



DATA ANALYSIS COMPUTER SCIENCE

PARENTS'
PRESPECTIVES ON
LEAVING
CERTIFICATE
COMPUTER
SCIENCE



NPC

SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents' involvement in children's education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children's learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children's education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council

Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.



Table of Contents

INTRODUCTION	05
SURVEY	06
SURVEY FINDINGS	07
OPEN TEXT QUESTIONS	15
CONCLUSION	20

Introduction

The National Council for Curriculum and Assessment (NCCA) is developing a new specification for Leaving Certificate Computer Science, to be introduced in all schools in 2027. The aim of this development is to update the curriculum to better match students' interests and help develop a wider range of skills and talents.

The National Parents Council (NPC) has gathered and analysed feedback from parents regarding their opinions on the development of this subject. This report will explore key areas of focus, such as parental awareness of the development of subject content and assessment methods, understanding of the competencies which will be taught as part of this subject, and the impact of these developments on students' learning, critical thinking, and overall educational growth.

The findings presented in this report are based on surveys conducted by the NPC between October 2025 and November 2025. The survey was sent to all parents on the NPC mailing list who had consented to receiving such invitations. The surveys were open from October 10, 2025, to November 12, 2025. During this time, a total of 262 responses were collected. The opinions of the 262 parents who completed the survey will be shared in this report.



Survey

A survey titled Leaving Certificate Computer Science was sent to parents to gather feedback on the proposed changes to the subject. The survey included a mix of multiple-choice questions, rating scales, and open-ended questions. This allowed parents to select answers that reflected their views and also share additional comments.

Parents were asked about their understanding of the subject, the skills they believe their children will develop, such as problem-solving, creativity, teamwork, communication, and managing their own learning, and their opinions on how students should be assessed. This included views on the balance between written exams and project work and preferences for ongoing assessment throughout the two-year cycle.

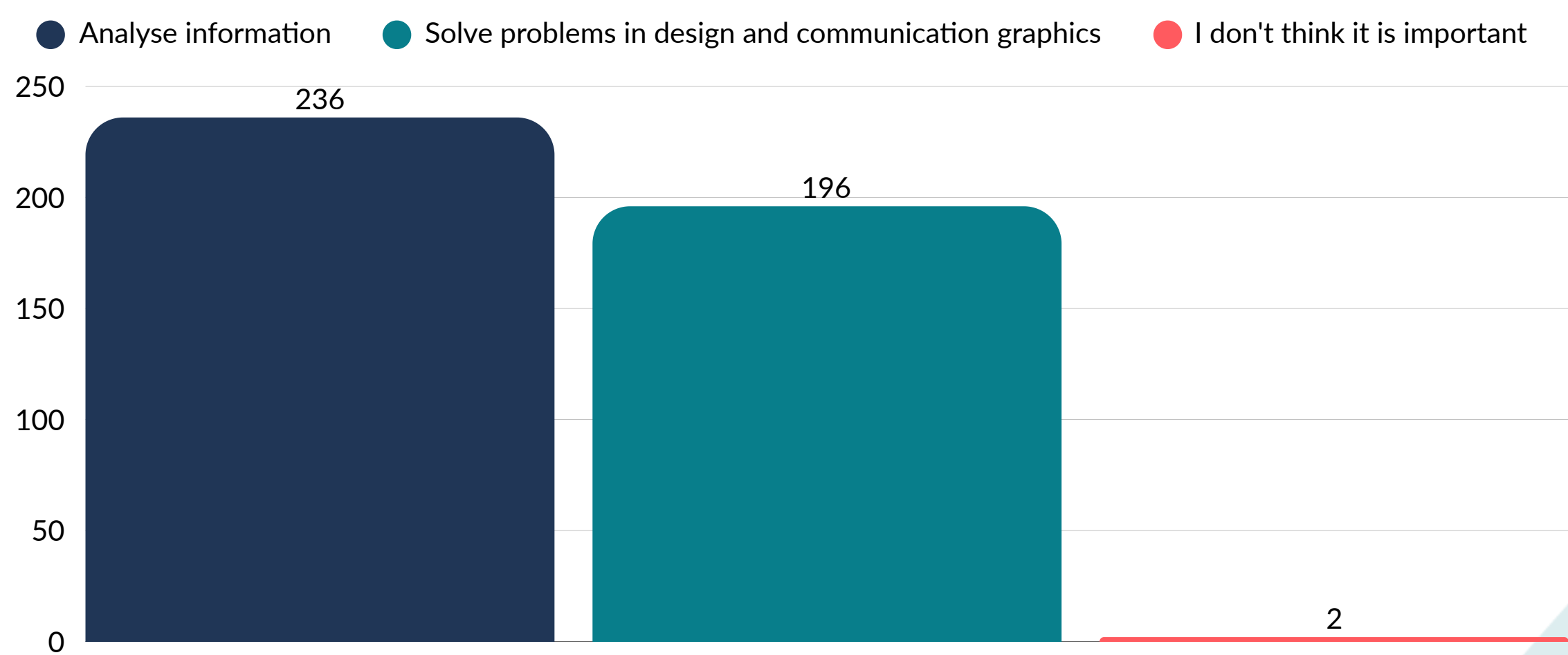
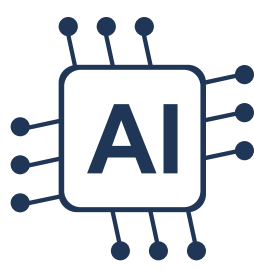
The survey also invited parents to reflect on what they value in the current computer science course, what they would like to keep, remove, or improve, and what they believe the purpose of the subject should be. The main findings of the survey, including key themes and parent perspectives, will be presented in the following sections.



