

FOREWORD

There is a recognition of the need for guidelines to help teachers implement new syllabuses for the Junior Certificate. These guidelines are now being issued to schools as part of a wider programme of support. The Minister for Education wishes to express her appreciation of the work of the National Council for Curriculum and Assessment, of the members of the various course committees, of the Education Officers appointed by the Council and of others who have contributed to the development of these materials - in particular, the Inspectorate of her Department and the presenters and participants at the in-service courses held in Spring 1989.

These guidelines are not prescriptive. Each individual teacher is free to choose his or her preferred teaching methodology for the achievement of the specified objectives and desired outcomes of each new syllabus. These guidelines offer some suggestions which may be of further help to teachers. Particular attention is paid to areas of knowledge, understanding, skills, concepts and attitudes which the new syllabus highlights more than heretofore.

In that context, it is considered desirable to stress some important features which should inform the teaching and learning of the new syllabus -

each syllabus should be taught with conscious reference to the overall aims of the Junior Certificate programme (see inside front cover). Numerous opportunities exist for cross-curriculum linkages: these should be exploited through collective teacher planning and through individual teacher initiative;

teaching practice should highlight the economic, social and cultural implications of Ireland's membership of the European Community and the challenges and opportunities which this provides within a wider context of citizenship. Subjects such as Business Studies and History and Geography are particularly important in this sense but all subject-teaching should incorporate this European dimension.

in Geography and in Science, it is important that issues relating to the environment be treated in a balanced fashion as between the need to conserve and protect the natural environment and legitimate demands of economic development and industrial activity.

These guidelines are but one part of an overall programme of support for teachers. It is envisaged, for example, that in-service courses will focus on many issues which are raised in these guidelines.

The National Council for Curriculum and Assessment will consult with individual Subject Associations as to how best they might expand, develop and update preliminary lists of references and contacts which have been drawn up by course committees. These references would include books, videos, teaching-packs, computer software and other such material; teachers are advised to contact their particular Subject Association for further information.

JUNIOR CERTIFICATE GEOGRAPHY

GUIDELINES FOR TEACHERS

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INTRODUCTION

I. INTRODUCING THE NEW GEOGRAPHY SYLLABUS

I.1 Geography at junior cycle:

The people involved in drawing up this syllabus were conscious of the very special requirements of teaching geography at junior cycle:

For many students geography at junior cycle will be the only experience of a systematic geography course they will have in their years of formal education.

This has important implications. On the one hand, the course cannot be too specialised but needs to encompass a wide range of geographical knowledge; on the other hand, it must provide the opportunity for genuine discovery and problem-solving thus developing skills of the geographer.

As a general core subject, junior cycle geography must be accessible to students of all abilities and backgrounds. This means it must be seen as relevant by students and offer the motivational boost that comes with both relevance and accessibility.

Finally, reflecting current thinking and research in Geography, especially in the middle years, a syllabus organised around concepts and ideas rather than facts for their own sake was envisaged.

The resultant syllabus was, of course, a compromise. The syllabus authors were equally conscious of the reality behind their task. Therefore, a gradual approach was chosen whereby a new flexibility was built into the syllabus, accommodating equally, more traditional and radical approaches and, perhaps more importantly, allowing the individual teacher to develop within it, trying out more experiential teaching styles and different settings over the years.

I.2 A New Syllabus? How it is different

Following from this, the new syllabus differs from its predecessor in a number of ways:

Different Emphasis: the central content of the syllabus is presented as a series of key ideas and a number of settings (the majority of which are left to the teacher's choice) in which they are to be explored. The emphasis is on discovering common elements and patterns rather than learning

data for their own sake. This new emphasis has important implications for the teaching and assessment of this syllabus. (These are discussed below, see point 3). This move away from learning factual data for their own sake makes this syllabus considerably shorter than its predecessor.

Non-Linear: This syllabus is not designed to be taught in any given order.

Different local environments, students' interests and ability levels will all influence a teacher's decision as to suitable ways of approaching this syllabus.

Non-Compartmentalised: The boundaries between the main branches of geography, physical and human, are not rigidly drawn. This is in keeping with the syllabus' emphasis on the interrelationship between people and their environment.

Integration of regional geography: The regional study of the earth's surface is central to this syllabus, but is integrated into the whole.

Local Studies: Central to this syllabus too, is the recognition that the local area of the school provides a familiar and real "laboratory" in which geographical ideas can be explored and practical skills practised. In this sense, fieldwork is an integral part of this syllabus.

Whole World Dimension: A conscious effort was made to ensure that this syllabus involves settings from both developed and developing regions of the world.

Contemporary Social, Economic and Environmental Issues: It is important that young people see geography as a subject of real relevance to their lives in the contemporary world. Current national and global social, economic and environmental issues make up an important part of this syllabus. The structure of this syllabus is sufficiently flexible to allow for the inclusion by teachers of relevant issues as they arise.

Two Levels: This syllabus will be assessed at two levels, Ordinary and Higher. Ordinary level refers to the core of the syllabus (all of the key ideas, each explored at given settings) and Higher level refers to the same syllabus core plus additional settings (incorporating contrast studies and further explorations).

2. THE SYLLABUS DOCUMENT A NEW LOOK

2.1 Different elements

This syllabus is presented in the following way:

Aims

Objectives (featuring knowledge, concepts, skills and attitudes)

Description of practical geographical skills (and expected degree of proficiency at each level)

Course description

Assessment Objectives

This level of detail is intended to help guide the teacher through the various elements which this syllabus encompasses - skills and concepts as well as factual content. This could not be achieved through a simple listing of content.

2.2 Course Description

By far the most detailed section of the syllabus document is that which describes the course content; "Course Description".

Here, the course is presented by means of four columns which, together, inform teachers about the central content of the syllabus ("key ideas") and the contexts in which they are to be explored ("settings") :

Key Ideas	Settings		
	Local	National	International
(central syllabus content)		(various contexts in which to explore the key ideas	I I I I I I

This kind of presentation, was chosen for a number of reasons.

It recognises that geography is about identifying and understanding recurring elements and patterns, and that, in geographical terms, the main purpose in studying a particular region, or issue is as a manifestation of such elements and patterns rather than as an end in itself.

It helps to indicate to teachers the depth and level of detail to which a topic is to be explored.

It allows for maximum flexibility: the lack of an imposed order plus the fact that more than two-thirds of the settings are left unspecified provides teachers with the freedom to choose the kind of course most suitable for their students' needs and environment.

