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Supporting the Professional  
Learning of School Leaders  
and Teachers

Senior Cycle Redevelopment Webinar

# Leaving Certificate Geography

SEC Sample Papers for Tranche 2 subjects





**NCCA**

An Chomhairle Náisiúnta  
Curraim agus Measúnachta  
National Council for  
Curriculum and Assessment



**An Roinn Oideachais  
agus Óige**  
Department of Education  
and Youth



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# Welcome

# Webinar 2026

# Leaving Certificate Geography



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*



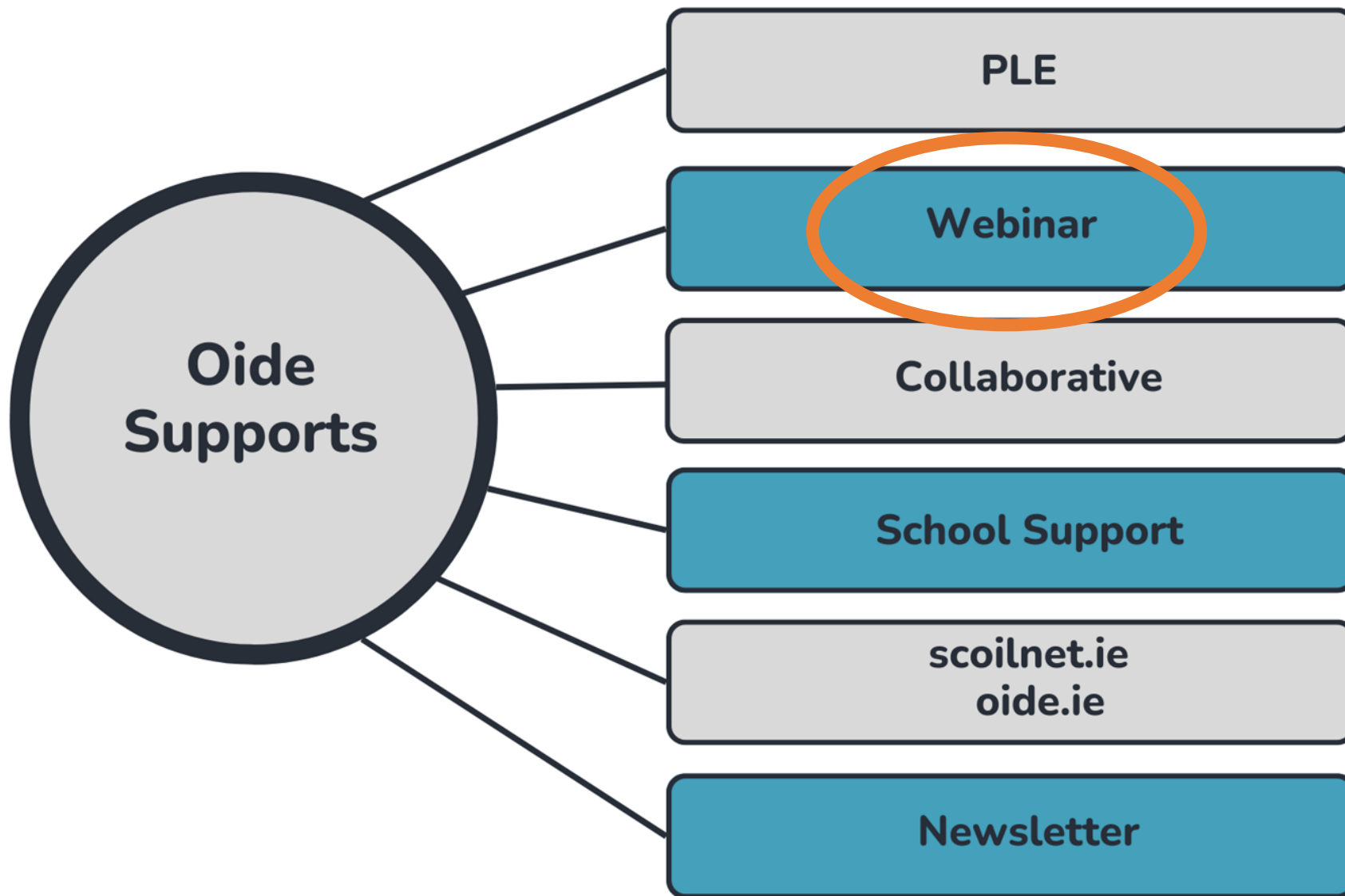
The Professional Learning Experience  
will not be recorded



No photographs, video recording, audio  
recording or screengrabs

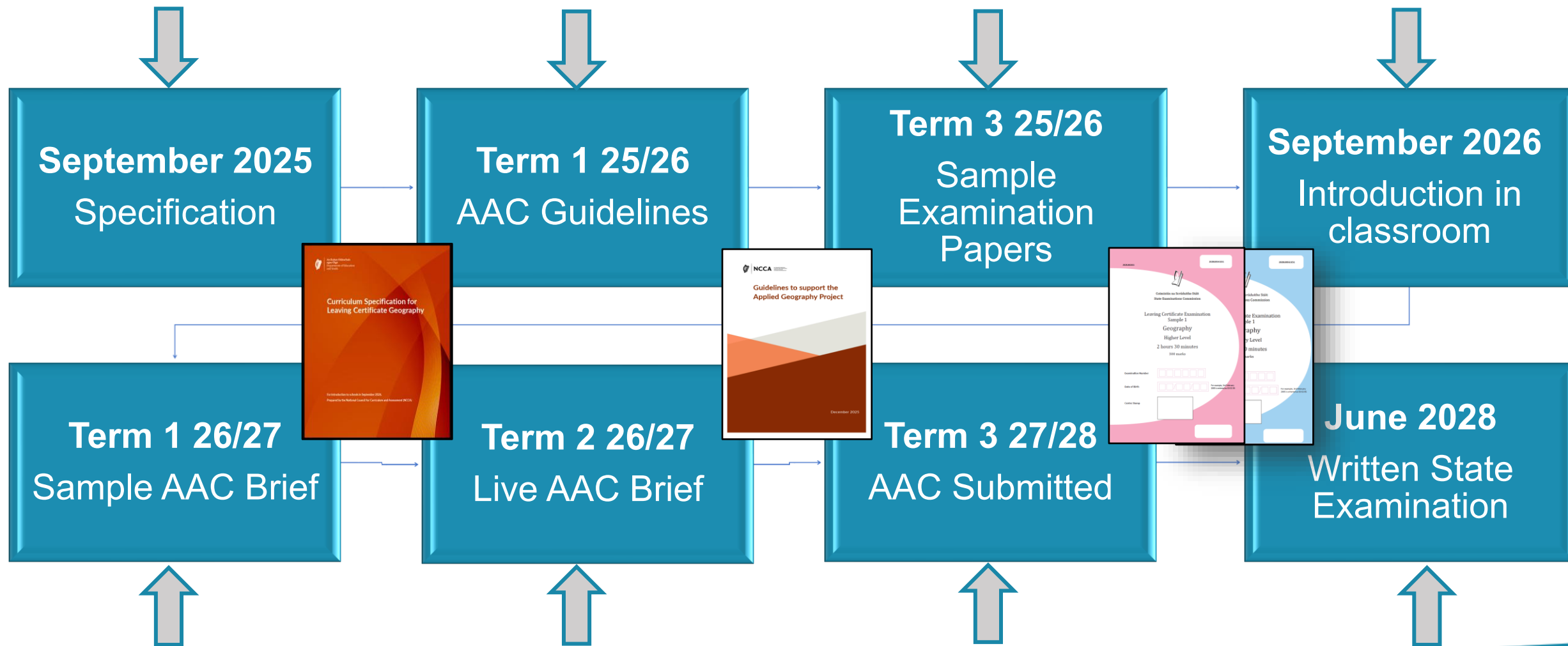


Time will be given to addressing your  
questions asked through the Q and A feature





# Key Dates





# In this webinar, we will . . .

- appreciate the central significance of the specification
- consider the structure of the Ordinary Level and Higher Level sample examination papers
- recognise the significant role of action verbs in the specification and how command words are used in examination questions
- explore how the sample examination papers assess the learning outcomes across the strands

# Schedule



<b>Part 1</b> <b>9:15 – 9:40</b>	Specification and assessment overview
<b>Part 2</b> <b>9:40 – 10:00</b>	Structure of the examination papers
<b>Part 3</b> <b>10:00 – 11:00</b>	Scope of assessment
<b>11:00 -11:10</b>	<b>Q &amp; A</b>



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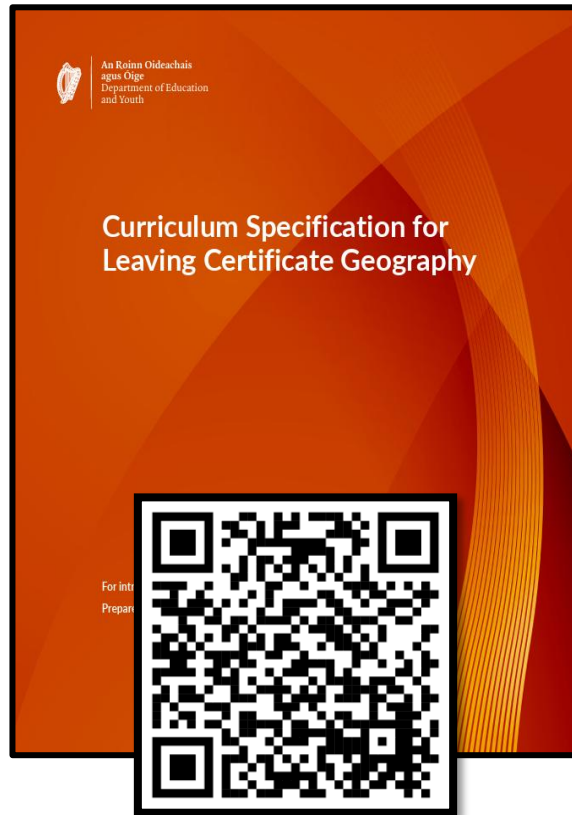
# Part 1