Survey Findings

When considering the importance of the different competencies, parents were given the opportunity to choose more than one option.

Q 1 When asked about the importance of critical thinking and problem-solving, most parents highlighted the value of analysing information, while many others emphasised the importance of solving problems in computer science. Only a very small number of respondents indicated that they do not consider it important (see Figure 1).



(Figure 1)

First competency: Critical Thinking and Solving Problems

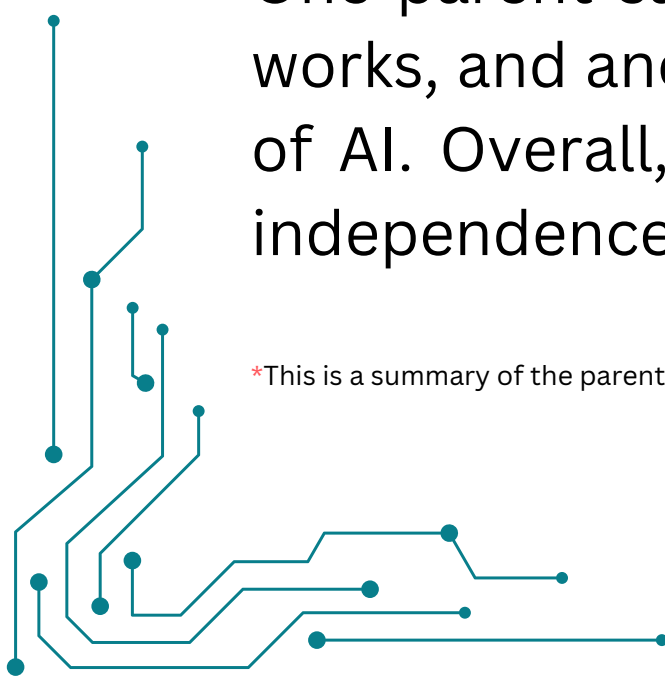
What I find important about critical thinking and solving problems is that my child will learn to

Many parents said that critical thinking and problem-solving are essential skills for students. They believe these skills help their children think for themselves, question assumptions, and avoid false information in a world shaped by AI and social media. Several parents mentioned that learning to break problems into smaller steps, apply logic, and keep trying when solutions fail is useful for everyday life and future careers.