It allows for relevance and topicality: This "open" quality also allows for issues to be introduced and discussed at times when they are in the news.

3. PRACTICAL IMPLICATIONS FOR TEACHERS

The features and presentation of this syllabus as described above will have a number of implications for the teacher.

Drawing up one's own plan:

As has already been mentioned, this syllabus is not designed to be taught in a linear fashion. To teach it as presented would, at best, be repetitive (as certain settings occur over and over again for different key ideas); at worst it would be bewildering for students. Certainly, it would be overlong.

Instead, it is envisaged that teachers, as the best judges of their students' experiences, needs, ability levels, backgrounds etc., design their own courses, using the various elements presented in the syllabus. This entails teachers starting out where they think most appropriate, choosing those settings which they consider most suitable and, in general, tailoring the course to their students.

Within this syllabus, the one setting can incorporate a number of key ideas. Thus a relatively small number of carefully chosen and worked-out studies can account for large sections of the syllabus. (Examples of such studies are included in these guidelines).

Delimitation of Content:

Teachers should use the key ideas to limit the amount of content to be "covered" at any setting. This does not mean, of course, that a setting cannot be explored beyond the aspects indicated by the key idea, if the teacher so wishes. However, they can be confident that only those aspects indicated by the key idea will feature in the terminal examination.

Flexibility:

Although the course drawn up by each teacher will be the outline guide for each year, it is important to be prepared to deviate from this plan every now and then, as local,

national or international events dictate. This will help to maintain students' interest and motivation. Teachers need not be concerned at such deviations from the course, the exploration of topical issues is an integral part of the syllabus.

Methodology:

This syllabus encourages active enquiry-based learning: project work, field work and street work all encourage students to find information, transform it and then analyse it. This develops a number of both cognitive and practical skills in an unobtrusive way. Solving puzzles and problems and drawing conclusions will encourage the use and development of more complex thinking skills. However, there are parts of the syllabus which are best taught by more traditional methods, where the teacher has a major input in the provision of information and explanation of ideas.

Teacher's Choice of Settings:

The majority of the settings have been left open for the teacher to choose those contexts most suitable to their students. This, as has already been referred to, is quite a marked change from the previous syllabus, and has major implications, particularly for how this syllabus is assessed. Because, in a majority of cases, the setting is not specified, the memorisation of facts for examination purposes will be minimised. Instead, the assessment will emphasise the application of the key-idea. Teachers will need to reflect this different emphasis in their teaching and to feel confident that in open settings their choice is as valid as any prescribed content, or indeed, in the spirit in which this syllabus was drawn up, more valid.

Coping with Two Levels:

When this syllabus was drawn up, it was assumed that in many schools, Ordinary and Higher level candidates would be taught together in the same class. Thus, the syllabus is designed with mixed groups of students in mind: the key ideas are common to both levels, as are the basic settings and the practical skills (although in the case of the skills, the expected degree of proficiency differs). The Higher level requirements of the syllabus are within the framework of the core. They comprise, largely, additional settings at which the key ideas are explored, requiring students to be able to compare or contrast various examples of the one phenomenon or process.

Prescription:

To conclude, the compulsory elements of this syllabus are:

1. **The key ideas**
2. Application of these key ideas to given settings (some of which are prescribed, but the majority of which are left to the choice of the teacher)
3. Proficiency in the skills listed

II APPROACHES TO THE SYLLABUS - SOME SAMPLE STUDIES

2.1 Introduction to the sample studies

This section outlines a number of class lesson series which may be of use to teachers drawing up geography courses to relate to the new syllabus. These lessons are based on teachers' work during the INSET days in February and March 1989. It is important that the following points are noted:

They are merely sample approaches, and should not be regarded as being in any way prescriptive.

They are in no way comprehensive. It is not intended that they cover the whole syllabus or any specified amount of the syllabus (e.g. what should be covered in one year).

These samples were chosen to demonstrate the non-linear nature of this syllabus and how the exploration of a relatively small number of topics can accommodate many of the key ideas, skills, concepts of the syllabus as well as the appropriate attitudes.

They have been drawn up with first-year students in mind. This does not mean that the content in these samples "must" be taught in first year, nor does it mean that other sections of the syllabus are unsuitable for first year.

The majority of the examples involve local and Irish settings. The compilers considered the immediate experience of the students and the more familiar environment a more appropriate starting point for younger students. This does not mean that this pattern or approach is in any way prescriptive.

Under the heading "skills", only the practical geographical skills (see pages 7 and 8 of the syllabus document) are referred to. It is intended that the other skills of the syllabus (e.g. information handling skills, communication skills, social skills etc.) will be involved throughout.

Teaching methods have not been suggested in these outlines. It is assumed that a combination of the nature of the topic, the skills involved and, above all, the style of the individual teacher will determine this.

It was also decided not to suggest a possible duration for each topic. To do so would require a particular student ability level to be assumed, something which the compilers wished to avoid.

2.2 SOME SAMPLE STUDIES

2.2.1 Title of Sample Study: Water

Syllabus key ideas:

- Central: C1(i) • Water as a basic natural resource, renewable.
Nature of primary economic activities
- B3(i)** Location of settlement in relation to people's need for water
- A2(v)** Human activity is influenced by climate processes and patterns (e.g. drought)
- Related: C2(vii) Industrial activity may have important impacts, positive or negative, on environment and quality of life
- C3(ii) Tourism: areas of natural beauty

Content

- Introduction: The Water Cycle

Importance of water for human life:

Health/Hygiene

Agriculture

Industry, Trade & Transport

Leisure

Subsequent importance of maintaining water quality:

Pollution (as related to the four areas above)

- Local Water Supply: A Case Study

Where local water comes from

How it gets to the area

How it is used in people's homes (e.g. a typical household)

Wasting and conserving water

Contrast: Where water is scarce: (African case study).

Drought and its effects on people

Desertification

Irrigation technology (e.g. small scale and large scale - e.g. Nile Valley)

*These identifying numbers refer to the syllabus sections and sub-sections (see pages 9-26 incl. of syllabus document)

Skills

Figure Drawing/Interpretation

Map Drawing/Interpretation

Photograph Analysis

Investigative Skills

Attitudes

Awareness of the environment

Responsible attitude to resource exploitation and conservation

Appreciation of diversity of environment and culture

Sensitivity to conflicting needs in environmental planning

Concepts

Interrelationship, location, region, areal association

2.2.2 Title of Sample Study: Urban Settlement

Syllabus key ideas:

- Central:** B3(i) Reasons for location of initial settlements
B3(ii) Factors relating to the patterns in the distribution of nucleated settlements
B3(iv) Nucleated settlements can be classified by function
B3(v) Settlements may change function over time
- Related:** B4(ii) Within individual cities, a generalised pattern of functional zones can be identified.