## Specification and Assessment Overview

# Key Documents



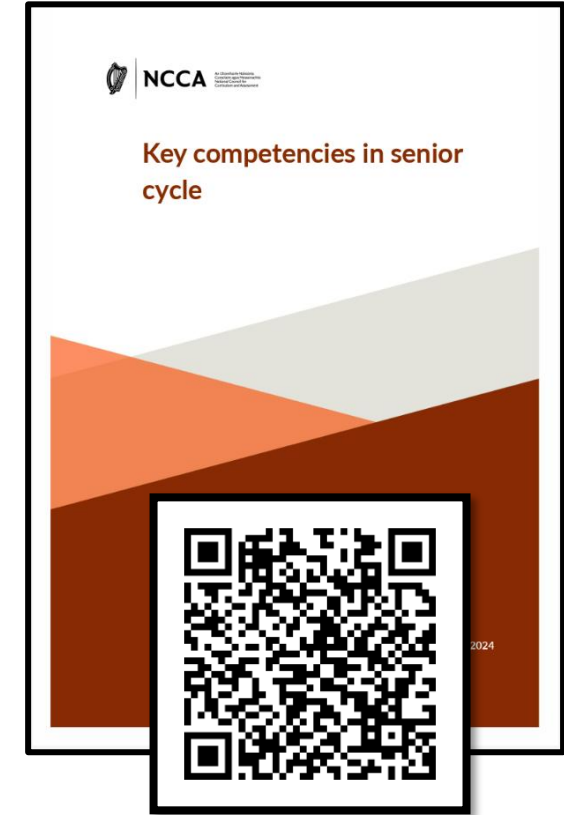
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<https://tinyurl.com/3rzak73d>



<https://tinyurl.com/4zenwh4t>

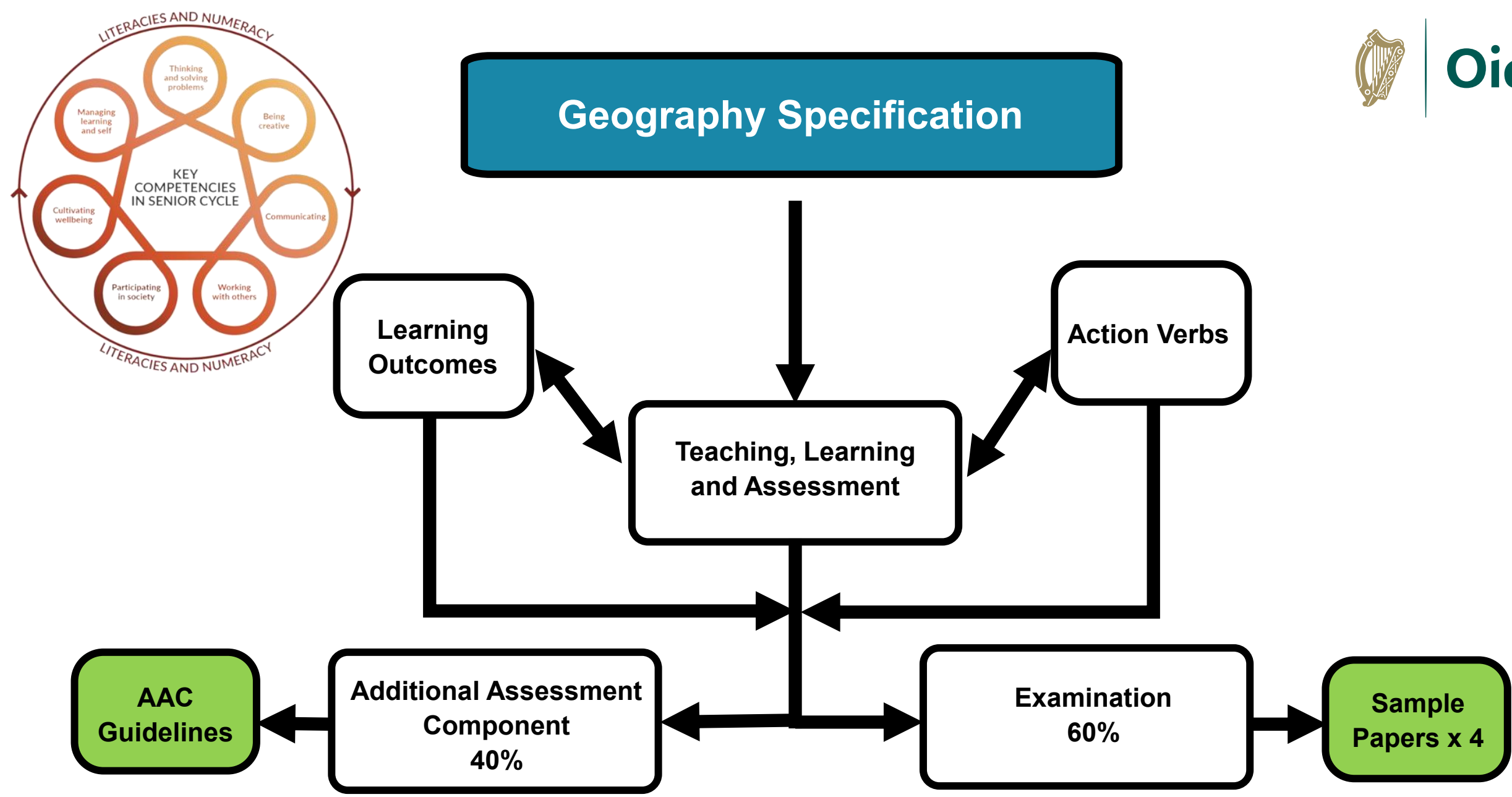


Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



# Key Competencies

By setting appropriate and engaging tasks, asking questions and giving feedback that promotes **learner** autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

(Curriculum Specification for Leaving Certificate Geography, NCCA, 2025, P.22).

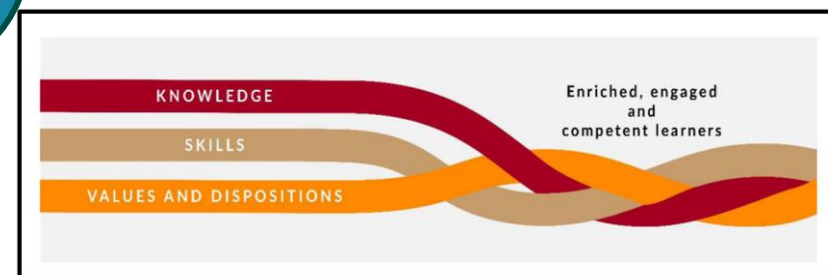
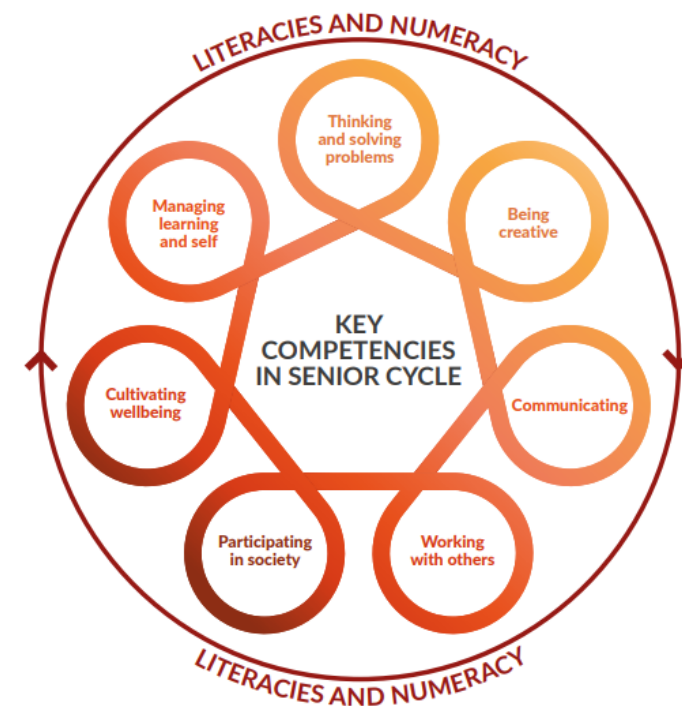


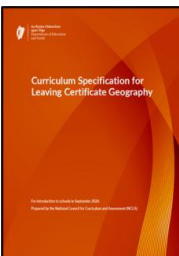
Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



# Assessment

As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual students.

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 22).**

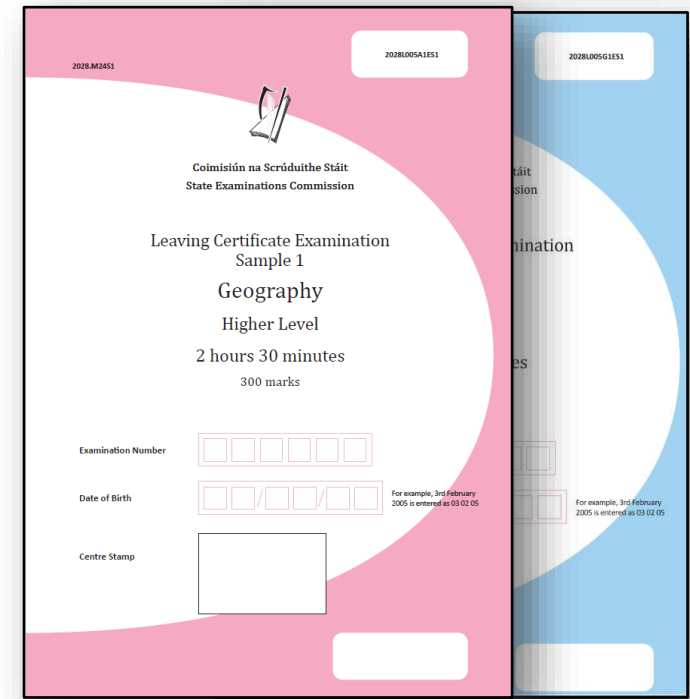
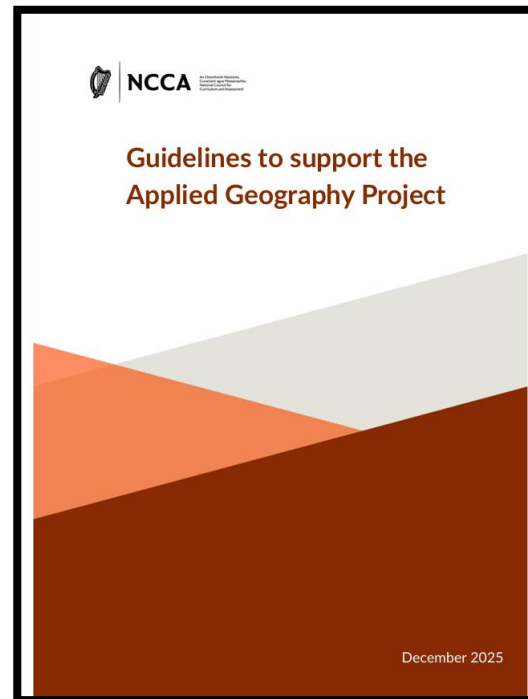




# Assessment in Leaving Certificate Geography

Assessment component	Weighting	Level
Applied Geography Project	40%	Common brief
Written examination	60%	Higher and Ordinary Level