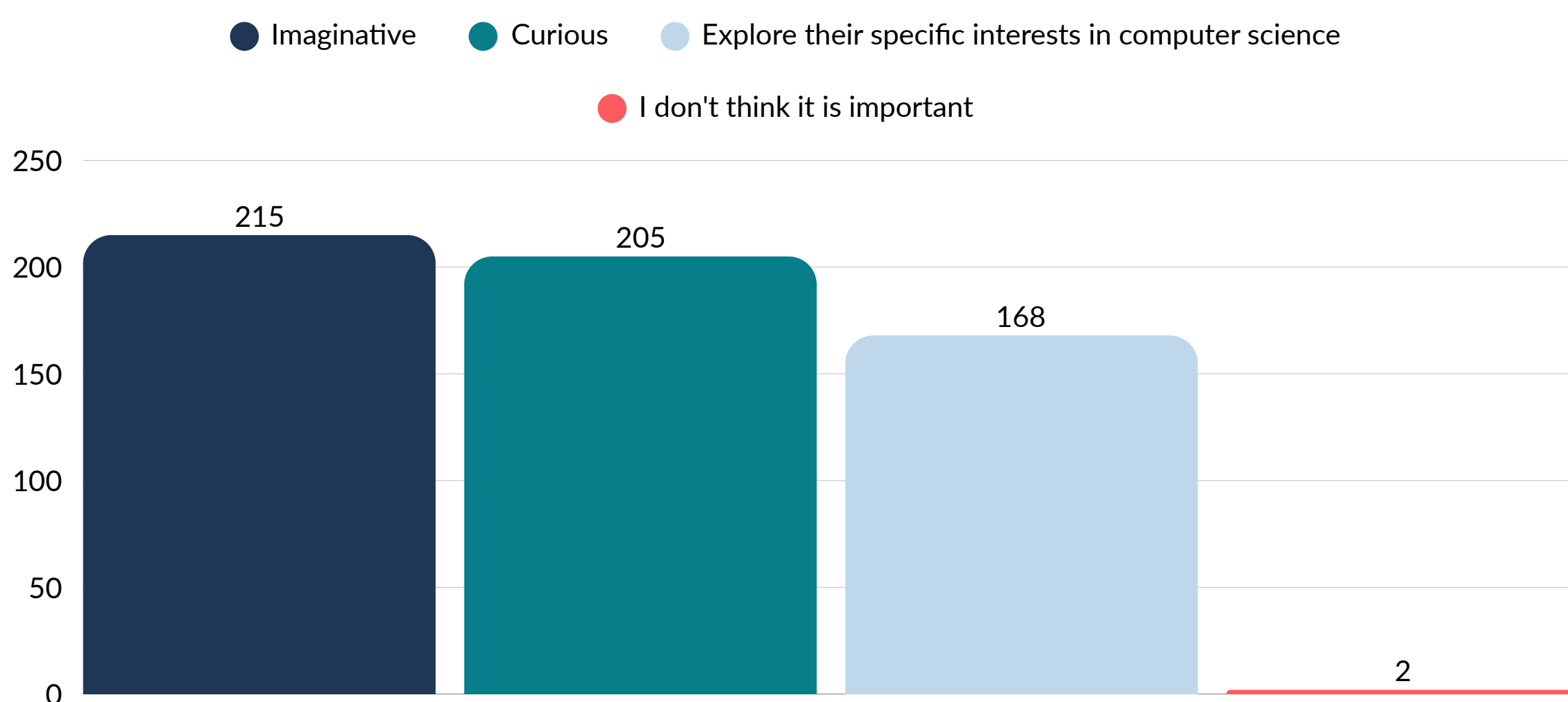
Other parents said schools should teach teamwork and systems thinking so students can handle complex challenges and adapt to change. Many agreed these skills should be taught early and applied beyond computer science because they support decision-making and creative thinking in many areas.

One parent said using technology is not the same as understanding how it works, and another warned that some creative jobs might disappear because of AI. Overall, parents saw critical thinking and problem-solving as key for independence, resilience, and making smart choices in a fast-changing world.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Q 2 When asked about the importance of creativity in their child’s learning, most parents highlighted the importance of being imaginative, while many others emphasised the value of encouraging curiosity. A smaller number of parents also recognised the importance of allowing children to explore their specific interests in computer science. Only two parents indicated that they do not think it is important (see Figure 2).



(Figure 2)

Second competency: Being Creative

What I find important about being creative is that my child will learn to be

Parents shared their views about why creativity is important in computer science. They said students need chances to think for themselves and not just take in information from devices. Creativity helps students use their imagination, make decisions, and find new ways to solve problems.