Content

- Introduction: Why people settled in certain places.
- Settlements distribution in Ireland: Classification of major settlements by function.
- Where I Live: (Field study of local urban settlement).

My local area has different functions (residential, commercial, industrial, etc.)
Where land serving different functions in my area is found (functional zones)
How my area has changed over time (changing functions, building styles, population levels, life styles, etc.)

- Case Study: Settlement in an Irish river valley (e.g. Barrow, Boyne, Lee).

Why people have settled in this valley
Different kinds of settlement
Comparison (if appropriate with local fieldstudy above)

Skills

Fieldwork
Map drawing/Interpretation
Photograph analysis
Figure drawing/Interpretation
Numerical skills and calculation

Attitudes

Awareness of natural and cultural environment

Appreciation of diversity

Sensitivity to conflicting needs in environmental planning

Concepts

Location, spatial distribution, areal association,
interrelationship, region, pattern, change over time.

2.2.3 Title of Sample Study: A Farm Study

Syllabus key ideas:

- Central: C1(v) Many primary economic activities can be examined as systems
A3(i) Nature of soil
A3(ii) Soil-forming processes
A2(ii) Weather variations
- Related: C2(i) Secondary economic activities (processing of raw materials)
C2(vii) Industrial activity may have important impact on agriculture

Content

- Introduction: A Farm as a system.

- Inputs:

Natural Inputs:

Soil

Water

Climatic conditions and temperature

Human Input :

Labour/Expert ise

Fertilisers, Pesticides

Technology

Process: The Farmer 's Calendar:

Crops/Livestock

Different jobs and activities

Seasonal variations

Outputs: Produce

Marketing

Further processing: secondary economic activities

- Farming and Conservation:

Caring for the soil

Keeping the ecological balance

Skills

Fieldwork/Investigative Skills

Map drawing/Interpretation

Figure drawing/Interpretation

Attitudes

Awareness of the natural environment

Responsible attitude towards the exploitation and conservation of resources

Sensitivity towards the interplay of conflicting needs in environmental planning

Appreciation of social, cultural and environmental diversity

Concepts

Interrelationships, location, areal association, pattern, change over time

2.2.4 Title of Sample Study: Rocks

Syllabus key ideas:

Central:	A1(i)	Major rock types
	A1(vi)	Human activities interact in a variety of ways with the natural landscape procedures; this interaction can be harmful or beneficial
	A3(iii)	Vegetation varies according to soil conditions (and vice-versa)
Related:	c1(i)	Nature of primary economic activities
	c1(v)	Primary economic activities can be viewed as systems
	C2(vii)	Influence of industrial activity on the environment and quality of life

Content

- Introduction: What are rocks?

Main rock types: Igneous, Sedimentary, Metamorphic.
Main uses of these types of rocks.
- Irish distribution of these rock types.
- Case Study: A local quarry, sandpit or beach.

Identification of rock-type
Origin of this type
Relationship to surrounding landscape and vegetation
Methods of extraction and processing (e.g. as a system) if appropriate
Environmental impact of quarry/processing

Skills

Map drawing/Interpretation, (incl. geological and soil maps)
Figure drawing/interpretation
Fieldwork

Attitudes

Awareness of the environment
Responsible attitude towards resource exploitation
Sensitivity towards interplay of conflicting needs in environmental planning.

Concepts

Spatial distribution, location, interrelationship, areal
association

2.2.5 Title of Sample Study: The Sea Fishing Industry

Syllabus key ideas:

- Central: C1(iv) Over exploitation of a resource may lead to its depletion
c1(i)/ Nature of primary and secondary economic
C2(i) activities
a2(i) Movement of air and ocean waters
A2(ii) Weather variator~
- Related: **B3(vi)** Movement of goods between settlements lead to development of communication links (Irish road network)

Content

- Introduction: The sea as a natural resource.

Fishing: An economic activity
Primary (catching fish)
Secondary (fish processing etc.)

- Factors affecting fishing:

Weather/currents
Overfishing
Pollution

- Major Irish fishing ports:

Distribution
Factors which affect this distribution

- A Fishing Port (e.g. Killybegs, Howth etc.)

Case Study: (involving fieldwork, if appropriate):

Trawling/Boats
Fishermen's job
Dependent local industries (e.g. boat repairs, suppliers, etc.)
The Port: past & present

Skills

Map Interpretation/Drawing
Numerical skills and calculation
Figure Interpretation/Drawing
Photograph analysis
Fieldwork/Investigative skills

Attitudes

Responsible attitude towards the exploitation and conservation of resources

Sensitivity towards the interplay of conflicting Deeds involved in envircnmerital planning

Concepts

Location, interrelationship, spatial distribution, change over time.

2.2.6 Title of Sample Study: Tourism

Syllabus key ideas:

Central	C3(i)	Tourism as a tertiary economic activity
	C3(ii)	Reasons for location of tourist services; climate as a factor; development of communication links; effects on society and environment
	A2(v)	Human activity is influenced by climate processes and patterns
Related:	A1(vi)	Possible conflict of interest regarding how landscapes are to be used.
	B3(vi)	Movement of people and goods between settlements lead to the development of communication links (Irish road network)

Content

Introduction: Tourism, an example of a tertiary economic activity

Tourism in Ireland: Reasons why certain areas/regions are attractive to tourists (e.g. landscape, beaches, lakes, rivers, cultural/historical, leisure etc.)
Distribution of such areas/regions in Ireland.

Case Study: One tourist region in Ireland (field study, if appropriate)

What it offers to tourists
Services and facilities which have been developed because of tourism
Other effects of tourism on the area

European Case Study: (one European region, of the teacher's choice, preferably one where tourism is the major local industry).

What this region offers to tourists
Trends in numbers of tourists coming to this region
Where tourists are most likely to come from
Effects tourism has had on the development of the region (e.g. communication links, commercial enterprise, buildings etc.)
Effects, positive and negative on the local people and environment.

Skills

Map drawing/interpretation
Figure interpretation
Numerical skills and calculation
Photograph analysis
Fieldwork, if appropriate

Attitudes

Willingness to perceive and evaluate natural and cultural phenomena from the point of view of others
Appreciation of social and cultural diversity
Awareness of dangers of stereotyping
Awareness of environmental quality
Sensitivity towards interplay of conflicting needs and environmental planning.