**Table 2:** Overview of assessment for certification

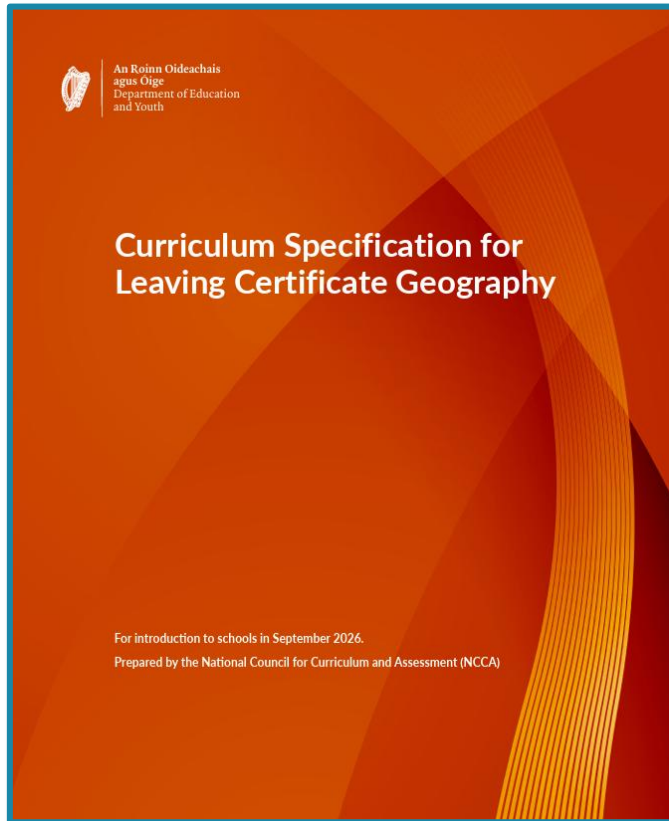


Curriculum Specification for Leaving Certificate Geography, 2025, p. 22. Overview of assessment for certification

# References to Assessment in the Specification



Oide



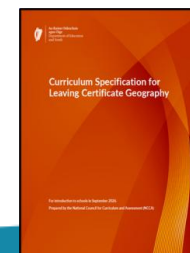
- **Page 6** Student learning in senior cycle
- **Page 21** Teaching for student learning
- **Page 22** Assessment
- **Page 22** Assessment for Certification
- **Page 23** Additional Assessment Component
- **Page 25** Reasonable Accommodations

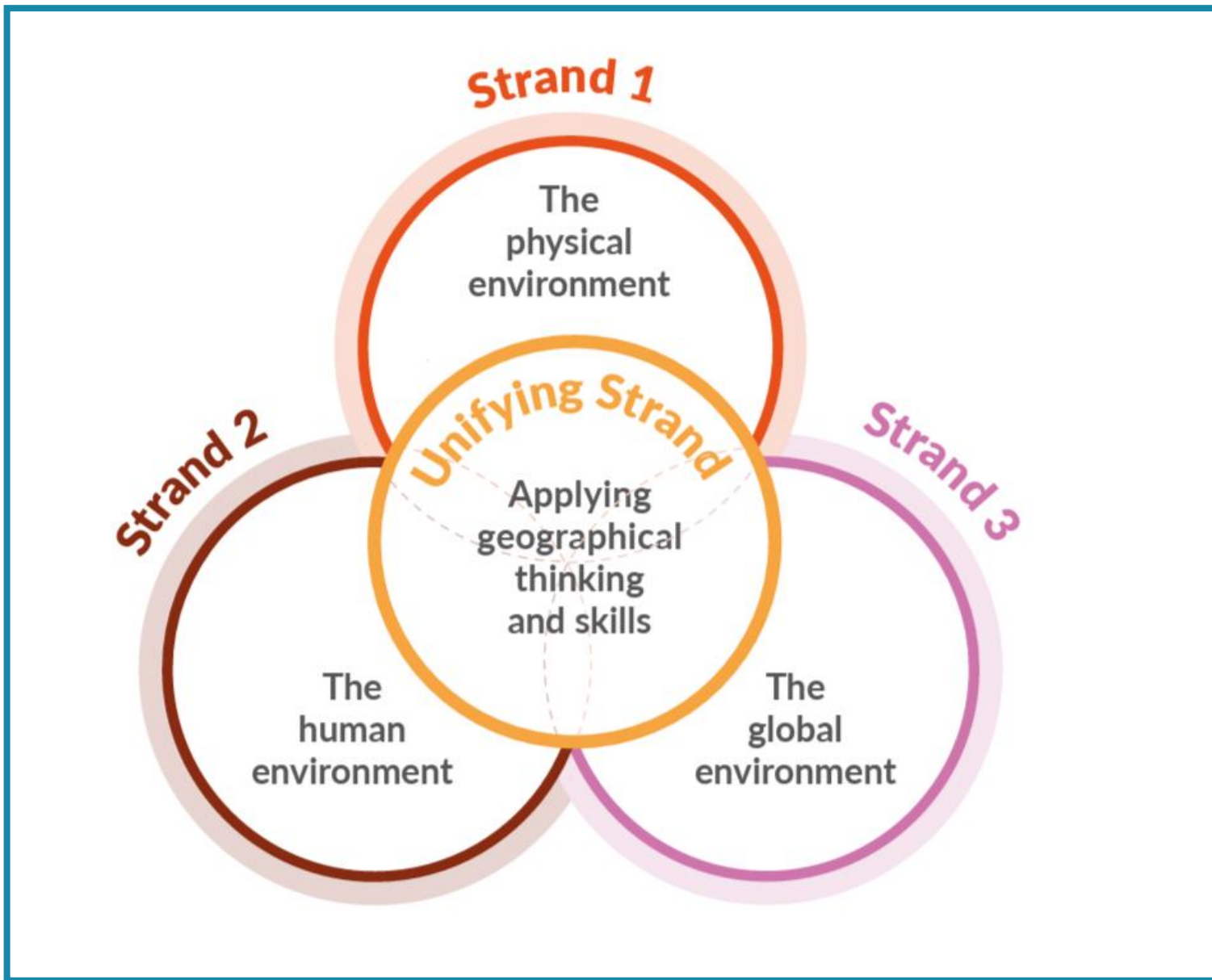


# Assessment for certification

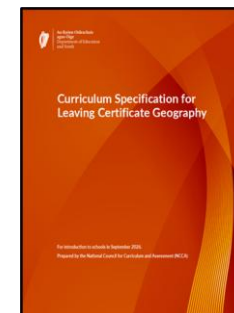
- Assessment for certification is based on the rationale, aims and learning outcomes of the specification
- Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for students at different levels

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 22).**





# Strands of study

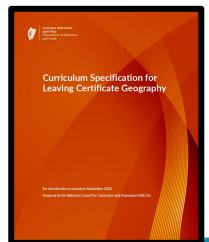




# Learning Outcomes

- “The **right-hand** column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning.
- The **left-hand** column outlines specific areas that students learn about.
- **Taken together**, these provide clarity and coherence with the other sections of the specification”.

Students learn about	Students should be able to
<b>Agriculture and fisheries</b> <ul style="list-style-type: none"><li>• economic, environmental and social factors affecting agriculture</li><li>• changing agricultural practices including intensification, organic approaches, urban food production, and the use of technology</li><li>• changes in the fishing industry: the development of aquaculture, in-land fisheries, and conservation</li><li>• EU policies relating to agriculture and fisheries</li></ul>	<b>3.1</b> examine the importance and changing nature of agriculture in Ireland <b>3.2</b> explore changes in the fishing industry in Ireland <b>3.3</b> discuss the impact of European Union (EU) policies on agriculture and fisheries in Ireland



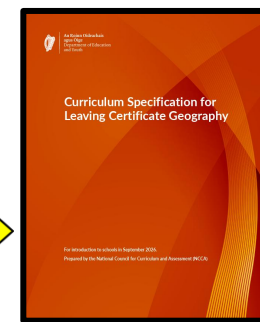


## Appendix 1: Glossary of Action Verbs

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

Action verb	Students should be able to
<b>Analyse</b>	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
<b>Appreciate</b>	recognise the meaning, value or importance of
<b>Communicate</b>	use appropriate formats to share meaning, exchange or present information with an audience
<b>Conduct</b>	perform an activity
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Describe</b>	develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypothesis, grounded in appropriate evidence
<b>Evaluate (data)</b>	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about the idea, solutions or methods
<b>Evaluate (ethical judgement)</b>	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
<b>Examine</b>	look closely at arguments, concepts, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships
<b>Explain</b>	give a detailed account supported by reasons or causes
<b>Explore</b>	observe, study, in order to establish facts
<b>Formulate</b>	express the relevant concept(s) or argument(s) precisely and systematically
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Investigate</b>	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
<b>Outline</b>	give the main points, restricting to essential pieces of information
<b>Plan</b>	devise or project a method or a course of action
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Research</b>	inquire specifically, using involved and critical investigation
<b>Synthesise</b>	to draw together, in written or other form, different ideas, data, information and/or knowledge to create a new idea or deeper understanding

# Glossary of Action Verbs



# Differentiation in Higher and Ordinary Level Geography



Oide

Examination questions will require students to demonstrate learning appropriate to each level.

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 22).**



# Action Verbs and Command Verbs

Learning outcomes in the specification are not distinguished between higher and ordinary level.



The learning outcome action verb details the highest level achievable by students.



Command words are related to action verbs. They are used for examination purposes in the examination papers.



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# Part 2

## Structure of the Examination Papers



# KEY POINTS



## Paper Design

- Less pages
- Gone from 80% to 60% written exam
- Number of pages can vary each year
- Builds on student's experience of JC Geography
- Full completion booklet

## Instructions

- Instructions are found on - Page 2
- Instructions are also found at each section
- And then at each question
- All instructions have a purpose

## Maps & Photographs

- New Táilte Eireann map 1:50,000 will be examined from 2028
- Like JC, different map scales will be assessed (U5 - SLA's) e.g., 1:10,000
- Aerial photography s will be embedded within the exam, similar to Junior Cycle Geography

## Answer Spaces

- The emphasis is on the **QUALITY** of answer
- Consider: the command verb and the space provided
- A shorter question may not always mean it is an easier question
- Shorter answers can still demand higher-order thinking

## Action Verbs

- The learning outcome action verb details the highest level achievable by the student.
- Command words in the exam papers will draw upon student learning experiences appropriate to each level.



# Changes to the Tailte Éireann 1:50,000 Discovery Series maps Infographic

**Changes to  
1:50,000 Discovery Series maps**

The new maps are branded as **Tailte Éireann** and they will carry the **Tailte Éireann** logo only, which will replace the previous Ordnance Survey Ireland logo.

