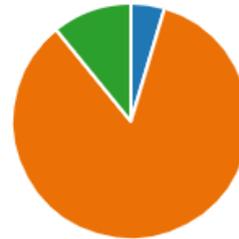


3. Are the current assessment arrangements (December 2020 version - <https://www.gov.ie/en/publication/63f6e-assessment-arrangements-for-junior-cycle-and-leaving-certificate-examinations-2021/>) sufficient for the Class of 2021?

[More Details](#)

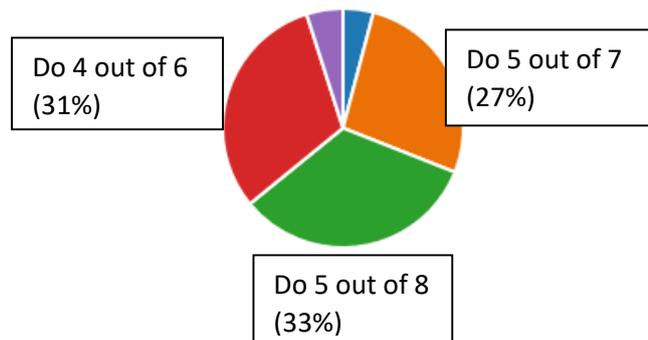
<span style="color: blue;">●</span> Yes	11
<span style="color: orange;">●</span> No	203
<span style="color: green;">●</span> Maybe	26



No = 85%  
 Yes = 4%  
 Maybe = 11%

4. In relation to Section A of the exam paper, which of the following options would you like to see?

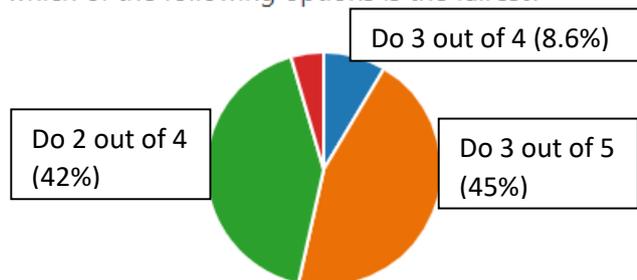
<span style="color: blue;">●</span> Choice of 6 questions, Answer...	10
<span style="color: orange;">●</span> Choice of 7 questions, Answer...	66
<span style="color: green;">●</span> Choice of 8 questions, Answer...	81
<span style="color: red;">●</span> Choice of 6 questions, Answer...	76
<span style="color: purple;">●</span> Other	12



6. In terms of Section B of the exam paper, which of the following options is the fairest?

[More Details](#)

<span style="color: blue;">●</span> Choice of 4 Questions, Answer...	21
<span style="color: orange;">●</span> Choice of 5 Questions, Answer...	110
<span style="color: green;">●</span> Choice of 4 Questions, Answer...	103
<span style="color: red;">●</span> Other	11





**Q8. Please give your opinion in relation to the CURRENT assessment arrangements**

I think giving the students a choice in Section A & B is a great idea. I would worry that some topics or questions may be more difficult than others.

A good start but more changes need to be made

A good start but more choice needed in case all topics not covered

Acceptable in the context of a global emergency but not a document that would make sense in a normal year.

Adequate but not ideal.

Loss of contact time will inevitably result in knowledge gaps that should be taken into account in the structure of the exams.

All parts of the course need to be covered as one question can cover many chapters.

Although there is choice we do not have the information as to what is included questions to help decide which topics we can leave out

As students have missed more than 5 months of school. It would be better to give more options as some of the course might not have been covered as learning from home (and some students may not have access to IT) it will be better to give everyone a fair chance by having more options on the paper.

Better communication needed, end of March is too late!

Completely unsuitable for this year's group. Struggling to cover syllabus most year's as it is and while students did their best online it was definitely at a reduced pace.

Course is very difficult to cover in the best of times and include revision, particularly in a school that insists on mixed ability. Just won't be enough time with 4 months less contact time already, with no guarantee that we won't be online again.

Current arrangement not sufficient. Students need more choice and time to spend on questions.

Current arrangements are not broad enough. We cannot assume that students fully attained the learning they got online. More options needed and less material to assess them on too.

Current arrangements are not sufficient to address the loss of teaching & exam preparation time that this cohort of students have experienced.

Current choice too limited only allowing to leave out one question when some students have missed out 2 full terms of learning over the two years

Current paper does not address the amount of tuition time missed during school closures and to students who had to self isolate for periods during the year. In current structure it still needs all schools need to get full course completed.

Currently the questions can contain multiple topics putting pressure on to still have the whole course covered. This is unfair due to class time lost.

Currently, there is not enough choice. And currently, I believe students will struggle to complete the questions in time.

Difficult to make changes when there is no choice to start with.

Disappointed that arrangements were not put in place for the return to school in September in relation to assessments especially continuous assessments

Doesn't help students reduce content as no guarantee topics won't appear in multiple places

Doesn't go far enough, not enough choice.

Don't understand closing schools completely on May 28th have the 5th years not lost enough time?

Dreadful. There's been a complete lack of planning from the DES and SEC in regards to this. It doesn't seem they care about student (or teacher) well-being. We all want students to achieve, but this constant stress and change is leading to student anxiety.

Due to the amount of class time missed and the difficulty in making up the time to cover the entire course there is not a large choice to facilitate the possibility that the course has not been fully covered

Due to the nature of several topics assessed in each question, a small choice is not that beneficial.



Fair at the time but unlike other subjects maths is one where topics are mixed within questions so have more questions would not elevate the stress, on old course you knew which questions you could do/ leave out did not matter if not all topics were covered

For there to be a true choice, there would have to be a minimal amount of overlap of topics in the questions.

Full course must be complete

Full course still needs to be covered. Students will have to spend time reading all the Q's and make decisions. They will be under pressure to complete the papers.

Given choice of exam or accredited grades high % of students will choose the latter in lieu of sitting a HL paper regardless of current situation

Good that a choice is given

Having only one choice on paper, may be too limiting for many students. The weaker and middle cohort have missed so much of that one on one experience of scaffolding learning. Albeit in school learning took place between Sept and Dec 2020. It was still a very different learning environment whereby a teacher could not pull up a chair and sit down next to a student and delve into mathematical misconceptions with that student. Formative feedback was given at a distance and often with the use of technology. Having its advantages, weaknesses in this use of this is still very apparent for these students.

I am concerned that exam questions in Section A will not be restricted to a single topic. It is wrong to mix complex numbers with algebra. Co-ordinate G with Calculus. Stats with Calculus. We may not have covered all of each of the topics.

I am happy to see choice, and would like further clarification if the questions will be based on the strands of maths or mixed with other strands?

I am happy with the arrangements

I am most concerned about a lack of time to get the course finished.

I believe the modifications to the paper were necessary and now that a little more time has been lost, a slight further modification is necessary.

I didn't believe the Dec20 arrangements went far enough, for all the disruption not only to Apr-May, but also Sept-Dec; and this further disruption has just added to it. SIGNIFICANT change is needed to get a rebalance

I don't believe the current arrangements are sufficient to counteract the two years of upheaval experienced by the current LC students. There has not been equal access to educational opportunities. Lack of F2F teaching, loss of routine and dedicated learning environment, and other factors will have impacted their understanding of certain topics.