Concepts

Location, region, change over time, spatial distribution, interrelationship.

3. FIELDWORK IN THE SYLLABUS

3.1 Why Fieldwork?

One of the most enjoyable - and motivating - aspects of geography is fieldwork. Fieldwork involves pupils in making first-hand investigations outside the classroom. The world is an interesting and exciting place, and providing pupils with opportunities to understand it better through direct, personal experience is central to geography's contribution to their education and development.

3.2 Using the immediate environment

There is no need to travel far in order to find fieldwork opportunities. Topics for investigation are all around, in the pupils' own local, immediate (and therefore very real) environment.

This syllabus identifies - as often as possible - the local area as a setting for the study of the ideas it contains. First hand information can be collected at the school itself (from fellow pupils, from teachers, and in the buildings and grounds), or in the immediate neighbourhood of the school. Every school is set in a geographical environment - perhaps rural, perhaps urban or both - which provides a rich resource of interesting information.

3.3 Fieldwork: an integral part of the syllabus

Fieldwork is good education and hence it is an integral part of studying this syllabus. Not only is there envisaged for pupils the option of submitting a fieldstudy assignment as part of the Junior Certificate examination, but experience gained in the field may also help with the answering of the more open-eyed parts of certain questions on the written papers. Such questions will ask candidates to refer to examples or areas which they have studied. Indeed, the very structure of the syllabus and the written papers will encourage pupils to apply knowledge and skills gained in one study to other contexts. In addition, both Ordinary Level and Higher Level papers will contain a special section with questions designed to test some of the skills which pupils develop through fieldstudy; this section is intended for those who do not take up the option of submitting a fieldstudy assignment for assessment.

3.4 What is good fieldwork?

Fieldwork is about collecting information; good fieldwork is about collecting information, with a purpose. Geographers need to collect information for two main reasons: one is in order to test whether an idea which they have is correct; the second is in order to find the answer to some question which they have asked - as a result of reading, or of something they have seen

It is fundamentally important, when pupils are being organised to conduct a fieldstudy investigation, that they know and understand exactly:

- (i) where they are going
- (ii) why they are going there
- (iii) what they have to do when they get there

A successful fieldstudy investigation will:

- (i) be based on a specific and manageable topic or title, with clearly-defined objectives.
- (ii) have been carefully planned, involving pupils in thorough advance preparation in order to ensure they possess the necessary background knowledge and skills.
- (iii) involve pupils in careful processing of the information gathered in the field, in order to arrive at appropriate conclusions relating to the objectives of the study.

3.5 Some suitable and manageable studies (using the immediate environment)

Is there a relationship between the distance travelled to school and the method of transport used?

. How and why do levels of litter/vandalism vary in town X?

How and why does the flow of traffic vary over a period of time (one day or a comparison between two days) along road Z?

In what ways has village X changed throughout its history?

How do the characteristics of river-valley C change as one travels downstream from point A to point B and why?

How and why does the weather we experience vary between times of low and times of high atmospheric pressure?

. How did/would a bypass-road affect town Z?

Why does farm X produce the products which it does produce?

NB. Further support will be provided for teachers of this syllabus during the first years of its implementation. The next series of inservice courses, organised by the Department of Education, will concentrate on the needs and requirements of those undertaking work outside the classroom, with particular emphasis on exercises with first year pupils.

RESOURCES FOR JUNIOR GEOGRAPHY

Although published textbooks written to this syllabus are available and undoubtedly provide a useful framework and support for teachers, the many incidences of local or "open" settings within this syllabus will not make over-reliance on any one textbook possible. Teachers are encouraged to identify and use in their teaching a wide variety of information sources, whenever the opportunity arises. Such sources might include:

- maps of varying scales
- globs
- models
- photographs**
- pictures
- newspapers
- journals
- radio and television
- microcomputer software
- etc.

It is recognised that a wide disparity exists from school to school as to the amount of geography teaching resources available. Schools, where such sources as those listed above are not available, are encouraged to start accumulating a collection over a period of time to facilitate its geography teachers. A list of useful addresses appears later in this section.

1. MAPS AND GEOGRAPHICAL PHOTOGRAPHS

1.1 Maps, general

Maps at the following scales are available for all parts of the country from the Ordnance Survey Office

(a) 1/4 inch (1:250,000)

(b) 1/2 inch (1:126,720)

(c) 6 inch (1:10,560)

(d) The 25 inch (1:2500) map is available for almost all parts of the country, apart from mountainous areas.

(e) 1:1000 - available for cities and a large number of towns.

(f) One inch district maps are available for the following areas:

Dublin	Cork
Wicklow	Killarney

(g) City & Town Plans:

Cities

Dublin	scale	1:20,000
Cork		1:15,000
Limerick		1:9,000
Waterford		1:9,000
Galway		1:9,000

Towns

The number of towns for which plans are available is increasing every year.

(h) The following maps are available on a scale of 1:50,000.

Wicklow Kay

Kenmare - N.B. This is the most up to date map ~ the Macgillicuddy Reeks - useful for field trips.

1.2 Satellite Maps

Satellite photographs with towns and roads superimposed are available from the Ordnance Survey Office:

- (1) All Ireland
- (2) Co. Kerry.

I.3 Special O.S. map extracts for schools

A number of extracts are available at a reduced price for schools from time to time. Those currently available include

½" Sligo - Leitrim
½" Limerick
1" Castlegregory

1" Wicklow
1" Cork Harbour
1" Carrauntoohill
6" Cobh
6" Kilmacow
1:1,000 Waterford City

1.4 Historical Maps

The following historical maps are available from the O.S. Office:
Dublin c.840 to 1540 : the years of Medieval Growth
Dublin c.840 to 1540 : the Medieval town in the Modern City
RoquesDublin 1756
Monastic map of Ireland.

1.5 Educational Packs

The following educational packs of historical maps are published by the National Library:

Ireland in Maps
Dublin in Maps

1.6 Aerial Photographs

Aerial Photographs can be ordered from the Ordnance Survey Office. These are overhead views and are available at the following

scales:

1:30,000 approx.
1:4,000 approx.

10" x 8" colour photographs are available for a number of towns.

Local newspaper offices are also likely to have a number of aerial photos of towns.

General Comments

- Many maps are available in both folded and unfolded format

Upon presentatim of appropriate evidence that they will be used for educational purposes (e.g. - School Principal's signature and/or school letter-head) a significant discount is available on maps purchased from the ordnance Survey Office.