The new legend has been categorised into four groups for ease of use

### MAP INFORMATION

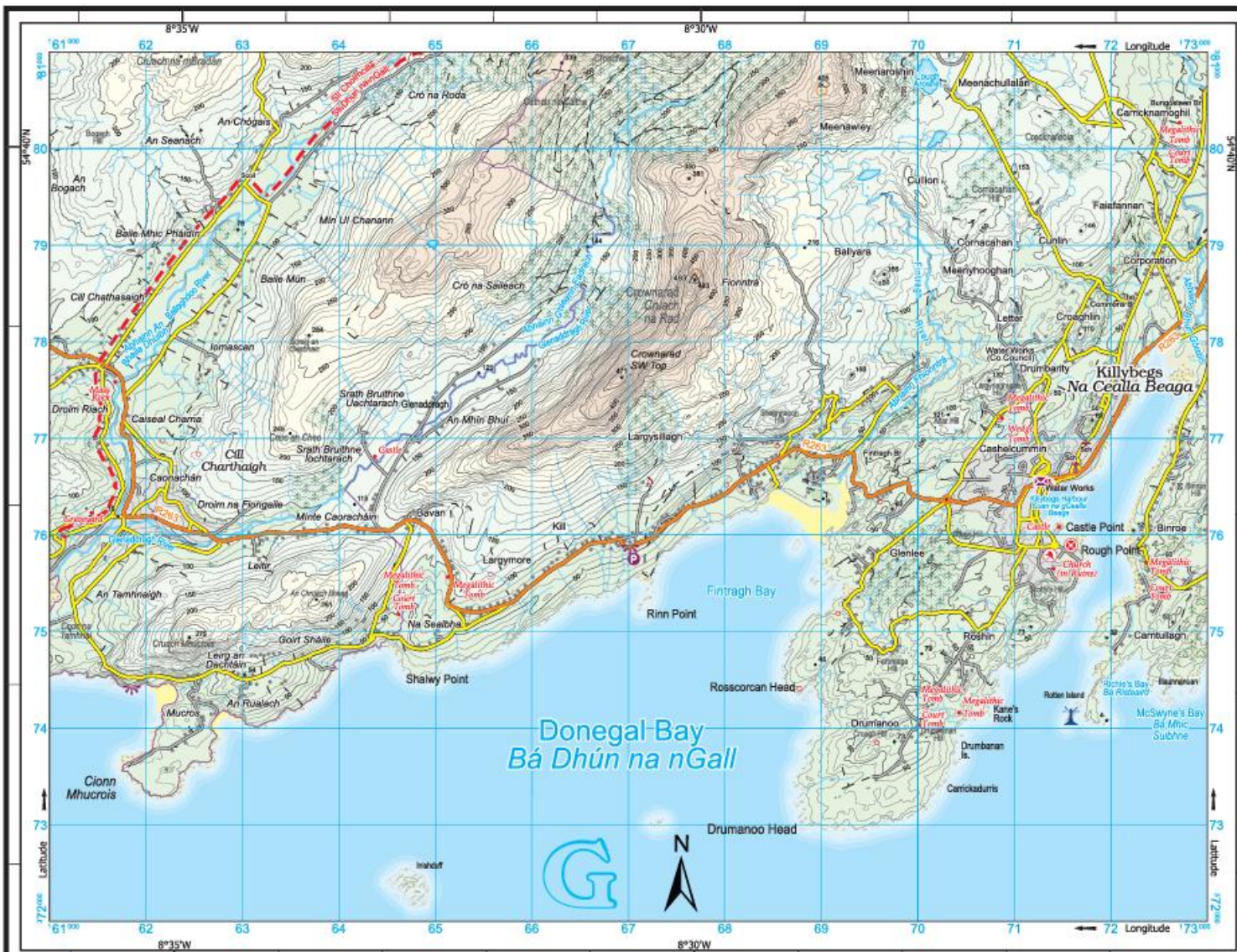
The legend layout has been redesigned to align with the new 1:50,000 map product.

It features:

- New Symbols:** Additional icons now represent updated map features - limited to three colours for consistency.
  - A wine shade to indicate 'topographic' and 'tourist' land-based symbols, with the exception of 'antiquities', which are in a red colour.
  - All 'marine' or water-based services have a blue symbol.
  - Emergency services are represented with a red symbol.
  - A number of symbols that were used on the old legend have been discontinued and will not appear on the new legend.
- Restyled Elements:** Existing symbols have been refined for a more intuitive and modern look.
- Standardisation:** Icons and symbols are now consistent across all map products.
- Logical Grouping:** Elements are organised under clear headings based on their function and use.



<https://oide.ie/wp-content/uploads/2026/01/Tailte-Eireann-Map-Changes.pdf>



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 Tallie Eileam, Gaicín ceoic ar coimisiún, Na  
 Phoenix Park, Dubháin 8, Éire D08 F2E4.  
 Níl cead ar bith aon chéile a athscráil nó a  
 aistriú nó a scaipeadh nó a chur ar fáil  
 ar aon bhealach gan cead scríbhneoireachtaí réo ó  
 úinéirí an chéile.

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# Higher and Ordinary 1:50,000 Map Sample Paper 1





## Tailte Éireann Legend Eochair 1:50,000

### TRANSPORTATION/ IOMPAR

M1	Mótarbhealach (Uimhreacha saoragal) Motorway (Unrestricted number)	N21	Bothar léarsaíoch náisiúnta National secondary road		Boithne de chineál eile Other roads	A	Aerfort Airport		Iarrmóid Railways		Tollán iarrmóid Rail tunnel
	Bóthar doia (Doialabhoth) Talled road (Toll booth)		Carrbhealach dubailte Dual carriageway		Boithir réigiúnta Regional road		Cúlfort farantáiríochta Ferry port		Crosaire comhréidh Level crossing		Stáisiún traenach Train station
	Ionad seirbhíse mótarbhealach Motorway services		Bóthar den tríú gríd Third class road		Bóthar á dhéanamh Road under construction		Bíod fartha Ferry		Iarrmóid tionsclaíoch Industrial line		

### TOPOGRAPHY/ TOPOGRAFAÍOCHT

	Forais bhuaireach Coniferous woodland		Stáisiún cumhachta Power station		Abhainn nó sruthán River or stream		Teach solais in duilleag nó i dteall Lighthouse in vase/ diisce		Cuaille triantánachta Triangulation pillar	
	Coltairnach dhúilleach Deciduous woodland		Cran Cumannóid Communication mast		Loch Lake		Rabhrán Beacon		Céim inlíne comhairle 10m 10m contour interval	
	Forais mhéasachta Mixed woodland		Míleáil, eaglais agus cattedraí Chapel, church and cathedral		Canál Canal		Teorainn idirnáisiúnta International boundary		Céim inlíne comhairle 50m 50m contour interval	
	Spás glas Green space		Sáidchomhartha ainmnithe Named antiquities		Trá Beach		Teorainn chontae County boundary		Spota airde Spot height	
	Línteáir faoi theaghrimh Built up area		Cíos, m.ah. náth nó líos Enclosure, e.g. ringfort		Láib Mud		Tailte raon míleata Military range lands		Summit above 600m	
	Line tarchurtha leictreachais Electricity transmission line		Láthair chutha Butterfield		Gáineamh & scaineagáin Sand and shingle		Trasnú clathráin Graticule intersection (Lat./ Lon.)		Summit between 400m - 599m	
	Fairm ghaoithe Wind farm				An charrag leathan Flat rock				Summit below 400m	

**Higher and Ordinary Level Map Legend**

Summits over 600m+ must have a topographic prominence of 15m, summits between 400m and 599m a topographic prominence of 30m, and summits from 150m to 399m a prominence of 150m.

The summit information supplied is courtesy of the Mountain Views hillwalking community. The lists used, updated to 2009, include the "Andrins" 500m list, "Vandeleur-Lynam" 600m list, and other lists for smaller tops and county high points. Altitudes are given in metres above Mean Sea Level at Malin Head, Co. Donegal.

### TOURISM/ TURASÓIREACHT

	Ionad eolais turasóireachta Tourist Information		Ionad páirceála Parking		Toarmann dóra Nature reserve		Ceann sí Trailheads		Bealach glas Greenway		Stáisiún Garda Garda Station
	Oifig phost Post office		Ionad dearchta Viewpoint		Gulfcúrsa, machaire gailf Golf course or links		Síobhealach le comharthaí Waymarked walks		Conair marcachta Horse riding trail		Ospidéal Hospital
	An Taisce National Trust		Láithreán campáil Camping site		Riachána Race course		Bealach rothar Cycle route		Conair lapadála Paddle trail		Stáisiún díteáin Fire station
	Ionad léimhíneálacháin Interpretive centre		Láithreán caráin (dírthúraí) Caravan site (Brasú)				Síobhealach le comharthaí/ Bealach rothar Waymarked walks/ Cycle route				Tarrtháil cósta Coastal rescue