I don't think it will reduce students' anxiety and stress very much as students still have to complete the whole course. It's not really helpful in preparation for the exams. yes it's nice to have a choice on the day, but of no benefit in preparation time, which is exactly what they have been missing.

I don't think there is enough choice

I feel that the current LC students will go into Third Level unprepared particularly if their Third Level course is maths heavy.

I feel they don't do enough to compensate the year group

I have several SEN students. They take a long time to read questions. The extra questions were causing them stress as they had more reading. I think answering less questions on a similar size paper will help alleviate this stress.

I still have to cover the entire course as the choice isn't enough.

It doesn't give time to re teach the topics covered during remote teaching

I think it is a good thing that the candidates are to have choice on the paper.

I think it is a step in the right direction, but it has not reduced workload and stress for students. Students are happy to do the exam, but it is the fact they still have to cover the entire course that is the problem.

I think it still means it would be difficult to leave out any coursework/topic and that time pressure is the major issue at the moment



I think it will cost them time having choice as they will now need to read questions to decide which ones to do. Would like for this year...of paper was somewhat predictable like pre project maths paper. Q1 the line, q2 the circle, etc so then a topic can be left out or given less time

I think that the government needs to give more choice to students.

I think the choices will take more time and lead to indecision unless topics are optional

I think the maths changes may well have been well intentioned and I'm sure the integrity of the exam is key but more choice is not always a good thing, allowing an option sounds good but it may catch some students where an easy part (a) leads it a very sticky part (c) with a high proportion of the marks for that question being allocated to part (c).

I think the time will be a real issue. Students have had time to practice exam skills and an exam situation in a long time. They are extremely anxious.

I think there should be more choice to let students show their knowledge of what they have covered.

I think they were fair at that time but need to be revisited in light of latest lockdown

I thought it was a good arrangement because it gave students more opportunities to do well without undermining the integrity of the subject. My only gripe is that they gave no clear indication what choices of topics there were as this would be beneficial for students who have not and will not be able to finish the syllabus.

I will be covering new material with my students (higher level) until the middle of May. I am struggling to get course covered. The changes to the 2021 exam are a move in the right direction but not enough to compensate for the disruptions in learning.

I would be worried we the fact that questions will still involve more than one topic so we can't leave out any section

I would like it stated that for some students their leaving certificate maths exam will be the first formal maths exam that they have sat since their junior cert. in our school students do not have formal Christmas exams, there were no summer exams last year and no mocks this year. Disappointed they can only sit max 3 hr exam between now and May - when trying to prepare students for an exam.

I would like to see them run a junior cert/ cycle exam in some official form as this is the second year it has been cancelled and I think that is devaluing it

I'm glad they have made some alterations. Every school is different and every student is different. At the end of the day, marking schemes can be adjusted accordingly.

In my opinion not enough allowance has been given to the students to make up for the class time lost over the 2 years. A lot of choice is needed as all material may not have been covered or may have been covered very quickly and students are also very much under pressure.

Insufficient choice given the amount of time lost due to school closures, increased student absences, time taken from class due to following covid hygiene procedures etc.

Insufficient choice is the problem. Are the going to be stand alone questions, or are the topics going to be mixed in one question.

Insufficient information given to teachers as we still have to cover the entire syllabus.. we need to know re choice..

Is no help as the entire course must still be covered by a student aiming for H1

It has been hard to replicate the pace of teaching and learning that would usually take place in the classroom in a remote setting. (especially from March 12th last year to the end of the year). I am more equipped this time around. I thought that is was unfair that there would still be overlap in topics in the questions. It didn't afford teachers the opportunity to plan to leave out a topic on each paper perhaps. While I welcome the choice element of the paper, there would still be a chance that I may not prepare my students to maximise their chances of doing well given the time we have left to do new topics and revise the 5th year material (particularly the topics taught at the end of the year).

It is an improvement that some choice was introduced for this year only.



It is no advantage to students or teachers as the whole course has to be covered regardless. I know students must be prepared for 3rd level so I am not suggesting leaving out key topics but there are elements that could be omitted.

It is not good enough or fair on the students. They need more guidance to allow them to focus and have the best opportunities.

It is positive for the students that they will have a choice between an exam and a calculated grade but I feel changes still need to be made to the exam itself.

It is wholly inadequate as it does not allow any section of the course to be left out, and that is the major issue - being unable to complete the full course due to disruption to classroom teaching and learning.

It was tricky but at least we had a thorough knowledge of those students plus quite a bit of genuine data on them.

It will be very difficult to complete the HL course, although no topics can be omitted. For LCOL will questions be interlinked e.g. question on probability and stats ?

It will suffice for ordinary level but at leaving cert the scope is too wide and more choice is required. Maybe open ended questions that allow different skills to be used to solve a problem.

It's not sufficient

It's a help but students need as much choice to cater for students who have not finished the course.

It's a pity that contributions from stakeholders such as the IMTA were not taken on board and incorporated into the DES's/SEC's assessment arrangements earlier this academic year. A lot of stress and adverse effects on student effort and motivation have been felt as a result. The decision makers need to think outside the box now and radically change (lower) the demands on students in these unprecedented times.

It's different for every school. We, I feel, have coped well. That said, no matter what structure is used, the marking of the papers can accommodate students' best efforts. No content should be eliminated from potential assessment as it will disadvantage some. Choice is key so that students feel they can perform in some aspects. Too much choice would take too much time.

It's great that they plan to give students choice but as long as teachers can plan and teach towards this, as in know what topics can be left out and what to focus on for the next 2 terms to give students best advantage

It's not enough. There is no mention of the usual overlap of topics.

It's too narrow and does not ease the stress of students. The more choice, the calmer that students will emerge from the exam.

Keep topics per question please

Kids can't omit any areas and are very under pressure.

Maths too hard to teach remotely effectively.

Lack of clarity on the depth of treatment.

The 'course' needs to be trimmed in several areas.

Leaving Cert assessment not fair to all students across the Country. Junior Cycle students have been forgotten about altogether. No respect given to their efforts or dedication over the past 2/3 years.

Less mix of topics just revert back to old style LC for this one year. No mixing of topics

Mock examinations should be optional.

More choice needed

More choice needed.

More choice required

More choice required for students in both sections of the paper.

More choice.... and stick to questions per topics

My biggest worry is section B where questions can be a combination of topics

My suggestions are in Q9

Need to be changed. Too little too late. We are teaching in a vacuum.

Needs to be more choice



Not enough

Not enough certainty regarding overlap of topics.

Not enough changes

Not enough choice and have to fully answer 8 questions, instead of (usually) 9 so overall that's a lot of questions to be answered considering the amount of non- face to face classroom teaching- 3 months last year and a further 2 months since Christmas and expecting 8 questions instead of 9- pressure, pressure, pressure, stress, stress, stress...

Not enough choice and too much pressure for time

Not enough choice for the students

Not enough choice given the amount of class contact

Not enough choice given the disruption to teaching.

Not enough choice given. Doesn't specify if topics can be mixed within questions.