2. USEFUL ADDRESSES

NB. The following list of official addresses is not exhaustive. Teachers are advised to contact their Subject Association for more detailed information regarding statutory and voluntary bodies who maybe of help.

2.1 Government and Semi-State Agencies/

Bord Failte: Baggot Street Bridge, Dublin 2. 01-765871.

BordGais: 25 St. Stephens Green, Dublin 2. 01-604377.

Bord Iascaigh Mhara: Crofton Road, Dun Laoghaire, Co. Dublin. 01-841544.

Bord na Mona: 76 Lr. Baggot Street, Dublin 2. 01-688555.

Dept. of Foreign Affairs: 80 Stephens Green, Dublin 2. 01-780822.

Dept. of Energy: 25 Clare St., Dublin 2. 01-715233.

Dept. of Education, Marlborough St., Dublin I. 01-734700

E.S.B.: StephensCourt, 18 St. Stephens Green, Dublin 2. 01-785155.

Geological Survey of Ireland: Beggars' Bush, Dublin 4. 01-609511.

Government Publications Office, Sun Alliance House, Molesworth St.,
Dublin 2. 01-710309.

Industrial Development Authority: Wilton Place, Dublin 2. 01-686633.

Irish Meteorological Services, Glasnevin, Dublin 9. 01-424411.

Ordnance Survey Office: Phoenix Park, Dublin 8. 01-213171.

2.2 European Community

The European Commission: 39 Molesworth St., Dublin 2. 01-712244

The European Parliament: 43 Molesworth St., Dublin 2. 01-719100.

Belgium: Shrewsbury House, Shrewsbury Road, Dublin 4. 01-692082.

Denmark: 121 St. Stephens Green, Dublin 2. 01-756404.

France: 36 Ailesbury Road, Dublin 4. 01-694777.

Germany (Federal Republic): 31 Trimleston Ave., Booterstown, Co. Dublin.
01-693011.

Greece: I Upper Pembroke St., Dublin 2. 01-767254

Italy: 12 Fitzwilliam Square, Dublin 2. 01760366.

Luxembourg: 27, Wilton Crescent, London SWIX 8SD. 031-2356961

The Netherlands: 160 Merrion Road, Dublin 4. 01-693444.

Portugal: Knocksinna House, Dublin 18. 01-893375.

Spain: 17A Merlyn Park, Dublin 4. 01-691640.

United Kingdom: 31 Merrion Road, Dublin 4. 01-695217.

Other European Countries

Austria: 15 Ailesbur~/ Ct., 93 Ailesbury Rd., Dublin 4. 01-694577

Sweden: Sun Alliance House, Dawson St., Dublin 2. 01-715822

Switzerland: 6 Ailesbury Rd., Dublin 2. 01-692515

Turkey: 60, Merrion Rd., Dublin 4. 01-685240

USSR: 186, Orwell Rd., Dublin 14. 01-977525

Other Countries

USA: 42, Elgin Road, Dublin 4. 01-688777

Argentina: 15 Ailesbury Drive, Dublin 4. 01-691546

Australia: Fitzwilton House, Wilton Tce., Dublin 2. 01-761517

Brazil: 19 Mauritskade, 2514 HD The Hague, The Netherlands. 16.31.70.46229

Canada,: 65, St. Stephens Green, Dublin 2. 01-781988

China (People's Republic): 40 Ailesbury Rd., Dublin 4. 01-691707

Egypt: 12, Clyde Rd., Dublin 4. 01-606566

India: 6 Leeson Pk., Dublin 6. 01-970843

Iran: 72, Mr. Merrion Ave., Blackrock, Co. Dublin. 01-880252

Japan: 22, Ailesbury Rd., Dublin 2. 01-694244

Korea (Republic of): 20 Clyde Rd., Dublin 4. 01-608800

Nigeria: 56, Leeson Pk., Dublin 6. 01-604366

V ASSESSMENT

TWO ASSESSMENT MODES

These objectives will be tested by means of two modes:

- Terminal Examination and
- Fieldstudy (optional)

I. **TERMINAL EXAMINATION**

1.1 Levels

Students will be examined at one of two levels, namely Ordinary and Higher. There will be two separate examination papers, one for each level.

1.2 Description of Examination Papers

The examination paper at each level will be based on all assessment objectives, and will include the following types of questions:

- (i) objective test items
- (ii) stimulus-response
- (iii) those testing practical skills, such as map interpretation
- (iv) those testing numerical skills
- (v) those requiring the writing of brief descriptive, analytical or discursive paragraphs

1.3 Objective test items

These will comprise a series of questions/items, for which a single, correct response is sought. Such questions/items will include:

- Multiple-choice (e.g. circling correct answer, marking the correct box)
- Deletions
- True/False
- Matching pairs
- Supplying missing words
- Diagram completion

1.4 Multi-part questions

The other types of questions at 1.2 above, will be grouped into structured, multi-part questions. These questions will have the following structure:

Stimulus (e.g. map (Ordnance Survey and others), photograph, quotation, statement, graph, statistics, drawing, cartoon, newspaper cutting etc.) with questions/activities which relate to the stimulus and its subject.

Questions/activities which link the subject of the given stimulus to syllabus matter (e.g. skill; key/idea, concept, etc.).

Questions/activities which require candidates to

- . make wider interpretations
- . compare/contrast
- draw conclusions, make generalisations, express c~,~ opinion
- . draw on their own experience
- . be creative etc.

1.5 Ordinary and Higher Level Differentiation

Although the structure of both papers will be similar it is envisaged that the papers will differ in the following way:

- Language: the language used in each paper will be appropriate to the ability of the candidates.

Course Content: the differences between course content at Ordinary and Higher levels will, of course be reflected in the papers. This means that Higher level candidates will be required to explore certain key ideas at more than one setting.

- Weighting/Focus: Although all assessment objectives will be tested at both levels, the weighting and focus at each level will differ, e.g.

at Ordinary level, greater weighting will be given to information retrieval, comprehension and application, and to simpler practical and numerical skills.

- Ordinary level will focus more on specific cases.

at Higher level, greater weighting will be given to analytical and evaluative responses and to more complex practical and numerical skills.

- Higher level will focus more on generalisations and principles.

1.6 Question Bank

It is hoped to develop a bank of questions over time. This will initially provide help for teachers in the implementation of the syllabus and later, should it be so agreed by the Dept. of Education, provide a source of questions for examiners.

2. FIELDSTUDY

2.1 General

All candidates taking Junior Certificate Geography may submit a fieldstudy as part of their assessment

Those who avail of this option will be exempt from a part of the examination paper.