### MAP INFORMATION/ EOLAS LÉARSCÁILE

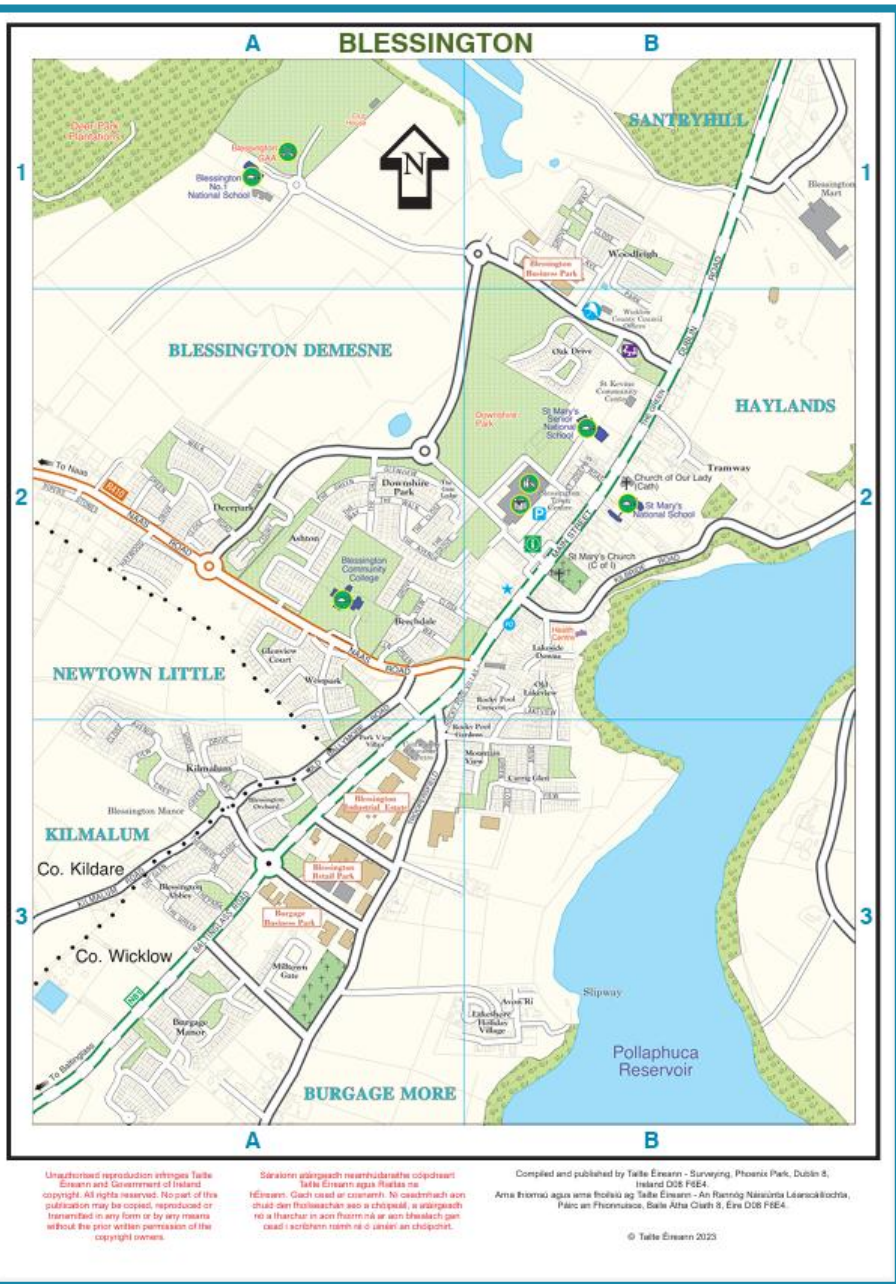
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[www.tailte.ie](http://www.tailte.ie)

This is a sample reference only  
 Sample reference: **G 103 079**  
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# Higher and Ordinary Level 1:10,000 Map Sample Paper 2



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Anís áirígeadh agus foilsíú ag Taithe Éireann - An Rannóg Náisiúnta Léarscáilochta, Páirc an Fhionnaithe, Baile Átha Cliath 8, Éire D08 FEE4.

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### LEGEND / EOCHAIR EOLAIS

	MOTORWAY MÓTARBHEALACH		LIGHTHOUSE TEACH SOLAIS
	NATIONAL PRIMARY ROAD BÓTHAR PRÍOMHA NAISIÚNTA		ONE WAY STREETS SRÁIDEANNA AONTREO
	NATIONAL SECONDARY ROAD BÓTHAR TANAISTEACH NAISIÚNTA		MAINLINE RAIL STATION STAISIÚN TRAENACH PRÍOMHLÍNE
	REGIONAL ROAD BÓTHAR REIGIÚNACH		ART GALLERY GAILEARAÍ EALÍNE
	MAIN ROADS / STREETS PRÍOMHBHÓITHRE / PRÍOMHSHRÁIDEANNA		SAMPLE LANDMARK BUILDING FOIRGNEAMH SAINCHOMHARTHA SAMPLACH
	OTHER ROADS / STREETS BÓITHRE / SRÁIDEANNA EILE		CINEMA PICTIURLANN
	NARROW STREET / PRIVATE ROADS SRÁID CHUNG / BÓITHRE PRÍOBHÁIDEACHA		GAELIC GROUND PÁIRC NA NGAEL
	ROAD UNDER CONSTRUCTION BÓTHAR A DHEANAMH		LIBRARY LEABHARLANN
	PEDESTRIAN STREETS SRÁIDEANNA COISITHE		MUSEUM MUSAEM
	GREEN AREA LIMISTÉAR GLAS		RUGBY GROUND PÁIRC RUGBAÍ
	WOODED AREA LIMISTÉAR FAOI CHRAINN		TOURIST OFFICE OIFIG TURASÓIREACHTA
	COMMERCIAL / INDUSTRIAL TRACHTÁLA / TIONSCLAÍOCH		SHOPPING COMPLEX COIMPLÉASC SIOPADÓIREACHTA
	HOSPITAL / SCHOOL OSPIDÉAL / SCOIL		SCHOOL / COLLEGE SCOIL / COLÁISTE
	WATER UISCE		SOCCER GROUND PÁIRC SACAIR
	HOSPITAL OSPIDÉAL		THEATRE AMHARCLANN
	FIRE STATION STAISIÚN DÓITEÁIN		VISITOR CENTRE IONAD CUIAIRTEOIRÍ
	GARDA (POLICE) GARDA SÍOCHÁNA		GOLF COURSE GALFCHURSA
	PARKING IONAD PAIRCEÁLA		CAMPING SITE LÁITHREÁN CAMPÁLA
	POST OFFICE OIFIG PHOIST		CARAVAN SITE LÁITHREÁN CARBHÁN
	CHURCH EAGLAIS		RAIL LINE LINE IARNRÓID
	MONUMENT / STATUE SÉADCHOMHARTHA / DEALBH		COUNTY BOUNDARY TEORAINN CHONTAE

SCÁLA 1:10,000 / SCALE 1:10,000



10 ceintiméadar sa chiliméadar (taobh chearnóg eangal) 10 centimetres to 1 Kilometre (grid square side)

# Higher and Ordinary Level 1:10,000 Map Legend Sample Paper 2



# Accessing Assessment Information

<https://www.examinations.ie/>



Oide

Sample Papers  
2 Ordinary Level  
2 Higher Level  
Sample Maps &  
Legends



## Senior Cycle Redevelopment Programme

Tranche 1 **Tranche 2** Tranche 3 Tranche 4 Tranche 5

Revised subjects for introduction in schools in September 2026 onwards

Sample examination papers for tranche 2 subjects are now available and can be accessed by clicking on the relevant subject in the table below.

Further information on the Senior Cycle Redevelopment Programme is available on the Department of Education website [here](#).

Any feedback on the content of these sample materials may be submitted by e-mail to [scr@examinations.ie](mailto:scr@examinations.ie)

FAQ document on Senior Cycle Sample Materials is available [here](#)

Circular S49/26 Senior Cycle Redevelopment – Sample Examination Papers is available [here](#)

Final Schedule of Examination and Completion Dates for 2027 [here](#)

Tranche 2		
<a href="#">Accounting *</a>	<a href="#">Construction Technology</a>	<a href="#">Engineering</a>
<a href="#">English *</a>	<a href="#">Geography</a>	<a href="#">Life, Community and Work Common Level</a>
<a href="#">Physical Education</a>		

\* will not be given effect earlier than September 2027


# Sample Examination Papers



Oide

<https://www.examinations.ie/scr/>

2028.M2451 2028L005A1E51



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 1  
Geography  
Higher Level  
2 hours 30 minutes  
300 marks


Examination Number

Date of Birth  For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2028.M2351 2028L005G1E51



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 1  
Geography  
Ordinary Level  
2 hours 30 minutes  
300 marks


Examination Number

Date of Birth  For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2028.M2452 2028L005A1E52



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 2  
Geography  
Higher Level  
2 hours 30 minutes  
300 marks


Examination Number

Date of Birth  For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



2028.M2352 2028L005G1E52



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination  
Sample 2  
Geography  
Ordinary Level  
2 hours 30 minutes  
300 marks

Examination Number

Date of Birth  For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



# Scrúdpháipéir Shamplacha

<https://www.examinations.ie/scr/>



Oide

2025 MEIBHIT 2025 MEIBHIT

Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Scrúdú na hArdteistiméireachta  
Sampla 1  
Tíreolaíocht  
Ardleibhéal  
2 uair 30 nóiméad  
300 marc

Scrúdóir:

Dáta Breithe:  Scrúdú 3 Feabhraí 2025  
mar 03 02 01, áfach

Stampa an Ionsáid:



2025 MEIBHIT 2025 MEIBHIT

Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Scrúdú na hArdteistiméireachta  
Sampla 1  
Tíreolaíocht  
Gnáthleibhéal  
2 uair 30 nóiméad  
300 marc

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mar 03 02 01, áfach

Stampa an Ionsáid:



2025 MEIBHIT 2025 MEIBHIT

Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Scrúdú na hArdteistiméireachta  
Sampla 2  
Tíreolaíocht  
Ardleibhéal  
2 uair 30 nóiméad  
300 marc

Scrúdóir:

Dáta Breithe:  Scrúdú 3 Feabhraí 2025  
mar 03 02 01, áfach

Stampa an Ionsáid:



2025 MEIBHIT 2025 MEIBHIT

Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Scrúdú na hArdteistiméireachta  
Sampla 2  
Tíreolaíocht  
Gnáthleibhéal  
2 uair 30 nóiméad  
300 marc

Scrúdóir:

Dáta Breithe:  Scrúdú 3 Feabhraí 2025  
mar 03 02 01, áfach

Stampa an Ionsáid:





**Oide**

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

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Learning of School Leaders  
and Teachers

# Structure

# Examination Paper Structure



Oide

## Higher level

- Time: 2 hours 30 minutes
- Mark Allocation: 300 marks
- Sections: A, B, C

## Ordinary level

- Time: 2 hours 30 minutes
- Mark Allocation: 300 marks
- Sections: A, B



# Section A

- Appears in both Higher and Ordinary Level papers
- Answer all questions
- Consists of shorter questions: e.g., tick box, true/false, match terms, label diagram, one word or one sentence answers and some are skill based
- Unifying and contextual strands examined
- Level of demand varies across questions, and the number of questions is not the same in each paper



# Section B

- Appears in both Higher and Ordinary Level papers
- Higher Level: four questions – choose three
- Ordinary Level: five questions – choose four
- Each question has a theme and has multiple parts; all parts of each question must be attempted
- Unifying and contextual strands examined
- Questions assess a range of learning outcomes
- Each question includes both skills and knowledge elements
- If all questions are attempted, all are marked and the highest scores are counted



# Section C (Higher Level Only)

- Two questions – students choose one
- Unifying and contextual strands examined
- Each question has specific instructions/supports to guide students – your answer should include...
- Each question has a command word – e.g. examine, discuss
- Extended response questions require detailed knowledge, strong understanding and structured analysis of the topics and concepts in the question
- Examples and evidence required to support relevant points

# Higher Level Examination Sections



Oide

## Section A

There is **one** question in this section. Answer **all parts** of this question.

## Section B

There are **four** questions in this section. Answer **any three** questions.

## Section C

There are **two** questions in this section. Answer **one of the two** questions.



