manipulating pre-created objects, imported images, provided music and user created voice-overs.	
QR codes		These are machine-readable codes consisting of an array of black and white squares. They store URLs for reading by the camera on a tablet device/smartphone/iPhone. QR Codes are used to share key documents with people, making them easily accessible.	
Socrative	https://www.socrative.com/	This allows the teacher to assess knowledge and to check in with students using a variety of question types, <i>e.g.</i> multiple choice, true/false and short answers. You can design and edit your own library of assessments specifically for your students.	

Other Useful websites

Curriculum Online for Junior Cycle Geography: <https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Geography>

Dylan Williams' website: http://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html

Focus on Learning (NCCA): <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

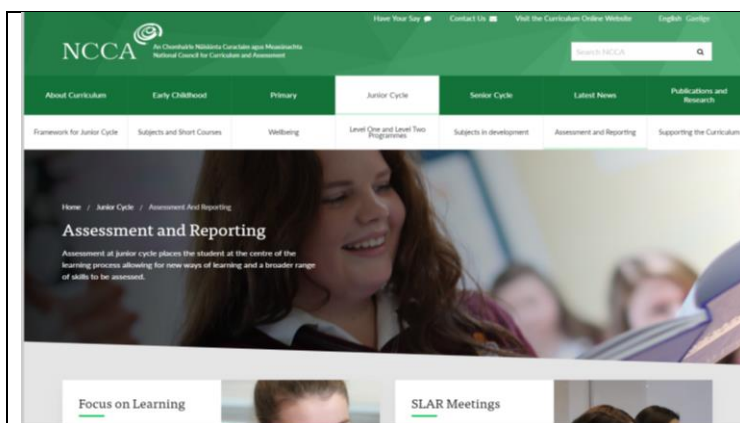
John Hattie's website: <https://visible-learning.org/>

Junior Cycle for Teachers Geography's Homepage: <https://www.jct.ie/geography/geography>

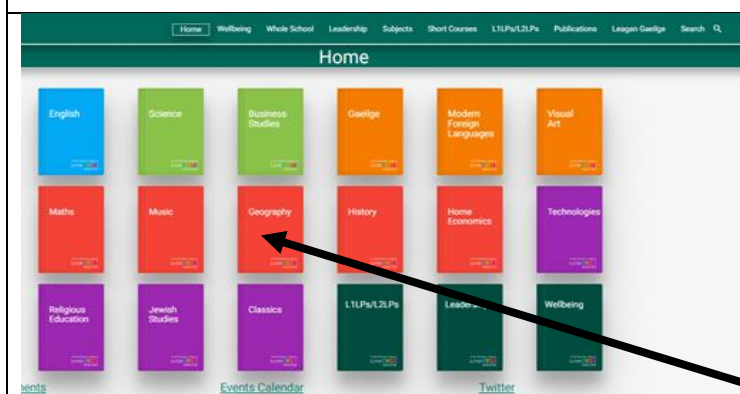
Junior Cycle Level 2 Learning Programmes Homepage: <https://www.jct.ie/12lp/12lp>

SDGs: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Key Websites Referenced in the Workshop



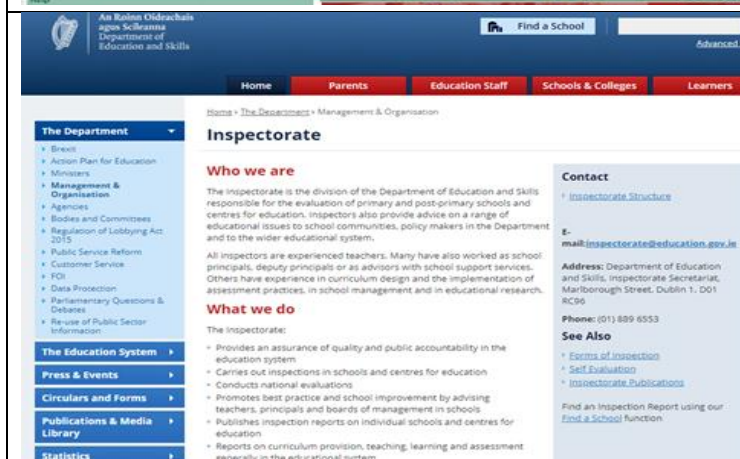
The [National Council for Curriculum and Assessment](http://www.curriculumonline.ie) (NCCA) advises the Minister for Education and Skills on curriculum and assessment for early childhood education, primary and post-primary schools. You will find the Assessment Toolkit for Junior Cycle on this website. The toolkit includes a range of assessment supports, advice and guidelines. On the NCCA's website, www.curriculumonline.ie you will find the new subject specifications and Assessment Guidelines.



[Junior Cycle for Teachers](http://www.jct.ie) (JCT) is a dedicated support service of the Department of Education and Skills. Our aim is to support schools in their implementation of the Framework for Junior Cycle (2015) through the provision of high-quality professional learning experiences for school leaders and teachers, and the provision of effective learning and teaching resources. Go to: <https://www.jct.ie/geography/geography> which will bring you to our webpage.



The [State Examinations Commission](http://www.sec.gov.ie) (SEC) is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish State.



The inspectorate is the division of the [Department of Education and Skills](http://www.education.gov.ie) responsible for the evaluation of primary and post-primary schools and centres for education.

Junior Cycle Geography Action Verbs