Not enough choice in SectionA & SectionB.

Too many questions to be answered especially in SectionB.

2 1/2 hour exams are too long.

Not enough choice on paper due to time lost.

Not enough choice to allow for the loss of learning due to lack of engagement during lockdown periods.

Not enough choice when course isnt covered

Not enough choice, no certainty for students who have not covered all topics.

Not enough choice.

Not enough choice. Sections haven't been covered in class and students have not had equity with provision of learning.

Not enough choice. Still must cover entire course & for LC HL maths, the course is never finished!

Not enough choice. Will not have course sufficiently covered. There is a huge gap in technology available to different schools

Not enough choices

Not enough clarify, we would still need to ensure we cover everything

Not enough help - and the changes need to come quickly

Not enough in papers to accommodate the possibility if not finishing the course

Not enough information. I would like to know what topic is going to be asked where so I can narrow down what my class needs to revise.

Not enough of choice, given that many students missed school time September to December.

During January and February many students found online learning difficult without constant contact with their Maths teacher. We do not know how many students may have to stay off school because of self isolating etc between now and June.

Not feasible for student seeing they've missed so much of school. Will be tough to cover the remainder of the course. If content is not covered they are at a disadvantage.

Not huge choice considering the amount of in class time these students have missed.

Not really helpful. Still need to learn entire course due to overlap of topics. One question =2or 3 topics.

Not sufficient as 1 option means nothing in the course can be left out

Not sufficient for current circumstances

Not sufficient to tackle the fact that the course cannot be completed due to the breaks in teaching and learning.

Not sufficient. Questions should be topic based and better choice in my opinion.

Ok but slightly vague when it comes to material covered by teachers and students.

Once there is clarity soon, most student will adapt to the situation.

Options are important.



Outdated. Written in a time before more closures.

Possibly take out certain topics but this would need to be conveyed to teachers in ample time.

Giving extra questions and doing less questions still means students must still revise all topics. This could cause a lot of stress for weaker students as a lot of 5th year and 6th year has been online. These students need face to face teaching and have not benefited greatly from online classes.

Not only weaker students but all students have missed classes before Christmas due to either having covid or being a close contact. At least 2 weeks lost which can be an entire topic in this time.

Practically impossible with very little data but I am rarely surprised by a grade my student gets. So trust teachers.

Pre pandemic - higher level leaving certificate maths is a very vast course which teachers can often find difficult to complete. In the current circumstances we find ourselves, it is extremely difficult to complete the course to a satisfactory level therefore putting students in a difficult position.

Questions are all linked and contain huge crossover. Maybe separate questions into topics.

Reduce the size of the examinable course content , increase question choice

Same issues around fairness due lack of consistency in relation to teacher grading and approach.

Satisfied with the arrangements

Should be no calculated grades

Should be ok for Ordinary Level because the course is shorter than HL so students not impacted as much. Must not forget though that some students did not engage during last lockdown, for whatever reason, and so may not have learned the full curriculum. Question choices can address this.

Still have to cover most of course

Still too many topics mixed in some questions

Students should be able to omit at least one topic from study e.g. induction and financial maths. Even if schools have covered that material, it would be one entire topic they wouldn't have to revise. In all other subjects they have less material to cover. Maths is the only topic they still have to study an entire course for.

Students should be given more choice as indicated in my answers above.

Students should have more choice

Students still have to learn the entire syllabus from now until June. They can't omit any topics in the fear that a question(s) contains multiple topics.

Students still need to learn the whole course. No topic can be isolated and not studies like other subject.

Sufficient if schools had not closed for the moths of January and February

Teachers knowing topics than can be left out

The absence of choice in LC Maths has always been unfair when you consider the choices in other subjects. As this cohort have had 2 long stretches of remote learning, it is only fair to give as much choice as possible IMO, so I would increase the amount of choice from the Dec 2020 version.

The arrangements do help

The choice given may not be sufficient considering the time lost by these students over 2 years

The choice within the paper is welcomed, however as there has been no indication regarding choice between topics, and in previous years many questions have included multiple topics, the full course still needs to be covered, which puts students and teachers under severe time pressure between now and the exams.

The class of 2021 have missed a considerable amount of time in fifth year and sixth year, so they should be given way more choice than what was suggested back in Dec 2020. More choice is absolutely necessary!!!

The course is already too long. Having an unknown option doesn't save any time in the classroom.

The current arrangement is unsatisfactory. At present I feel it is necessary to cover all material except for one small topic. I cannot afford to leave out anything more than this one topic as it could appear in section A or B of either paper. Eg. As Financial Maths has previously. I feel under huge pressure to finish the course as students may not be able to attempt enough questions if the current arrangements stand.

The current arrangements are not enough considering the amount of in class teaching time that was missed last year and this year to date.



The current arrangements are nothing more than an illusion of choice. Because of the inter-linked nature of maths, there is very little scope as it stands, for students to pick the areas they feel strongest in, covered well in school with their teachers and can attempt with full confidence. They must be given an opportunity to show off to an examiner that they fully understood the content they actually covered without being dragged down by the instance of needing 100% understanding of 100% of the syllabus when it is next to impossible for them to have achieved this with such a significant reduction in face time with their teachers and fellow students (to study/work in teams/pairs and have meaningful discussion about maths problems).

The current arrangements don't help sufficiently. There is no scope for leaving out any part of the course as we have been given no guidance as to how topics may spread across different questions.

The current assessment arrangements do not sufficiently accommodate the LC students of 2021. The small choice added to the paper does not allow for any of the missed teaching time last year or this year. All of the course still needs to be completed as questions from different topics overlap with one another. If students are not comfortable with even one section of the course, they may not be able to answer the full amended exam paper.

The full course needs to be covered and REVISED as questions can overlap into more than one area of the course. There's not enough time to do this

The guidelines are too vague. More clarity is needed on whether questions will link up topics or not- otherwise choice in questions really is no use.

The Junior Cycle is far too long of a course to cover competently with the amount of time they lost with the lockdowns.

As for Senior cycle, Maths is unique, as in many strands/topics can be examined within one question. This has put a huge strain on higher level teachers as there is still an expectation from both students and parents to complete the course. I really hope this is reviewed for the current 5th years and that the department learns from their mistakes. It is only fair that both teachers and students have a clear plan starting in September 2021 including a contingency for further lockdowns.

The lack of clarity in choices means we have to continue to cover all the course, with two periods of online learning this is very difficult. It leaves very little time for revision.

The LC maths course is notoriously long and is often only completed by Herculean efforts by students and teachers, requiring an extraordinary commitment of resources some of which is contributed outside of the minimum allocation of hours recommended for the course. This is common knowledge, but seldom acknowledged in official literature and commentary. The demands associated with teaching in a COVID-19 environment has meant that content was often delivered or transmitted rather than taught, the pace of delivery was slow and the reception may have been intermittent in a significant number of individual and collective cases. Even if some educators did go to heroic extremes to teach the whole course, this does not mean it is what ought to be done in general. The current arrangements (Dec 2020), do not take sufficient account of the difficulties, demands and challenges faced by students.