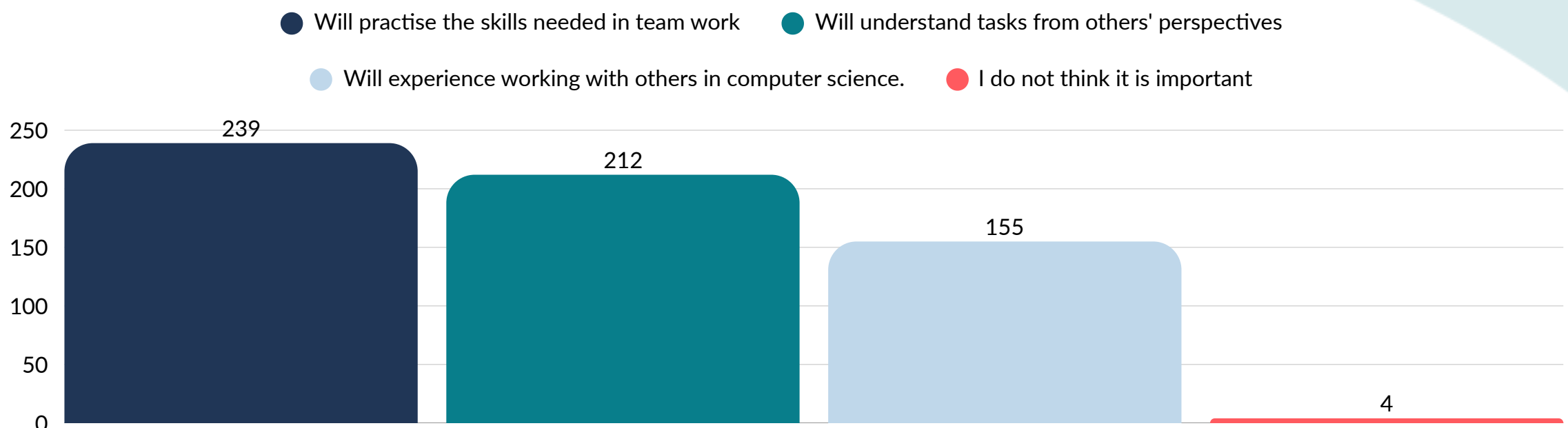
Some views stressed that failure should be seen as part of learning because it helps students improve. Others said schools should give time for creative projects, teamwork, and open-ended tasks that let students explore their interests. Parents also mentioned that creativity matters for using technology well, especially with AI, and that students should learn to create prompts and apply human experience to technology. There was agreement that strong basics are needed alongside creative skills and that students should learn modern processes, not outdated ones.

Overall, creativity was seen as a vital skill for independence, innovation, and preparing for the future.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 3 Regarding the importance of working with others, most parents indicated that their child will practise essential teamwork skills, while many others believed their child will gain an understanding of tasks from others’ perspectives. A notable number also felt that their child will benefit from experiencing collaboration in computer science. Only 4 parents indicated that they do not think it is important (see Figure 3).





(Figure 3)

Third competency: Working with Others

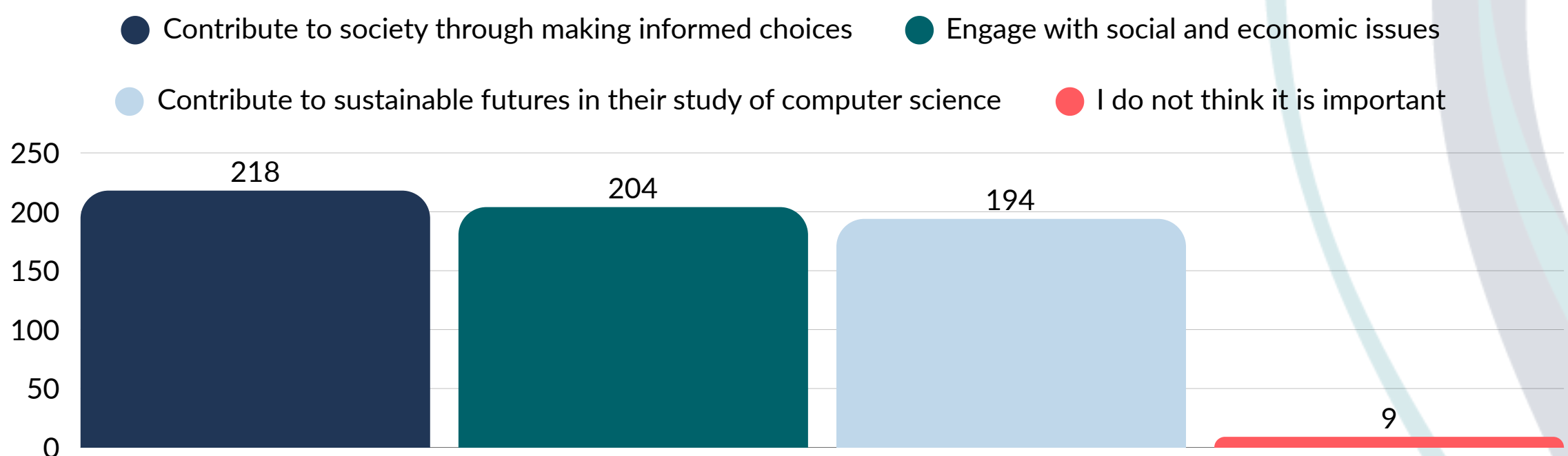
What I find important about working with others is that my child

Parents shared their views on teamwork in computer science. Many said working with others is an important skill for future jobs because it teaches communication, trust, and understanding different perspectives. It can also help students learn to share ideas and explain technical problems clearly. Some felt teamwork should be part of projects but worried about grading based on group work, as poor team dynamics could affect marks.