Students taking the fieldstudy option will undertake ONE assignment, to be submitted by a stipulated date.

2.2 Structure

The fieldstudy will be such as to indicate a student's ability to perform simple research tasks, particularly those involving the information handling skills specified in the assessment objectives.

The research should be based on first-hand experience involving rural or urban out-of-class work.

Format: The format of the submitted report can be one or a combination of the following: written/graphic, video-tape, audio-tape, microcomputer disk/tape.

Length: Whereas it is recognised that the length of the report will vary in accordance with the topic chosen and the research undertaken, the following are offered as rough guidelines:

written/graphic - 750/1000 words (Fewer words will, of course, be accepted where graphic presentation is particularly important)

video-tape: 5 - 10 minutes
audio-tape: 10 - 15 minutes
Microcomputer disk/tape: 10 - 15 minutes for an
interactive program and less if not interactive.

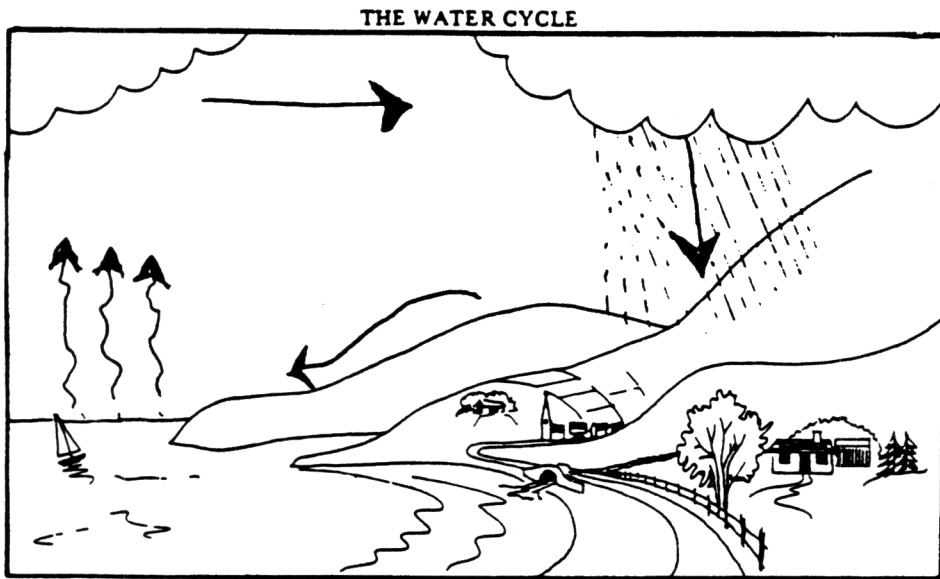
2.3 Student Input

Teachers should provide students with guidelines in the techniques involved in the assignment, both in the out-of-class study and the compilation of the report. It is also envisaged that out-of-class studies will be organised in such a way that the research is undertaken by small or large groups of students. However, the report submitted by each student should be her/his own work.

3. EXAMPLES OF EXAMINATION QUESTIONS

There follows a series of structured, multi-part examination questions which are examples of the kind of questions which could be used to assess the syllabus and its objectives.

LEVEL : ORDINARY



1. Water is a renewable resource. With the aid of the drawing above, explain the WATER CYCLE.

2. Agriculture, Industry, Tourism
Explain why water is important to each of these.

Agriculture _____

Industry _____

Tourism _____

3. Some regions of the world have very dry climates. They have too little water. Describe TWO problems caused by too little water (giving examples from regions you have studied).

Problem 1

Example:

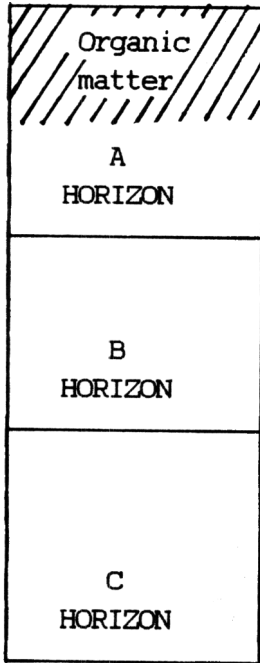
Problem 2

Example:

4. In some regions, people have built irrigation schemes to bring water to dry and arid land.

Imagine you are a farmer in one of these regions. Describe TWO ways in which a major irrigation scheme in your region has changed your way of life.

LEVEL: ORDINARY



This drawing shows the horizon in an uncultivated soil profile. Explain how the upper layer of the horizon develops.

2. "Soil is strongly influenced by the vegetation growing on it"

Explain how this is true in the case of ONE soil type which you have studied.

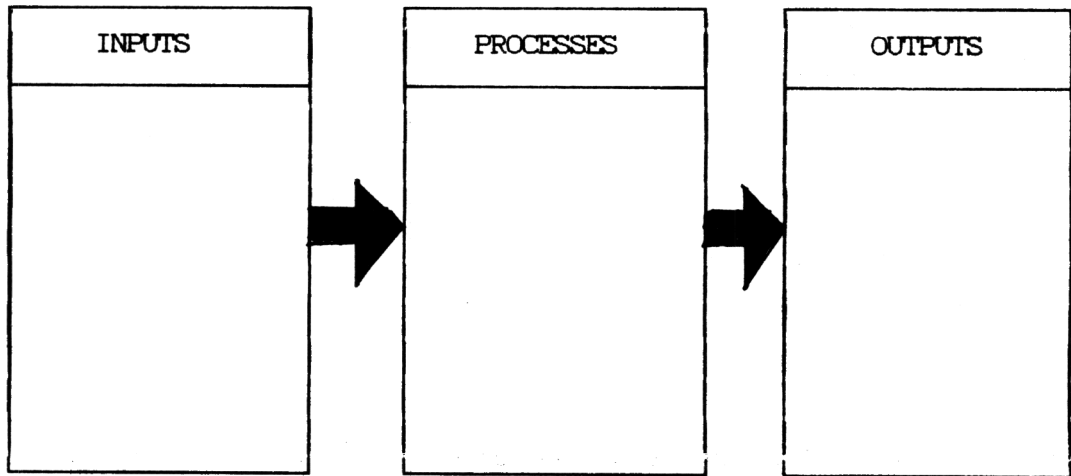
3. "Soil conditions are an important influence on what a farmer produces".