In my case, there are at least two areas in each of the papers that students have not and are unlikely to have covered in sufficient depth to be reasonably expected to answer five in Section A, and 3 in Section B well. I understand and appreciate the rationales offered in the letter received by the IMTA, however, this may be either potential moral blindness or a failure to recognise that the leaving cert is summative in quality and experience. The risk of moral blindness arises in sticking to the notion that there is some higher obligation to the syllabus or some unspecified body than there is to students (the collapse of the banking system had traces of this sense of honour). In practice, the exam is norm- rather than criteria-marked, so to some extent, this will be seen to possibly wash away this problem. The difficulty with this position is that it may create a crisis of student self-confidence and confidence in grades as they do not reflect developed capabilities to answer questions well, but rather to have done better, by whatever criteria is selected retrospectively in adjustments of the marking schemes, than other candidates. The second issue related to the connectedness of maths within the syllabus. I suspect teachers have for some time in many cases taught in this way, it is not the role of examination to bring connectedness to the fore, if that were the case, then there is an argument for having the leaving cert examination before fifth year. This argument for not having a more refined focus in questions does



not stand up to rational scrutiny or in practice. However, I suspect that the NCCA, SEC and DES are playing political here and are only saying that each question can examine a breadth of material in order to promote focus and efforts and that they may have already made reasonable provisions regarding the scope of questions.

The third main point I wish to make relates to implications for accredited grades. If I were to have to judge a student against the proposed format of the exam, with diverse elements possible within each question, in what is effectively the whole course, while I have not finished the course, these students would not do as well as previous years. I would be either (a) honest in this and take account of it in estimating, or (b) dishonest and hold an imagined version of the proposed leaving cert in mind which is not as officially described. This would be a source of cognitive dissonance deliberately propagated by the SEC etc.

The only difference to students compared to other years is that they would lose time deciding which question to leave out. It gave little improvement in their situation.

The option of the current choice still poses the problem of having to cover every topic.

The problem is that other subjects are able to leave out topics and Maths doesn't have that luxury as we never know what question is coming up where. I believe we should have told to leave out a topic or two to help reduce the workload for students and teachers in the classroom.

The problem is that the whole course must be covered in its entirety. Even though there is choice we have no idea as to what topics will appear in each question

The questions need to be synoptic so that that questions should relate to one topic only and not have mix of topics within one question. This would relate back to the old system where you knew that Q2 would be The Line, Q3 would be The Circle etc.

The revised arrangements of 2020 do not really give students more choice. It's too narrow an adjustment and does not recognise the varying ability of the cohort of students who sit the exam.

The whole course still has to be covered.

There is still too much to cover as all course needs to be done for students to attempt this exam as it currently is

There needs to be more options on the paper and less questions to cover.

There should be more guidance and training on how to predict/assess grades to ensure consistency across schools. Many teachers have never corrected LC papers. I have 25 years experience of correcting State Exams. It is difficult to ensure consistency.

These are insufficient, more choice is needed.

These do not go far enough. Students are required to complete the full course. Seems very unfair in the circumstances, particularly Higher Level, which is already an extremely time tight course.

These guidelines do not take the current period, Jan 6 - Mar 1, into account.

They are helpful for students, but don't help teachers with covering the full course.

They are not used to selecting questions in maths so they have they skill in this. Could we not be told what topics the question be like the old course. We still have to cover whole course.

They are still too broad for students. Need to inform students of choice in topics

They are sufficient but a wide choice is needed without taking away the integrity of the exam

They did not allow for enough choice considering time missed last year

They do not give enough choice to the students.

They don't go far enough to address the impact school closures have had

They don't reduce the volume of material students need to know at all

They were ok if hadn't missed more in school teaching time. Since qs cover more than one topic difficult for students to decide what would suit them best as not always obvious to students what the q involved until they get into it

Think it's mad what Dept is doing re Accredited grades. Simple solution for every student would be to give all an exam with good choice so no excuses for anyone. BTW I have never worked as hard as with my online classes!



Listening to the media you'd think us teachers were doing nothing at home. Teachers should have a PR person out there in the media. Most teachers i know feel the same. Accredited grades for all will be a DISASTER!!

Those arrangements are outdated. They were created before schools started remote learning in January. They need to be updated to reflect the current situation.

Timing not accounted for

Timing will be an issue for students as they have not had a chance to sit an assessment like this. If there are 6 questions in section A, they could spend a lot of time in this and lose out on section 2

Too limited , content not covered .now time also needs to be given to assessments

Too little adjustment for the amount of face to face teaching time the students have had

Too many unknown outliers for students

Too much required for section B.

Too much uncertainty, linking of topics in between questions mean that students may not really have any choice of questions.

Too much work has been done remotely so I feel that there will be a large cohort of students who will find the lack of choice on the paper and the number of questions to be completed too much. They are not even doing a practice run now with a pre/ mock paper.

Too open ended. And if there are a mix of topics within questions, you still have to cover the entire course.

Topics for assessment carry across multiple questions, therefore an opportunity is not given to the students to omit a topic

Topics need to be dropped not questions

Topics on question or sections must be specified. Too much time has been spent online, slows down learning and it's not possible to fully cover the curriculum

Very little choice

Very relieved to see that further adjustments were announced yesterday

Very tight trying to teach everything, not enough choice to allow for choosing to not teach something.

Very unfair that all topics must be covered to ensure students have a fair attempt at answering all questions fully (all strands)

Very vague guidelines for Leaving Cert as I feel I have to cover every part of the syllabus.

I have lost a significant amount of time over the two year cycle and my students are in no way as prepared as they would be pre Covid

We cannot calculate grades for students with the current assessment arrangements. I need to know the level of options available to students to be able to predict grades.

We need to know what elements of the course they will have choice. The course is so long and all areas still have to be covered

We need to know which topics are assigned to each question as as it stands the whole course needs to be covered which is impossible (HL)

We should be able to cut down the course content. If we were e.g. given topics that there's a choice between then at least we could leave out some of the course!

Whole course still needs to be covered which is very concerning. The difficulty in keeping up on the average year is very tough, and even more challenging now. The quality of learning to date has been difficult for students to have the varied experience in each section fo the course.

With questions being a blend of multiple topics in both section A and section B for the most part. Only giving one extra question still leaves the students with zero choice as we will be leaving out a topic due to time missed in class.

With so little choice, the same course still needs to be covered despite so much time been missed by the students.

Would have been ok had we not had to go remote teaching again.

Would only be an advantage if we knew that there would be no overlap of topics.

You cannot consider assessment before you consider content.



## Q9. What changes would you like to see to the assessment arrangements for LC Maths 2021? Please be as specific as you can.

The maths course is very big, the changes should remove some content that needs to be covered

1. Commitment that topics will not be combined within a question.
2. Indication of the topics to be examined in each question.

1. Narrower focus in questions, e.g. not have higher level material from more than one strand examined in any one question, but perhaps allow for one strand at HL and another at OL, e.g. if the main focus of a question is statistics and there were trigonometry involved, then that trigonometry would only require an understanding of trigonometry to the ordinary level.