# Ordinary Level Examination Sections

## Section A

There is **one** question in this section. Answer **all parts** of this question.

## Section B

There are **five** questions in this section. Answer **any four** questions.



# Mark Allocation

## Higher Level

**Section A**      90 marks

**Section B**      150 marks

**Section C**      60 marks

## Ordinary Level

**Section A**      100 marks

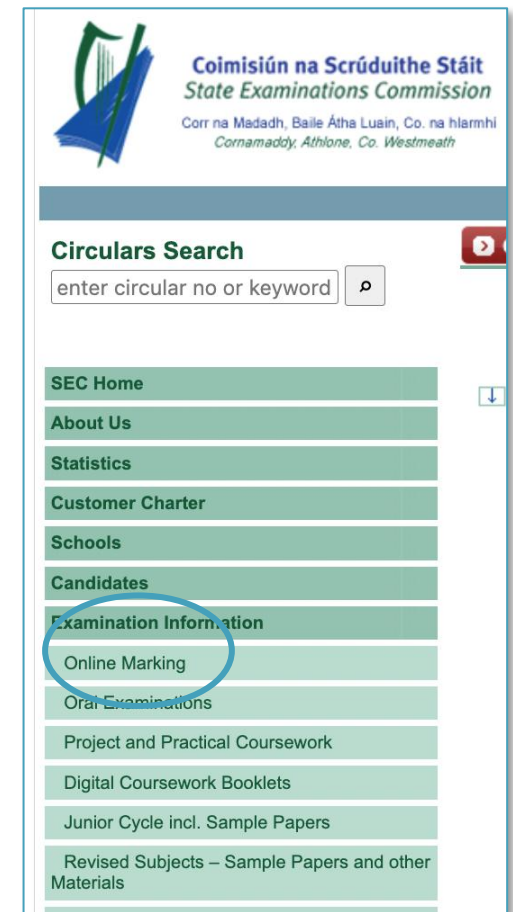
**Section B**      200 marks

# Focus on Online Marking



Oide

- Answers to be written in spaces provided in booklet
- Write in blue or black pen
- Pencils or colouring pencils can be used for sketches, graphs and diagrams only
- May not need to use all the space provided
- Space for extra work at end of booklet
- Note: all extra work must be labelled with question number and part
- Booklet will be scanned – writing outside the boxes may not be visible to examiner



For more information:  
[www.examinations.ie](http://www.examinations.ie)

# Subject Specific Instructions - OL



## Instructions

Write your answers in blue or black pen. You may use pencil and colouring pencils for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

The 1:50,000 Tailte Éireann map and legend supplied separately to this paper are for use in questions 1(g), 4(a) and 6(c).

There are **two** sections in this paper.

**Section A** 100 marks

There is one question in this section. Answer **all** parts of this question.

**Section B** 200 marks

There are five questions in this section. Answer any **four** questions. Each question carries 50 marks.

## Instructions

Write your answers in blue or black pen. You may use pencil and colouring pencils for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

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The 1:50,000 Tailte Éireann map and legend supplied separately to this paper are for use in questions 1(g), 4(a) and 6(c).

There are **two** sections in this paper.

**Section A** 100 marks

There is one question in this section. Answer **all** parts of this question.

**Section B** 200 marks

There are five questions in this section. Answer any **four** questions. Each question carries 50 marks.

# Subject Specific Instructions - HL



### Instructions

Write your answers in blue or black pen. You may use pencil and colouring pencils for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

The 1:50,000 Tailte Éireann map and legend supplied separately to this paper are for use in questions 1(a), 1(b), and 5(b).

There are **three** sections in this paper.

**Section A** 90 marks

There is one question in this section. Answer **all** parts of this question.

**Section B** 150 marks

There are four questions in this section. Answer any **three** questions. Each question carries 50 marks.

**Section C** 60 marks

There are two questions in this section. Answer **one** of the two questions. Each question carries 60 marks.

### Instructions

Write your answers in blue or black pen. You may use pencil and colouring pencils for sketches, graphs and diagrams only.

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

The 1:50,000 Tailte Éireann map and legend supplied separately to this paper are for use in questions 1(a), 1(b), and 5(b).

There are **three** sections in this paper.

**Section A** 90 marks

There is one question in this section. Answer **all** parts of this question.

**Section B** 150 marks

There are four questions in this section. Answer any **three** questions. Each question carries 50 marks.

**Section C** 60 marks

There are two questions in this section. Answer **one** of the two questions. Each question carries 60 marks.



**Oide**

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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Part 3

## Scope of Assessment

# Classroom Experiences Develop Key Competencies



Oide

By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 22).**

# Learning, Teaching and Assessment



Oide

- 1 Learning outcomes will be assessed in a variety of ways
- 2 Specification must be engaged with in full
- 3 Must engage with every aspect of all learning outcomes including the SLA column



# Assessment of Learning Outcomes



Students learn about

Students should be able to

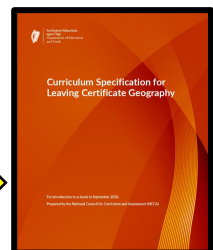
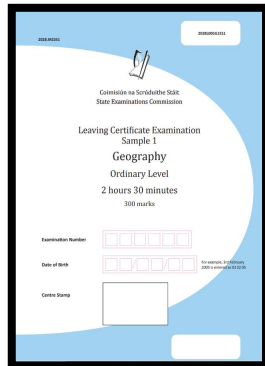
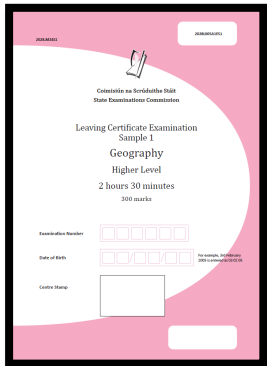
L.O. 1.11

- the formation of high- and low-pressure systems (including storms):
  - uneven distribution of solar radiation
  - global atmospheric circulation and Coriolis effect
- the characteristics of high- and low-pressure systems: temperature, precipitation, and wind

1.11 analyse the formation and characteristics of high- and low-pressure systems impacting on Ireland

## Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions





## L.O. 1.11

Question 5

Interconnections

(a) Examine **Figure 12** which shows a frontal weather system and answer the questions that follow.

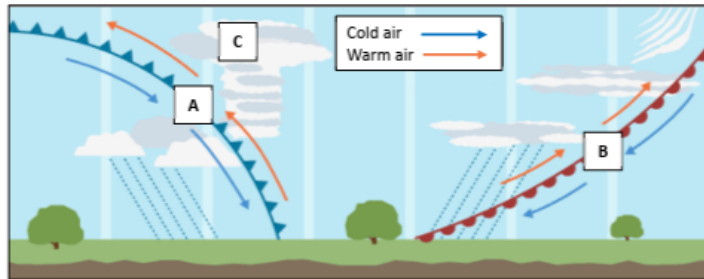


Figure 12

(i) Name the type of weather front shown at **A** and the type of weather front shown at **B** on **Figure 12**.

A:  
B:

(ii) Name and explain briefly the process that is occurring at **C** on **Figure 12**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(iii) Explain briefly why Ireland frequently experiences frontal weather systems.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Students learn about

Students should be able to

- the formation of high- and low-pressure systems (including storms):
  - uneven distribution of solar radiation
  - global atmospheric circulation and Coriolis effect
- the characteristics of high- and low-pressure systems: temperature, precipitation, and wind

**1.11** analyse the formation and characteristics of high- and low-pressure systems impacting on Ireland

Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

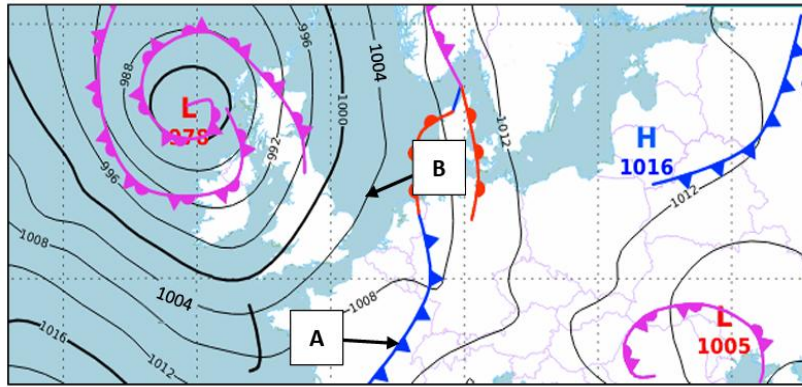
## Higher Level - Sample Paper 1

### Section B Q5 (c) (i),(ii),(iii)



## L.O. 1.11

(d) Study the weather chart below. Indicate whether each of the statements that follows is true or false by ticking (✓) the correct box for each.



- (i) The front labelled **A** is a cold front.
- (ii) The isobar labelled **B** shows barometric pressure of 1020 hPa.
- (iii) **L** on a weather chart indicates the centre of an area of high pressure.
- (iv) Fronts occur when cold air forces warm air to rise.

	True	False
(i)	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	<input type="checkbox"/>	<input type="checkbox"/>

Students learn about

Students should be able to

- the formation of high- and low-pressure systems (including storms):
  - uneven distribution of solar radiation
  - global atmospheric circulation and Coriolis effect
- the characteristics of high- and low-pressure systems: temperature, precipitation, and wind

1.11 analyse the formation and characteristics of high- and low-pressure systems impacting on Ireland

Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

## Ordinary Level - Sample Paper 1

### Section A Q (d)



# Exam questions...



- may assess specific aspects of the Students Learn About (**SLA**) column
- may require students to refer to a specific setting that they have studied
- may provide a scaffold for students









# Higher Level - Sample Paper 1

## Section B Q2a (ii)

(ii) Name **one** fold mountain range found outside of Ireland **and** state the mountain building period (orogeny) during which it was formed.

Fold Mountain Range:

Orogeny:

Students learn about

Students should be able to

- two different examples of mountain ranges, one in Ireland and one international example

**1.2** examine the formation of mountain ranges through folding processes

**Examine**

look closely at arguments, concepts, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships

# L.O. 1.2

# Differentiation in Higher and Ordinary Level Geography



Oide

Examination questions will require students to demonstrate learning appropriate to each level.

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 22).**

# Higher Level - Sample Paper 1

## Section B Q3 (c )

(c) In relation to **one** named coastal landform that you studied, **examine** how the processes of transportation and deposition led to its formation. Use a labelled diagram(s) to illustrate how the processes shape the landform.

Named landform:

Examination:

Named landform:
Examination:

**L.O. 1.8**

# Ordinary Level - Sample Paper 1

## Section B Q3 (c )

(c) As rivers flow along their course a number of processes shape the landscape leading to the formation of different landforms.