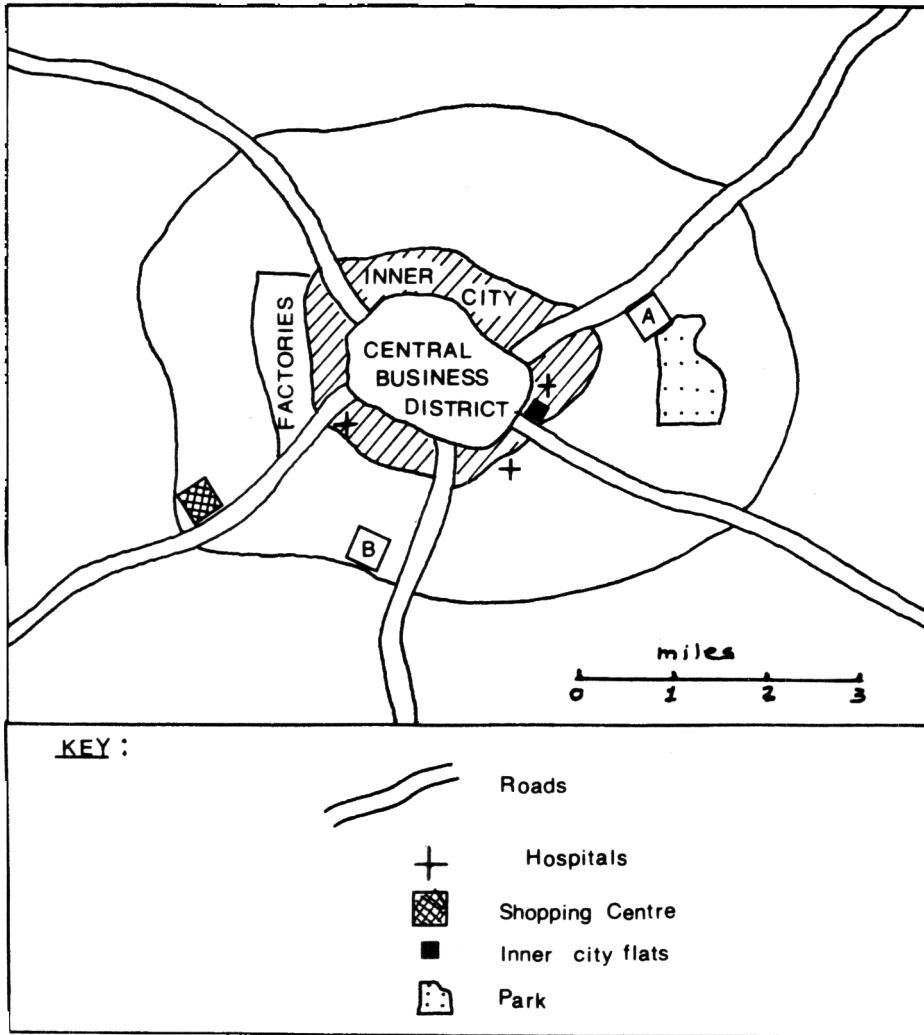
Describe TWO ways in which soil may affect what is produced by a farm.

4. soil ploughing fertiliser
 wheat seeds harvesting
 sugar beet milking wool

Put EACH of these words into the correct box in this diagram of the system of a mixed farm.

A FARM





Look at the map:

The Council has decided to rehouse the people living in the inner city area to a new housing estate on the edge of the town.

Two sites for this housing estate are marked on the map as A and B.

1. Write one advantage and one disadvantage for each site as a possible place for a housing estate; (think of shopping, working, health services, recreation etc.).

Site A Advantage _____

Disadvantage _____

Site B Advantage _____

Disadvantage _____

2. On the map, mark, with the letter C, one other area, showing where you would like to live.

Give two reasons for your choice.

I.

.

3. In the town shown in the map, the Council is moving the people away from the inner city area.

Write a short paragraph about a different way the Council could have acted. Use examples from any Irish town or city you have studied.

4. The growth of towns and cities causes problems. List three of these.

i.

.

3.

LEVEL : ORDINARY

- I. "Some regions of the world have high population density and others have low population density".

West of Ireland)	
Rhine river valley)	
Calcutta)	From this list, write the name of one
Dublin)	area of high population density in Box A
Sudan)	and one area of low population density in
Hong Kong)	Box B.
Netherlands polders)	

A.

B.

2. Look at the list in the boxes below.

Which of these are found in areas of high population density, and which are found in areas of low population density?

Beside each, write in either HIGH DENSITY or LOW DENSITY.

low marriage rates

shortage of housing

widespread pollution of
water supply

agricultural land abandoned

3. On the OS map extract, find the DINGLE peninsula.

What evidence does the map show that this region is sparsely populated? (Give ONE piece of evidence).

4. Imagine you are living in the western part of the region shown on the map. Describe TWO problems which your community is facing as a result of population decline.

I.

2.

LEVEL : HIGHER

1. Oil is an example of a FINITE (OR NON RENEWABLE) RESOURCE.

(a) What is meant by a finite resource?

(b) Describe THREE different major ways in which oil is used in Ireland.

(i)

(ii)

(iii)

The use of oil can have harmful effects on the physical environment.

(a) Describe ONE way in which this has happened.

(b) Draw a diagram to illustrate your answer.