2. To accommodate the wide variety of approaches taken in sequencing teaching and learning, the options should allow for a student who has only completed half, to two thirds of the course, answer a sufficient number of questions to be capable of achieving full marks, i.e. 3/4 questions from 7 or 4/5 questions from 8 in Sections A and 2 from 4 or 3 from 5 in B. However, I think increasing the level of choice too much would be counter-productive and time wasted in choosing questions that they could spend on do in them, so i would prefer the numbers to be at the lower ends.

A choice in the paper. They should be able to choose the questions they wish to answer. Rushed content will mean they will not perform strongly in particular topics and this will impact their grade.

A guarantee not to mix different topics in questions to enable students to attempt whole exam questions even where they have not completed the course.

A little extra choice will go a long way to providing this year's students with a fair chance at a reasonable result. Students who had difficulty with online learning should be given the same chance as those with all the supports at home.

A reduction in the amount of topics examinable. This has been done in other subjects

A simple increase in the choice of questions would suffice in my opinion. Students have not lost as much tuition time as is made out. However, there has been disruption and it would be fairer to allow for this by giving students slightly more choice when it comes to attempting questions on the day. It may not have been the case in my school but I am aware other schools were adversely affected by the school closures. In the interest of fairness, greater choice of questions would help compensate for this.

Again, do not mix topics that in questions as the pressure to cover the course is fierce.

All questions should include content pertaining to one topic only so that certain topics can be left out. The current 6th years have missed a significant amount of classroom time and it is not fair to expect teachers to carry the burden of not getting the course covered as adequately as they would have in previous years.

An opportunity for students to demonstrate what they know through choice

Answered above in more choice per Section. Limiting topics per question would also be advantageous to students.

As above in earlier questions. Students should be able to leave at least 2 questions out in each section, with 1 short question less to give extra time needed to read questions

As much choice as possible with regard to the number of questions in each section. As well as this, having each question covering just one topic.



As outlined above or a guarantee to be strand specific for this year so real choices can be made in advance to leave out a topic.

As well as choice, do not have topics extending over a number of questions

As well as more choice I would like to know what topics are appearing in each paper as a teacher could end up with a lot of work done that appears in paper 1 and little choice left to do on paper 2

Assessment arrangements should be at the discretion of the teacher, with time not restricted to 1 hour

Be told what topics (parts of syllabus) are contained in each question. Then I could focus on finishing and practicing a number of topics in the available time. We have lost a lot of class time and so haven't been able to comprehensively cover the whole course.

Beyond covid, I would like to see online randomised multiple choice questions that are automatically corrected. Weighted marks.

Choice but more flexibility with time as they will struggle timing wise having not completed a mock

Choice give students so teachers can strategically remove sections of course.  
Perhaps opt to remove a strand from a paper

Choice is nothing to be afraid of, give students options rather than tying their hands.

Choice on the paper. Option to leave question out on both sections.

Choice. Look at the strands and build options within them. Ensure there is a choice between the strands itself, and within the strands

Clarity is needed soon.

Corrected properly and fairly. No subjective teacher opinion

Cut the exam to 1.5 or 2hrs.

Decent question choice to cover for any material not covered properly. 5 out of 7 or 4 out of 6 would allow to cover all bases in Section A. Same idea for Section B 3 out of 5 would suffice.

Defined question topics so students can omit one topic from their revision plan if they wish

Do not examine different topics in multiple questions - keep one topic per question

Drop topics

Each question on a specific topic with no overlap. No mixing of topics from paper one two. Plenty of choice.

Eliminate the need for rote learning theorems under pressure

Ensuring students have enough choice to complete the papers - ensuring questions are topic specific and not a combination of topics,

Timing needs to be more fair given students need to read questions and pick

One less q to do from section a/b accounting for time to read paper

List topics on section/choice

Course extremely long to expect it to be covered on same detail as previous years



Fairly content with the choice. Section B could be altered but I don't think it's necessary.

Feel very very difficult to give a predicted grade this time, some students have only dropped to me from H level, others rarely attend and between that and the time they've missed!! Impossible! Also I get the feeling that students think we have to be generous to them and that it's a safer option for some, maybe some even view as a cop out

For students to be told what topics/combinations will be asked, so that if they leave out a topic when revising they don't regret it if it appears in an abundance in the exam

Give an idea of a topic that maybe teachers could afford to leave out

Given choice in advance. I'm not going to get entire course covered. I would like to know if I can leave anything out.

Go back to project maths topics \_ where each question in general stuck to one topic.

Greater choice on the paper as outlined in questions above...from 8 answer 5 and from 5 answer 3. I think this would be of benefit as there has not been enough time to cover the course and do revision so students are at a disadvantage straight away

Guidelines to teachers and students ASAP of the choice that will be given on the exam papers. Also information for this year's 5th years as we will be in the same situation with LC2022. For planning purposes teachers need to know BEFORE students return in September. Again this brings us back to a standard set "scheme of work" showing the order of topics to be covered which should be distributed by the Dept for all teachers to follow. If this was the situation each teacher would more or less have the SAME topics covered at such a date and it would be obvious what could/not be examined.

Hard to say as it wouldn't be feasible. Possibly there could have been a project/assessment task element to exam like the JC. Govt. /SEC had time to plan for this but it is too late now.

Has to be more choice. Designated topics should be assigned as well as syllabus will not be able to be fully covered and can allow a small part to be left out.

I am concerned that exam questions in Section A will not be restricted to a single topic. It is wrong to mix complex numbers with algebra. Co-ordinate G with Calculus. Stats with Calculus. We may not have covered all of each of the topics.

I am happy with the changes that have been made thus far. I think if further questions and additional choices are inserted to the paper it will actually cause more confusion. Students will waste time reading all questions before choosing while others will attempt to answer all the questions regardless of the instructions. I think adding a whole different range of choice will confuse students especially those with literacy issues and those in DEIS settings.

I am very worried about time implications. If you give extra questions then time must be available for students to read them and make calculated choices rather than rushed ones.

The questions should therefore be shortened slightly to make this possible in the 2.5 hour test.

It is also important that questions should, where possible, be discrete rather than based on cross-curricular themes.

I believe that the papers are printed Confirmed by leading TUI official so I Would like to know what topics are on the paper or what topics are mixed in a question to allow me to Possibly omit a topic as time constraints won't allow the full course to be completed but as the papers are printed I hold very little hope..

I don't know would I change much as for the reasons outlined above. Schools are so different that any changes will impact one school different to another. A certain level of choice is good. Some favourable questions with a few questions to differentiate between learners / abilities. The marking scheme can be adjusted.



I think a few things could be shaved off the course for this year to reduce the amount that needs to be revised. Examples could include Proof by Induction, the eight prescribed trigonometric derivations, unseen trigonometric derivations, using differentiation to find the slope of a tangent to a circle, the proof of the amortisation formula, the proof of de Moivre's theorem.

I think choice of topics would be great to help students

I think the questions should as much as possible focus on 1 topic I am going to have difficulty finishing the course now so I will probably have to leave 1 or 2 topics out, I'm concerned these could be in with another topic we have covered already

I will not finish the LC HL course. The topics that I have not taught will be different to the topics other teachers have not taught. Do not cut the amount of questions offered but increase the level of choice given. Section a, 8 questions answer 5... section b 5 questions answer 3

I would like commitment to ensuring questions do not mix topics with the exception of calculus. This would allow teachers to focus students on doing less topics which would help with tuition time lost. HL takes almost the full 2 years to cover the course and regularly requires extra after school classes, with time missed and less work covered in remote learning this assurance would be welcome.