With the aid of a diagram(s), **explain** how river processes can lead to the formation of **one** landform that you have studied. Refer to an example from Ireland in your answer.

Name of landform:

Explanation:

Name of landform:
Explanation:

Students learn about

Students should be able to

### Surface processes

- physical environments: fluvial, coastal and glacial

**1.8** **analyse** how geomorphological processes of erosion, transport and deposition impact on physical environments in Ireland

### Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions



Oide





# Action Verbs and Command Verbs

Learning outcomes in the specification are not distinguished between higher and ordinary level.



The learning outcome action verb details the highest level achievable by students.



Command words are related to action verbs. They are used for examination purposes in the examination papers.



# Action Verb vs Command Word: Understanding the Difference in Practice

## L.O. 2.2

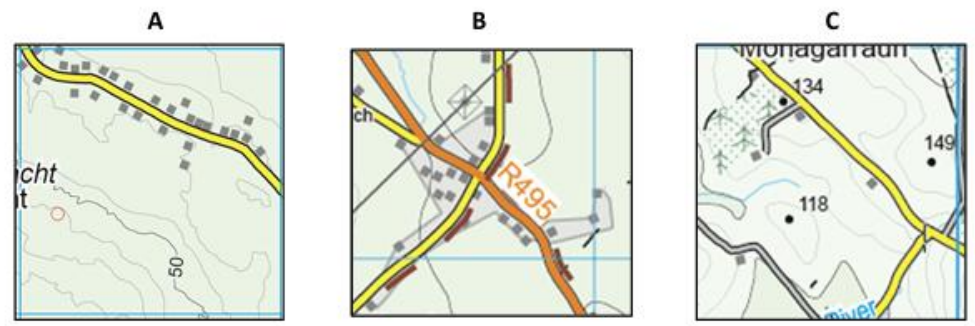
Students learn about	Students should be able to
----------------------	----------------------------

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• distribution of rural settlement including linear, dispersed, clustered</li> <li>• physical and human factors including soil, drainage, relief, transport and other services, proximity to other settlements</li> </ul> | <p>2.2 explain the factors affecting the distribution of rural settlement in Ireland</p> |
|--|--|

Explain	give a detailed account supported by reasons or causes
---------	--

## Higher Level Sample Paper 2 Section A (i)

(i) Examine the three 1:50,000 Tailte Éireann map extracts below which show different rural settlement patterns and answer the questions that follow.



(i) Name the rural settlement patterns shown at A, B and C.

A:
B:
C:

(ii) Which pattern is most associated with farm settlements in Ireland? Tick (✓) the correct box.

- A
- B
- C



# The Unifying Strand

The written examination paper will include a selection of questions that will assess, appropriate to each level:

- the learning described in the Unifying Strand and the three contextual strands
- the application of geographical thinking to real world challenges and responses

**(Curriculum Specification for Leaving Certificate Geography, 2025, pg. 25).**

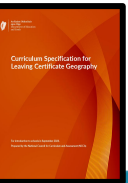
# Unifying Strand:



The Unifying Strand underpins the Leaving Certificate Geography course. It is embedded across all three strands.

## Key Learning to be achieved:

- The Unifying Strand informs both the written examination and the Applied Geography Project
- Students will need to demonstrate geographical thinking and skills when analysing real-world issues
- Inquiry skills such as data interpretation, evaluation, and communication will be central to exam questions and project work





# Assessing the Unifying Strand



(b) Read the information below and answer the questions that follow:

In recent years, a small town has experienced frequent and severe flooding, especially during heavy rainfall. When flooding occurs streets become impassable, homes are damaged, and local businesses suffer financial loss. The local authority wants to understand the causes and consequences of the flooding.



(i) Suggest **two** ways you could collect data or information from those who live and work in the town.

1.
2.

**L.O.**  
**U2,U6**  
**and U7**

**Ordinary Level**  
**Sample paper 1**  
**Section B Question**  
**3b(i)**

## Students learn about

## Students should be able to

- geographical thinking and skills, including those related to inquiry and geospatial technologies, in economic, environmental and social planning and decision-making

**U2** recognise the application and contribution of geographical thinking and skills in the real world

## Recognise

identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

- desk-based and fieldwork research, including ethical, safety and sustainability considerations

**U6** research geographical data and information using appropriate methodologies

## Research

inquire specifically, using involved and critical investigation

- geographical data and information including:
  - primary and secondary data
  - qualitative and quantitative data
  - aerial photographs and satellite imagery
  - different types of images
  - different types of maps at a variety of scales
  - geospatial datasets
  - graphs, charts and statistics

**U7** analyse and synthesise geographical data and information from a range of appropriate sources

## Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

# Assessing the Unifying Strand



Oide

## Question 4

## People on the move

(50 marks)

- (a) Examine the table in **Figure 11** showing the number of emigrants from Ireland between 2021 and 2024 and answer the questions that follow.

**Figure 11:** Emigrants from Ireland 2021 to 2024

Year	Number of Emigrants from Ireland
2021	54,000
2022	59,600
2023	64,000
2024	65,600

- (i) Draw a suitable graph using the data in **Figure 11** on the extract of graph paper provided on the next page. You must fully label the graph and include a title.

### Students learn about

### Students should be able to

- geographical data and information including:
  - primary and secondary data
  - qualitative and quantitative data
  - aerial photographs and satellite imagery
  - different types of images
  - different types of maps at a variety of scales
  - geospatial datasets
  - graphs, charts and statistics

**U7** analyse and synthesise geographical data and information from a range of appropriate sources

### Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

- communication formats including maps, graphs, charts, sketches, diagrams, statistics, geospatial datasets
- ethical considerations including cultural awareness

**U9** communicate geographical understandings, results, conclusions and recommendations effectively and ethically

### Communicate

use appropriate formats to share meaning, exchange or present information with an audience

Higher Level  
Sample Paper 1  
Section B Q4a (i)

L.O. U7 and U9

# Assessing the Unifying Strand



**Question 4** (50 marks)  
**Change over time**

(a) Examine the 1:50,000 Tailte Éireann map and legend accompanying this paper. An incomplete sketch map of the Killybegs area is shown below. Complete the sketch map by showing and labelling each of the items listed in the legend. One item has been included on the sketch and the legend for you.

	Coastline		An area of land over 300m
	Church		Megalithic tomb – Wedge Tomb
	Church (in ruins)		The entire route of the waymarked walk

Sketch Map of Killybegs Area

Ordinary  
Level  
Sample  
Paper 1  
Section B  
Question 4a

L.O. U7 and U9

<b>Students learn about</b>	<b>Students should be able to</b>
-----------------------------	-----------------------------------

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• geographical data and information including:             <ul style="list-style-type: none"> <li>• primary and secondary data</li> <li>• qualitative and quantitative data</li> <li>• aerial photographs and satellite imagery</li> <li>• different types of images</li> <li>• different types of maps at a variety of scales</li> <li>• geospatial datasets</li> <li>• graphs, charts and statistics</li> </ul> </li> </ul> | <p><b>U7</b> analyse and synthesise geographical data and information from a range of appropriate sources</p> |
|--|---|

Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
---------	---

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• communication formats including maps, graphs, charts, sketches, diagrams, statistics, geospatial datasets</li> <li>• ethical considerations including cultural awareness</li> </ul> | <p><b>U9</b> communicate geographical understandings, results, conclusions and recommendations effectively and ethically</p> |
|--|--|

Communicate	use appropriate formats to share meaning, exchange or present information with an audience
-------------	--




# Assessing the Unifying Strand



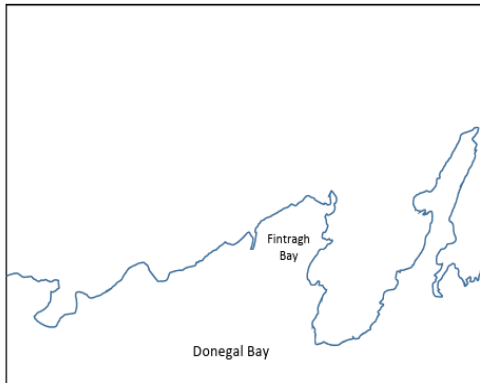
## Question 1

Answer all parts of this question.

- (a) An incomplete sketch map of the Killybegs map that accompanies this paper is shown below. Complete the sketch map by showing and labelling each of the items listed in the legend. One item has been drawn onto the sketch and labelled in the legend for you.

Legend			
	A post office		A beach
	Coastline		The entire area of land above 300m

Sketch Map of Killybegs



## L.O. U7 and U9

## Question 2

### Ireland's Landscape

- (a) Examine the 1:10,000 Tailte Éireann map and legend accompanying this paper. Draw a sketch map of the area shown, to half scale. You must draw the frame of your sketch map with all four sides and include a north arrow. On your sketch map show and label each of the following:
- Pollaphuca reservoir
  - Wooded area at Santryhill
  - The N81 national secondary road
  - Blessington GAA.

## Students learn about

## Students should be able to

- geographical data and information including:
  - primary and secondary data
  - qualitative and quantitative data
  - aerial photographs and satellite imagery
  - different types of images
  - different types of maps at a variety of scales
  - geospatial datasets
  - graphs, charts and statistics

**U7** analyse and synthesise geographical data and information from a range of appropriate sources

## Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

- communication formats including maps, graphs, charts, sketches, diagrams, statistics, geospatial datasets
- ethical considerations including cultural awareness

**U9** communicate geographical understandings, results, conclusions and recommendations effectively and ethically

## Communicate

use appropriate formats to share meaning, exchange or present information with an audience

Higher Level Sample Paper 1, Section A, Q1(a)

Higher Level Sample Paper 2, Section B, Q2(a)

# Assessing the Unifying Strand



Question 3 Shaping the environment (50 marks)

(a) Examine the aerial photograph of Killybegs below and answer the question that follows.