There were concerns for shy students and those with autism who prefer working alone, so individual tasks should still be included. Suggestions included paired work, time to build trust, and projects that mix individual and group contributions. Parents also noted that teamwork is essential in IT jobs, where poor communication often causes projects to fail. Overall, teamwork was seen as valuable for social and professional skills, but it needs careful planning to make sure it is fair and inclusive.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 4 Regarding the importance of participating in society, most parents stated that their child will learn to contribute by making informed choices, while many others emphasised the importance of engaging with social and economic issues. A considerable number also highlighted the value of contributing to sustainable futures through the study of computer science. 9 parents said that they do not think it is important (see Figure 4).



(Figure 4)

Fourth competency: Participating in Society

What I find important about participating in society is that my child will learn to

Parents shared views on the social and ethical side of computer science education. Many said students should learn about inclusion, social justice, and the ethical use of technology. Comments highlighted the need to understand issues like bias, transparency, and sustainability. There was strong support for teaching children how technology affects society, including its impact on the environment, privacy, and human behaviour.

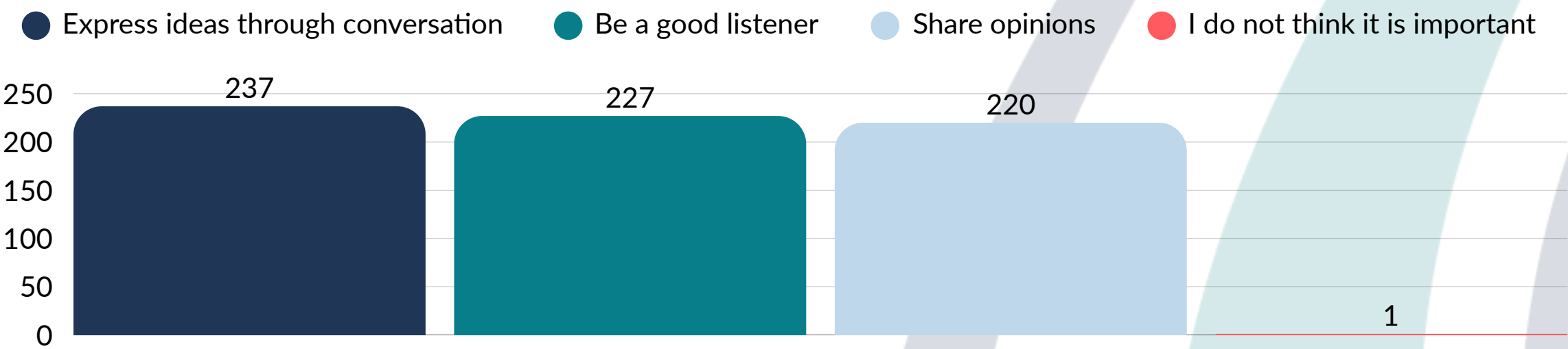
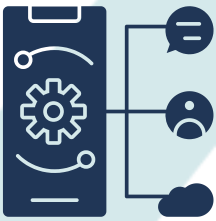
Suggestions included community projects, learning to spot scams and agendas, and using technology to make positive contributions such as helping local groups or solving real-world problems. Parents also stressed that students should see technology as a tool for improving lives, not replacing human connection, and that they need to understand both the benefits and risks of AI and social media.

Overall, ethics, responsibility, and awareness of social impact were seen as essential for preparing students to use technology wisely and for the good of society.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 5

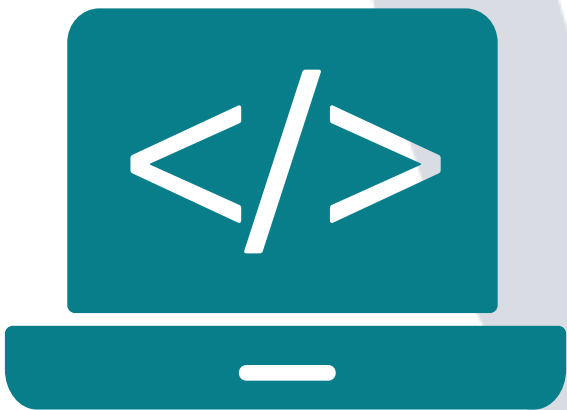
In response to the importance of communication, most parents believed their child will learn to express ideas through conversation, while many others highlighted the value of being a good listener. A considerable number also emphasised the importance of sharing opinions. Only a very small number of parents indicated that they do not consider communication important (see Figure 5).