I would like more opportunity for teachers to gather and use data for creating their calculated grades.

I would like that some guarantee be given to students that questions will be related to one topic only in as much as possible. Students have missed so much class contact time that it is unrealistic for the syllabus to be completely covered especially at higher level. Students should feel confident going into to an exam that if they have not completed a topic, like financial maths, then they will have enough choice to navigate around this and that some questions will not consist of 4 to 5 different strands of the syllabus. Students need to be presented with plenty of choice in order for them to show what they have learned and experience some success from these challenging times.

I would like the long questions to be based around one central topic. Each short question to be specific to a topic too. I think anyone would find it hard to cover the entire course this year so there needs to be an allowance for that. The ability to leave out certain topics (due to time constraints) and for students to still be able to achieve a H1 with the material they have covered is a necessity at this stage, in my opinion.

I would like to have to layout as I have answered above. Section A answer 5 from 7, section B answer 3 from 5. It gives the students a choice which makes up for topics that haven't been covered and also they may want to leave out a topic that they had studied during lockdown 1 or 3. No specific topics should be named as optional topics to be studied etc. as it is too late in the year.

I would like to know the 5 sections that need to be prepared for section B, so that they can make a decision on what to prepare for exams, similar to LCA special topic.

I would like to see a list of topics that will be examined otherwise the whole course must be covered and we are running out of time to get that done adequately.

I would like to see a question based on every topic in paper 1 and 2 and then give teachers/ students the choice of cover only certain topics for papers 1& 2

I would like to see just for this year that all individual questions show how many marks are going for it rather than being tied to the whole question so students can prioritise certain parts of questions. I would also like to see for the year that is in it, topic specific questions eg Q1 Complex numbers only, Q2 Algebra, Q3 Differentiation etc.

I would like to see questions pre aligned to one/two topics an info given to schools in advance as due to the current nature of the exam a teacher can not risk leaving out any topic due to the fact they don't know what other topic it may be mixed with in the exam papers or how many times it may come up. Currently as it stands LC Maths teachers will have to be teaching students outside normal class contact hours for the remainder of the year in order to get full course covered. The current situation gives huge advantage to students who have been paying for grinds to get the course content all covered.

I would like to see stand alone questions that only examine one topic in each question rather than mixing topics in questions.

I would like to see the more traditionally difficult topics such as Inferential Statistics or Financial Maths taken off the course to alleviate some pressure for the students.

I would really like if there was greater choice on the paper for my students. They are under such pressure to finish the course. Lots more choice would be great

I would suggest a further change to the paper be, that questions are stand alone questions relating to just one topic. This will allow students to leave out a section they're not comfortable with answering, due to the loss of class contact time over the last two years.

I would tell students they either leave financial maths or complex or probability. I would give them the option to leave a topic or two out.

I'd like to know if questions will be interlinked? I'm assuming we should use previous past papers for revision. I would like to see details of what the modified paper will look like as soon as possible

If the paper could be written that for example strand 1 you either answer a question on Stats or Probability. strand 2 Geometry or Trigonometry. Give them a topic that can completely be eliminated.

If they could have section A 7 answer 5 and section B 5 answer 3 I think this would give students enough scope to display their knowledge and skills.

If we knew that e.g. Q1 paper 1 was algebra ( and nothing else) and that e.g. Q1 paper 2 was probability ( and nothing else) etc. then we could adequately prepare our students and they could potentially choose what questions they want to do before going into the exam

In order to give students who have missed large amount of in class time a fair chance reduce the interconnection of topics within questions

Increased choice is needed. The first amendments were sufficient to address the school closures in the 19/20 academic year. More adjustments are needed to take into account the loss of face to face teaching time this year.

Indication regarding what topics the questions will cover. This will allow students and teachers to prioritise the topics left to cover (I stress 'prioritise', I am not suggesting full topics be left out).

Inform students of what their sections of maths the long questions will be from

Information re question content eg the broad topics. Also knowing that topics don't mix across strands in section B would help. Finally, increased choice or answering less questions will be some help.

It would be great if we knew the topics of each question. So hard to complete the HL course within the time.



It would be great that the questions would stick to primarily 1 topic. It would be hard to avoid overlaps in some instances but that it would be possible that a Student that didn't do a topic at all, could still be able to complete a full question. The topics I'm thinking of are stand alone topics such as Complex Numbers or Statistics. There is enough material for them to be a long or short question without needing to be a part of another question.

It would be much more accessible if students knew the topic of each question, so that going into the exam they could know on advance 'I'm going to do question 1 complex numbers... skip question 2 calculus' for example. OL students in particular can struggle with the decision of which questions to do. This would allow teachers to exclude certain topics in their teaching over the next few weeks. Very difficult to have the course covered comprehensively due to the extended school closures.

Know the topics of the questions. It would help alot.

Less connected questions as this will ensure teachers are under less pressure to finish a long course that has being impacted by 2 lockdowns

Less cross over of topics in questions than in regular years to avoid over penalising students who may have knowledge gaps in certain topics.

Removal of formal proof, derivation and construction questions to focus on core problem solving and technique aspects of the syllabus.

Clear distinction between Paper 1 and Paper 2 topics in advance to allow more focused preparation by students.

Less overlapping of topics within questions or limit overlap to later parts of the questions with less weighting

Less questions to answer and more choice.

Less questions to be answered Section A 4 of 6 AND Section B 2 of 4. I'm not in favour of too many questions in Section A or Section B because students could become bamboozled by e.g 5 of 8 questions in Section A and 3 of 5 in Section B- that's 13 questions to be read.

Lots and lots of questions eg 20 to answer 6. That kind of ratio. Like the Art History exam!

Lots of choice. Don't mix topics. Cover the full curriculum

Maybe the use of a short question section to allow for a large catchment of the syllabus to be assessed using a wide net

More certainty regarding overlap of topics as unlikely to get the course finished at this stage. Also, more choice of questions

More choice

More choice

More choice

More choice

More choice & topics specified beforehand

More choice again in both papers, I teach LCHL and the material is ni where near being covered or in the depth required for HL..plan the questions so that part a and b test both procedure and knowledge and part c tests in depth knowledge and conceptual knowledge



More choice and each question only testing content from one topic with no interlinking of topics.

More choice and less questions to answer in Section A - Answer 4 out of 6 questions.

More choice and less questions to answer in Section B - Answer 2 out of 4 questions.

Reduce the time of maths exam for each paper from 2 1/2 hours to 2 hours.

More choice and questions limited to one topic per question. Otherwise course still needs to be covered well in full which is proving difficult.

More choice as above.

More choice as I will not get the remaining topics complete and give them the same in-depth treatment I would in previous years. Also I have students who haven't engaged online due to a list of reasons. They need to be supported

More choice available.

Each question should be stand alone topic. No mixing of topics within questions.