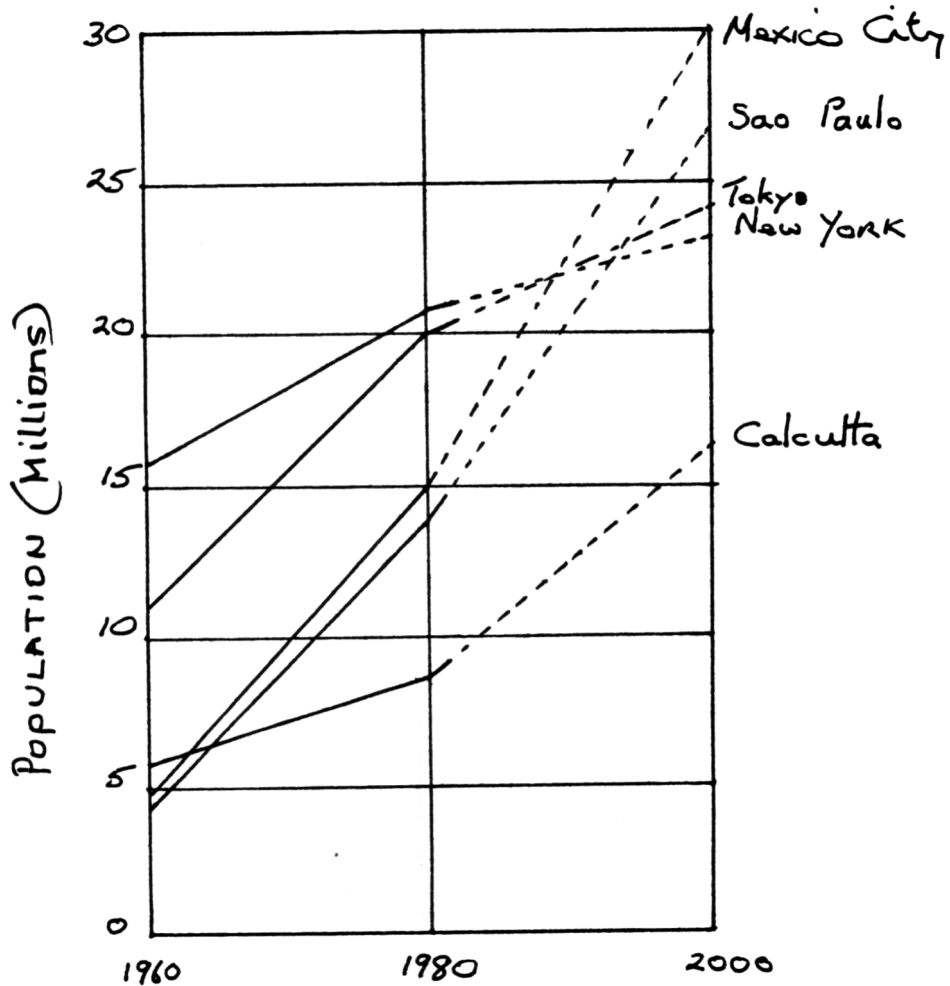
3. (a) The exploitation of oil can be shown as a flow-chart:

Chemical industry	oil wells	vehicle fuel
Carbon dioxide	agriculture	pipelines
Refinery	power stations	
	oil sticks	

Starting with "Oil Wells", arrange these words into a flow chart.

- (b) Write a paragraph explaining why you arranged the words in this order.

LEVEL: HIGHER



1 Look at the graph, and answer these questions

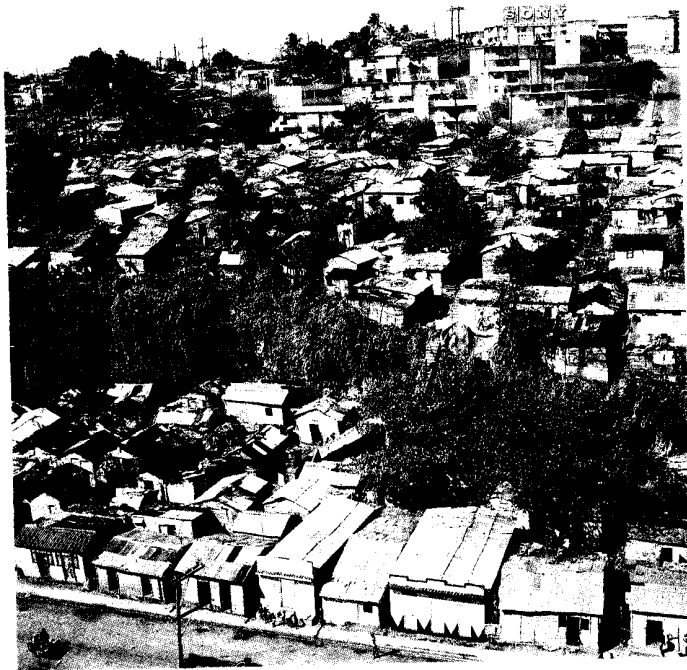
(i) What was the population of New York in 1980?

(ii) What is the estimated population of Sao Paulo for 2000?

(iii) Estimate the actual increase in millions of population in Calcutta between 1960 and 1980?

(iv) In what way do the trends shown for developing world cities differ from the others?

Why are the cities of the developing world growing so rapidly? Give TWO well-explained reasons



(a) This photo shows part of a city. What evidence is there to show that it is a city in the developing world? Give ONE piece of evidence with explanation

- (b) Describe the problems which might be experienced by the people living in the area shown in the foreground of the photograph.

In Western cities, people generally do not face such severe problems as those of people in cities in developing countries.

With reference to one Western city that you have studied, explain why this is so.

Name of city studied

LEVEL: HIGHER

I.

GHANA

Production figures and prices for cocoa 1973-1986

Year	Cocoa Production (approx)	Cocoa Prices (approx)
1973	343,000 tonnes	£300 per tonne
1977	271,000 tonnes	£3,000 per tonne
1981	230,000 tonnes	£900 per tonne
1986	240,000 tonnes	£1,500 per tonne

(a) From the figures shown in the table above, calculate the amount of Ghana's income on the export of cocoa in

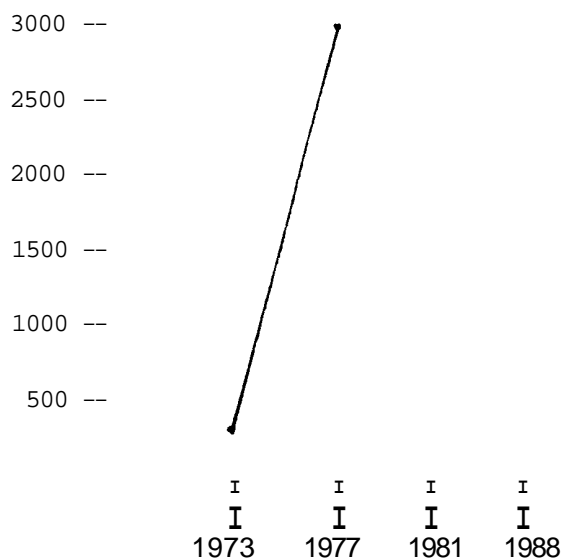
1973

1986

(b) The graph on the right refers to the prices, per tonne, for cocoa in the years shown on the table.

The graph has been drawn for 1973 and 1977 only.

Complete the graph for 1981 and 1988.



(c) Write a short paragraph describing how such widely varying prices might affect (i) the producer country, (ii) the consumer.

(i)

(iii)

. "In the world commodity market, producer countries do not always get a good deal"

Do you agree with this statement?

Explain your answer, with reference to one international commodity you have studied.

Name of commodity

3. In the case of ONE poor producer country you have studied, suggest three ways in which richer consumer countries might help to build up its economy.

Name of producer country

(i)

(ii)

(iii)