Draw a sketch map of the aerial photograph, with the frame measuring the full length and full breadth. You must draw all four sides of your frame. Show and label each of the following on your sketch map:

The coastline	An industrial building	Fishing boats in the right middleground	Forest in the left background
---------------	------------------------	---	-------------------------------

Higher Level  
Sample Paper 1  
Section B Q3a

L.O. U7 and U9

Students learn about

Students should be able to

- geographical data and information including:
  - primary and secondary data
  - qualitative and quantitative data
  - aerial photographs and satellite imagery
  - different types of images
  - different types of maps at a variety of scales
  - geospatial datasets
  - graphs, charts and statistics

U7 analyse and synthesise geographical data and information from a range of appropriate sources

Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

- communication formats including maps, graphs, charts, sketches, diagrams, statistics, geospatial datasets
- ethical considerations including cultural awareness

U9 communicate geographical understandings, results, conclusions and recommendations effectively and ethically

Communicate

use appropriate formats to share meaning, exchange or present information with an audience

# Activity



<https://tinyurl.com/Learning-Outcome-Poster>



Oide

## Where are these Learning Outcomes assessed in the sample examination papers 1 and 2?

### L.O. 1.14

Students learn about

Students should be able to

- impacts on physical and human environments including:
    - melting frozen landscapes: glaciers, ice caps, and permafrost
    - ocean circulation
    - sea level rises
    - extreme weather events
    - farming practices
    - climate migration
  - Irish and international examples for each applicable impact
- 1.14** investigate the impacts of climate change on physical and human environments

**Investigate**

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

### L.O. 1.15

Students learn about

Students should be able to

- responses including:
    - international agreements
    - mitigation including carbon capture and reducing greenhouse gas emissions
    - adaptation aimed at reducing vulnerability to climate change including early warning systems, and climate resilient infrastructure
  - Irish, international and global examples for each applicable response
- 1.15** examine responses to global climate change

**Examine**

look closely at arguments, concepts, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships





# Where are these Learning Outcomes assessed in the sample examination papers?

SCAN ME



Leaving Certificate Geography Webinar

Learning Outcome 1.14  
Investigate the impacts of climate change on physical and human environments.

Learning Outcome 1.15  
Examine responses to go global climate change.

Where are these Learning Outcomes assessed in the sample examination papers?

Add your response on a note

<https://tinyurl.com/LC-Geography-Webinar>

# Higher Level Sample Paper 1, Section C Question 7

# Higher Level Sample Paper 2, Section B Question 3



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## Question 7

(60 marks)

Examine the impacts of climate change and how these impacts affect the physical and human environment. Only use examples of locations outside of Ireland in your examination.

Your answer should examine multiple impacts of climate change in your chosen location(s) and should focus on how the impact is seen in the physical and human environment. Relevant diagrams and sketches may also be included.

L.O. 1.14

### Students learn about

### Students should be able to

- impacts on physical and human environments including:
    - melting frozen landscapes: glaciers, ice caps, and permafrost
    - ocean circulation
    - sea level rises
    - extreme weather events
    - farming practices
    - climate migration
  - Irish and international examples for each applicable impact
- 1.14 investigate the impacts of climate change on physical and human environments

#### Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

## Question 3

## Climate and People

(50 marks)

(a) Read the article relating to permafrost below and answer the questions that follow.



Permafrost is found in areas where temperatures rarely rise above 0°C. Recent studies have shown that climate change is causing permafrost to melt at an increasing rate.

As global temperatures continue to rise, the melting permafrost will release gigatons of greenhouse gases which will have serious consequences both for the regions where it is located and the planet.

(i) Describe what is meant by the term *permafrost*.


(ii) Name one location where permafrost can be found.

(iii) Name two examples of greenhouse gases.


(iv) Explain briefly one impact of gigatons of greenhouse gases being released as a result of melting permafrost.

L.O. 1.14  
&  
L.O. 1.15

### Students learn about

### Students should be able to

- responses including:
  - international agreements
  - mitigation including carbon capture and reducing greenhouse gas emissions
  - adaptation aimed at reducing vulnerability to climate change including early warning systems, and climate resilient infrastructure
- Irish, international and global examples for each applicable response

1.15 examine responses to global climate change

#### Examine

look closely at arguments, concepts, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships

# Ordinary Level Sample Paper 1, Section B Question 2 (b)(i)

(b) (i) List **two** international examples (outside of Ireland) of how people have responded to climate change. For each example listed, state whether it is an example of mitigation or adaptation.



Example of response to climate change	International Location	Mitigation or Adaptation
1.		

## Students learn about

- responses including:
  - international agreements
  - mitigation including carbon capture and reducing greenhouse gas emissions
  - adaptation aimed at reducing vulnerability to climate change including early warning systems, and climate resilient infrastructure
- Irish, international and global examples for each applicable response

## Students should be able to

1.15 examine responses to global climate change

Examine

look closely at arguments, concepts, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships

L.O. 1.15

L.O. 1.14



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# Ordinary Level Sample Paper 2, Section B Section 6 (c)

(c) Discuss the impacts of climate change on people under **one** of the following headings:

- climate migration
- sea level rise
- extreme weather events.


## Students learn about

- impacts on physical and human environments including:
  - melting frozen landscapes: glaciers, ice caps, and permafrost
  - ocean circulation
  - sea level rises
  - extreme weather events
  - farming practices
  - climate migration
- Irish and international examples for each applicable impact

## Students should be able to

1.14 investigate the impacts of climate change on physical and human environments

Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions



# What Learning Outcomes are being assessed in the following question?

Leaving Certificate Geography Webinar

What Learning Outcomes are being assessed in this question?

Question 6 (60 marks)

**Figure 13: Population Change in Ireland between 1975 and 2025**

Year	Net migration	Natural increase	Population change
1975	20	30	50
1980	-10	40	30
1985	-20	25	5
1990	-20	20	-5
1995	0	25	25
2000	20	30	50
2005	50	40	85
2010	-20	45	25
2015	0	35	35
2020	40	25	65
2025	60	20	80

As can be seen in **Figure 13**, the population of Ireland has changed over the last 50 years. Discuss the trends in Ireland's population change since 1975.

Your answer should include discussion of different reasons for these trends. Both natural change and net migration should be included in the discussion.

Higher Level Sample Paper 1

Question 6

Add your response on a note

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<https://tinyurl.com/LC-Geography-Question>



## What Learning Outcomes are being assessed in Question 6?

**LO 2.6**

describe the impact of different factors on population size and distribution in Ireland and one Global South country

**LO 2.7**

examine the characteristics of population structure in Ireland, including their local setting, and in one Global South country

**LO 2.8**

analyse factors that impact on population change in Ireland, including their local setting, and in one Global South country

**U9**

analyse and synthesise geographical data and information from a range of appropriate sources



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# Q & A



# Today we have . . .

- appreciated the central significance of the specification
- considered the structure of the Ordinary Level and Higher Level sample examination papers
- explored how the sample examination papers assess the learning outcomes across the strands

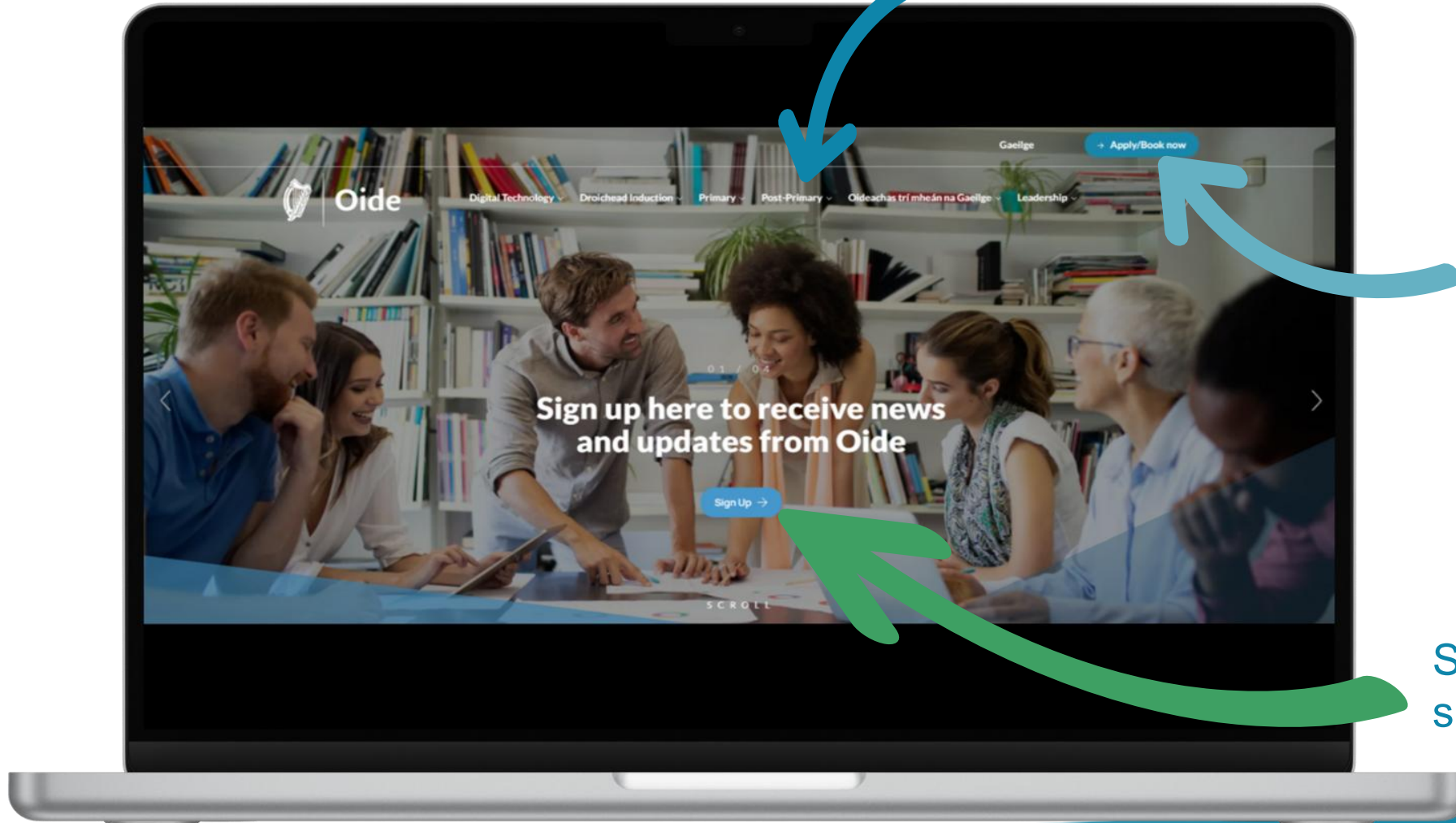
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information and resources.



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and schools.



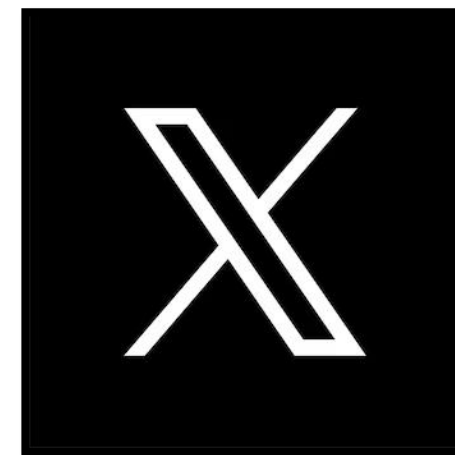
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Department of Education



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# Thank you



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

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