More choice for students. Need to make sitting the exam more appealing

More choice if possible and to maintain the typical style/standard of questioning as demonstrated in past papers. Less overlap between topics within questions to allow for students to make clear decisions about questions and also to allow for students to avoid topics they did not get to cover in time.

More choice in both Section A & B

More choice in both section A and B or for information to be provided on the main topic of each question number

More choice in questions covering as many of the topics as possible.

More choice in Section A and one less question in Section B

More choice in section B

More choice in the exam papers. There were NO curricular changes made to our course work!! Other subjects had content cut from their courses along with having predictability in the questions year on year. We do not have that any more. Students expected to be prepared for the same content despite teaching and learning from home for 5 Months over the 2 year senior cycle course. Some students have been at a disadvantage due to wifi access, devices, home situation etc.

More choice is needed

More choice on paper

More choice on the paper

More choice on the paper and a sample of what question types to expect.

More choice on the paper and give questions in Section B that are not a mix & match of different strands.

More choice on the paper.

Going forward course content is far too big to get through for higher level in 2 years. Allow some teaching in TY. Junior cert needs to be made harder so students have a solid base to work from in order to do higher level LC.



More choice on the questions to be answered.

Definite confirmation on the topic that each question will be on i.e. Q1 Stats Q2 Functions etc.

Perhaps leave out proofs and theorems altogether.

More choice should be given as I selected above or perhaps an indication of what topic per question is coming up.

E.g.

Question 1 = complex numbers

Question 2= financial maths

Etc

more choice so students can do well based on amount of course covered and not need to complete it.

More choice the better. 5 from 8 sec A. 2 from 4 sec B. Also, it needs to be clarified if questions, particularly section A, are as discrete (in terms of topic) as possible. For example, stand alone complex numbers, Line, Circle etc etc. Obviously it is easier to do that with certain topics, but it would reduce anxiety for students if they could drop certain topics from their study plan.

More choice to allow for students to allow them to perform to the best of their abilities in the topics they have covered fully.

More choice, a choice which would allow for not covering the complete course properly over the two years.

More choice, and topic specific questions to facilitate the necessity of leaving out some sections of course. I am for them sitting the exam, as I think it is fairest all around.

More choice, less questions or more time.

More choice, less questions to answer.

More choice, less questions to answer. Told what options they will have so maybe the possibility of not spending too much time revising certain topics, then this leaves more time for other topics.

More choice.

More choice. Less overlap of topics within questions. E.g a trigonometry question might involve calculus. So if don't teach enough calculus might not be able to do the trigonometry question either. Calculus is in too many questions.

More choice. I would prefer if maybe proofs, constructions etc were taken off the exam

More choice. Less mixing of topics in questions to give students a fairer chance as a lot of class time was missed.

More choice. Link topics to questions and let teachers and students know this information. This will allow each class to disregard parts of the course they may not have time to do, or may have not been covered well during lockdowns.

More choice. Unifications of strands can still happen but mindfulness on how it is being done to enable paper to be accessible for all.

More clarity perhaps on what the sample paper would like.

More detail has to be given to the students re: the detail required for questions. While the short questions based will most likely be based on one topic only, the longer contextual questions are usually covering a broad range of topics. If certain aspects of the course are going to be left out this limits a student's chance of being able to answer all of the questions. Also if a student answers an extra question - do they get marked based on their best questions?



More option choice so if syllabus not fully covered then student is not at disadvantage
More options of questions on the paper as this will give the students a fair chance at answering questions that they have covered.
More options, Less questions.
More subject specific qs
More substantial choice for students to mitigate the possibility of not finishing the course
More time to spend on questions. Perhaps a rough guide of topics examined in each question. My biggest fear at the moment is that I leave out a topic with my class that my students will have little or no choice as the topic might appear in more than one question.
Much more choice, less questions in case we don't get all topics covered. Same time allowed.
My concerns are above in Q6. I'm speaking mainly for higher level. The questions need to stay on 1 topic with only minimal overlap onto another strand. This will need to happen for the next 4 years. Long term there should be CHOICE on maths paper and I have no problem with overlapping strands in questions under normal circumstances. But I have a major problem with no choice for such a big exam. So UNFAIR on students. No other LC subject like it. Thanks for reading my rant teaching maths 20 plus years!
Need 7 do 5 in Section A and 5 do 3 in Section B.
Also choice needs to remain for future years (can be more limited)
No accredited grade, they need to sit exam!
No changes
No intermingling of topics. Straight topic questions only to allow for non covering be schools of various topics.
One suggestion for choice would be to have a question based on Statistics only and then it would not appear within any other question. Another question could be made entirely from Financial Maths. Then a student can make a choice between the two of these. Another option would be a choice between Calculus and Integration. Do not have several topics in the one question or try to limit this as much as possible.
Option to leave out one or two topics as too much pressure to finish course.
Outline what topics are on exam from SEC so teachers can pick and choose topics to leave out
Papers should reflect the the fact that students have missed up to four/five months of face to face tuition. So as papers are probably already set I think the option of 4 questions to section A to be answered and then similar for section B would be fair
Perhaps some questions could be identified before the exam (similar to the syllabus prior to 2010). It would be nice to be more information before the exam.
Perhaps tell students that all formal assessment of theorems will not be examined. It would certainly cut the workload and is not a good way to examine ability in maths anyway. You could also answer more Section A questions and less Section B



Possibly with the time we have a set of 3 standardised assessment papers set and corrected by SEC
Prescribed topics set questions, so pupils feel adequately prepared even if they have missed a topic
Proofs not to be asked.
Question must be single topic. Teachers must be allowed cover less than the full course.
Questions based on just one area of the course
Questions need to be strand based to help students make choices. Example don't put statistics with trigonometry in a question.
Questions on individual topics within reason.
Questions should be topic based so that there is as little overlap as possible to facilitate topics not being covered. The students should know the question and its topic in advance is like the old LC Q1 is algebra etc so that the students aren't panicking before going into the exam when the course isn't entirely covered
Questions should cover a single topic as far as possible. This would allow students to have a real choice rather than confuse them further. They can't know what marking scheme is so they can't know how much of each question involves each topic.
Reduce the amount of questions required to be answered in section B.
Reduce the amount on the exam paper. Keep it straight forward yet challenging.
Reduction in the number of questions students have to answer. If students have to do eg. 6 questions, maybe they should be marked out of their best 5. This would reduce pressure during the exam. Some students find it difficult to identify the topic within questions (this is not limited to this cohort) maybe if questions were labelled by topic and number this would again reduce stress and anxiety for students during the exam, eg. Question 4 Functions and Differential Calculus etc. I know some feel this would damage the integrity of the exam, I feel these students deserve to feel relaxed and confident during all their exams. Students sometimes get the sense that the exam and examiners are "out to get them" so anything that will give them a sense of ease would make it fair given the senior cycle they have gone through.
Ring-fenced questions that don't bleed across topics too much, and plenty of choice eg 4/7 and 2/4. Significant change is needed because the Dec20 arrangements weren't good enough for the previous situation as it was.
Same amount of time and a lot more choice
Same number of questions as stated in current changes but with a requirement to answer less of them.
School grade profile being implemented.
Section A given 8/9 questions answer 5. Section B given 5 questions answer 3. Must have enough time to answer these questions also. The should be topic based not a mix of topics example: in one question it might link trig, PAV, Geometry and Arithmetic. In normal years these are fabulous questions but for the class of 2021 and 2022 they should be topic based i.e Trig only, PAV only etc
Section A: 6 Q's, do 4. Section B: 4 Q's do 2 and mainly topic based.



Q's should be topic based and not a mixture of topics, as this rules out Q's for students who don't have the full course covered. Students need sufficient time to read all Q's and decide. Also time to start a Q and then change their mind and have the time to start a different Q.

Do not put paper two topics on paper 1 and Vica versa.

Section B is where the adjusts should be made first

Section B questions should be more stand alone and cater for obvious topics that may not have been covered e.g financial maths

Set topics for each question on each paper.eg probability Q1, co-ord Q2, statistics Q3...

Shorten the paper and offer more choice, asking students to answer 4 from 6 in section A and 2 from 4 in Section B would shorten the length of the paper and give students more choice.

Shorten the paper and the time the student will be in the exam hall.

Similar to the old style paper where each question is on a specific topic and not have more than one topic in any question.

Plenty of choice for students.

Somewhat of one topic with questions do the students have opportunities to answer it.

Specific topics to be examined at Ord Level, and specific topics not to be examined.

The course must be shortened.

Specify the topics in each question so students can reduce their work load and reduce the course they need to cover. Currently students need to study the whole course. In other subject, students are able to reduce the course as they have been given specific restrictions.

Stand alone topic questions

Stand alone topics per question and not a few different topics in questions.

Students required to do less questions but without reducing time. They should be allowed greater room to choose their strongest questions by having an increased number of questions to choose from.

Students should be able to omit at least one topic from study e.g. induction and financial maths. Even if schools have covered that material, it would be one entire topic they wouldn't have to revise. In all other subjects they have less material to cover. Maths is the only topic they still have to study an entire course for.

Students should be given more choice. Questions on each paper should relate to a specific part of the course, for example, Q1 Q2 on Paper One should focus only on Algebra and Complex Numbers and students should know this in advance for all questions on each of the two Papers.

Students should have to sit exam but the higher of the exam or accredited grade gets posted to results.

Take out some topics if possible

Teachers providing an OL and HL grade for borderline cases in case they drop level on day.



That apart from Algebra, no other topics could be mixed in questions. It needs to be made clear enough so that at least one major section of the course from each of Paper 1 and 2 can be left out completely. Those of us in DEIS schools have faced massive issues in teaching our students during closure of school buildings. We cannot finish the course.

That it is agreed that each question just covers 1 topic as this would ease pressure on teachers if they did not get the full course finished due to allocating necessary revision time.

That the assessment paper retains the structure of past papers.

Questions are not composed of very mixed topics, e.g (a) algebra (b) functions (c) statistics. Try to have a strong relationship between the skills required to answer a full question, so students can make a wise decision when selecting questions to attempt. A probability & stats question is grand, functions & differentiation finest.

Include clear set of instructions on the time allocation for each section or a planner so students can plan their question choices at the outset and stay within the time allocation.

A clear ratio between mark allocation and time allocation when students are selecting questions.

Parents and students are made aware ASAP of the structure and form of the paper.

That they do a pre paper at least.

The course needs to be shortened, it is still possible, proofs of theorems, trigonometry proofs etc. could easily be eliminated.

The Department of Education needs to stop micromanaging us. The directive to only have three one hours tests when it has been difficult to assess fairly while teaching online is too much interference. It was a populist decision.

My LC class are all very recent drop-outs from higher level maths and have not sat an OL exam at all. I need more data to realistically predict/ assess their OL grades.

The only thing that can be done is offer a choice of the number of questions in each question, as the whole course has to be covered.

The stress that students are facing is due to the fact courses have not been covered. If there was plenty of choice, and we were confident in telling the students which topics they could omit, and the students could focus on topics that have been done in class and are confident, and have time to revise in class

The students and teachers need a guide to narrow down the course workload and focus the limited time they have left. If you go back to pre project maths, the exam questions had structure and order - date I say predictable topics. I understand the move to project maths but these are extremely unforeseen circumstances. The students have missed a full year of in class education. Despite best intentions of both students and teachers online fails in comparison. We need to give them choice but also make them aware of this course is a much more concrete way. Saying there is choice is not good enough. We need definite guidance. Perhaps a chance in ratio of section A and B is necessary to assist students in choosing questions based on individual topics instead of overlapping.

The students need more time. They have not got enough practice at exam timing to excel in these upcoming exams. They also did not get to do mock exams as of yet and some may not at all. This needs to be taken into account.

There needs to be further choice on both papers to allow students to have the confidence to sit the paper and achieve their best. I think it very unfair at the moment to expect students, who through no fault of their own, have not covered the course and hope that the content they have studied appears on the exam. They absolutely need and deserve more choice.



There should be only one paper. The questions should be more like the pre project maths type. Don't mix topics in questions. Have 8 questions do 5.

To be fair to the students with these questions ,Not to have really long 'wordy' questions in Section B. Maybe more 'working out ' traditional calculations. These LC.s did not do mock exams for timing or practice . HL Maths is stressful for students every year and now even more so. They are facing many tests in every subject between now and May 14th and may not have the time to put into Maths as in previous years

To be informed of topics that will not be asked. Eg complex numbers/financial maths/ geometry etc.

Topics grouped into questions. Group the topics and be able to tell is it is ok to leave out Geometry and Trig because there will be sufficient choice.

Topics not mixed in Section A or Section B

Topics on question or sections must be specified. Too much time has been spent online, slows down learning and it's not possible to fully cover the curriculum

Trust teachers. Accept the grade they give

Try to not mix different topic content within a question

We don't want students having to read through more than 10 questions to find the 8 they wish to do (IMHO)

We need to know topics within choices so we can omit some revision at this stage to lessen burden on students ... even with choices this year we'll be required to revise all and that's not possible to prepare students as well as in previous years..,

We need to know what topics will assessed by question in each section on each paper. Each question should examine a discrete topic. E.g. question 1 - algebra, question - complex numbers etc. Students deserve clarity. Remaining school time will be very demanding for students over the next few weeks. The arrangements should be very explicit. This will allow teachers to adjust their schemes accordingly and students will have adequate exam prep time over the remaining weeks.

We need to know which topics are assigned to each question as as it stands the whole course needs to be covered which is impossible (HL)

We should be allowed to have more assessments, a combo of sitting a exam with accreditation

We should be given an idea of which topics will be assessed in each question. It will not be possible to decide which topics can be left out otherwise. Having missed 2.5 months last year and 2 months this year of in class learning it is impossible to cover the whole course, something that is difficult enough to do in normal times.

Which topics to leave out?

Wider choice available

Or possibly leave out certain stand alone topics altogether ...eg . Proof by induction, formal theorems, geometry problems

Would like for this year...if paper was somewhat predictable like pre project maths paper. Q1 the line, q2 the circle, etc so then a topic can be left out or given less time

Would like to see some sort of choice of areas to leave out of the course. So maybe have an option in some questions...but that seems unlikely with the response you got the last time.