(Figure 5)

Fifth competency: Communicating
What I find important about communicating is that my child will learn to

Parents shared their views on communication skills in computer science education. Parents said students should leave school with strong basic computer skills like typing and using tools such as Word, Excel, and PowerPoint, as well as the ability to present information clearly.

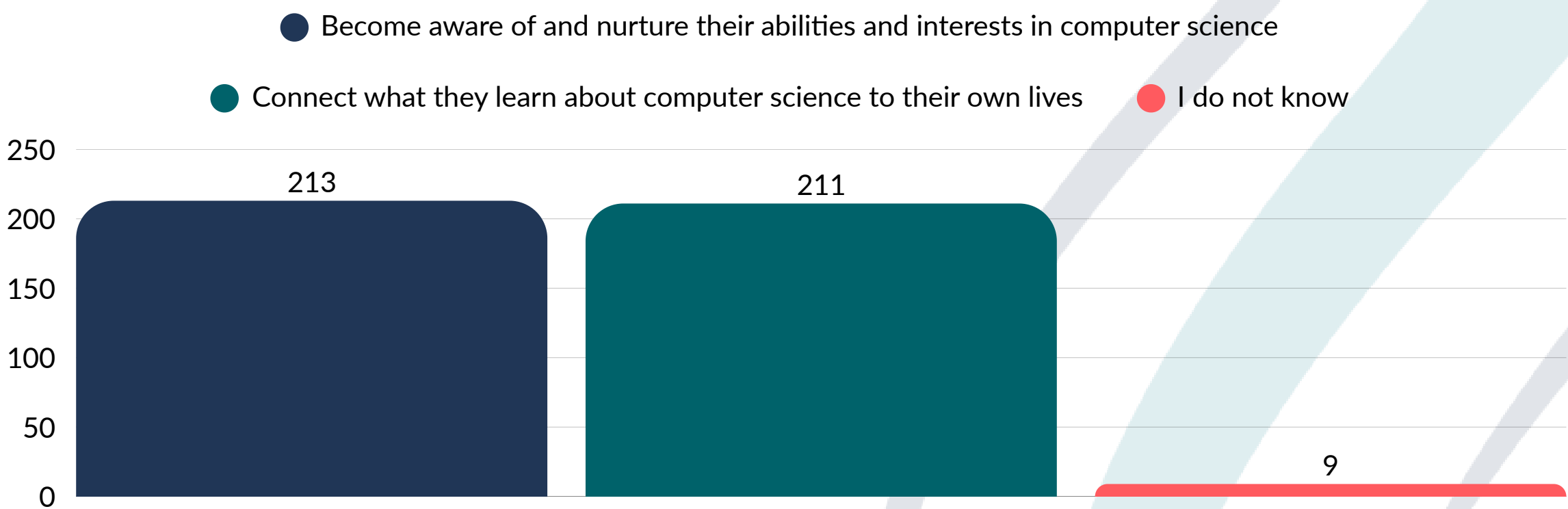
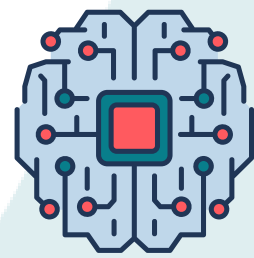


Communication was seen as essential for building confidence, listening well, and adapting messages for different audiences. Comments stressed that good communication helps teamwork, improves social skills, and is vital for IT careers, where success often depends on clear understanding and collaboration. Suggestions included the teaching of active listening, non-verbal cues, and how to give and receive constructive feedback.

Some parents raised concerns about over-reliance on screens and the need to balance virtual and face-to-face interaction. Overall, communication was viewed as a key life skill that supports relationships, problem-solving, and professional success.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 6 In terms of cultivating well-being, most parents believed their child will learn to become aware of and nurture their abilities and interests in computer science, while many others emphasised the connection between what their child learns in computer science and their personal lives. Only a very small number of respondents indicated that they did not know (see Figure 6).



(Figure 6)

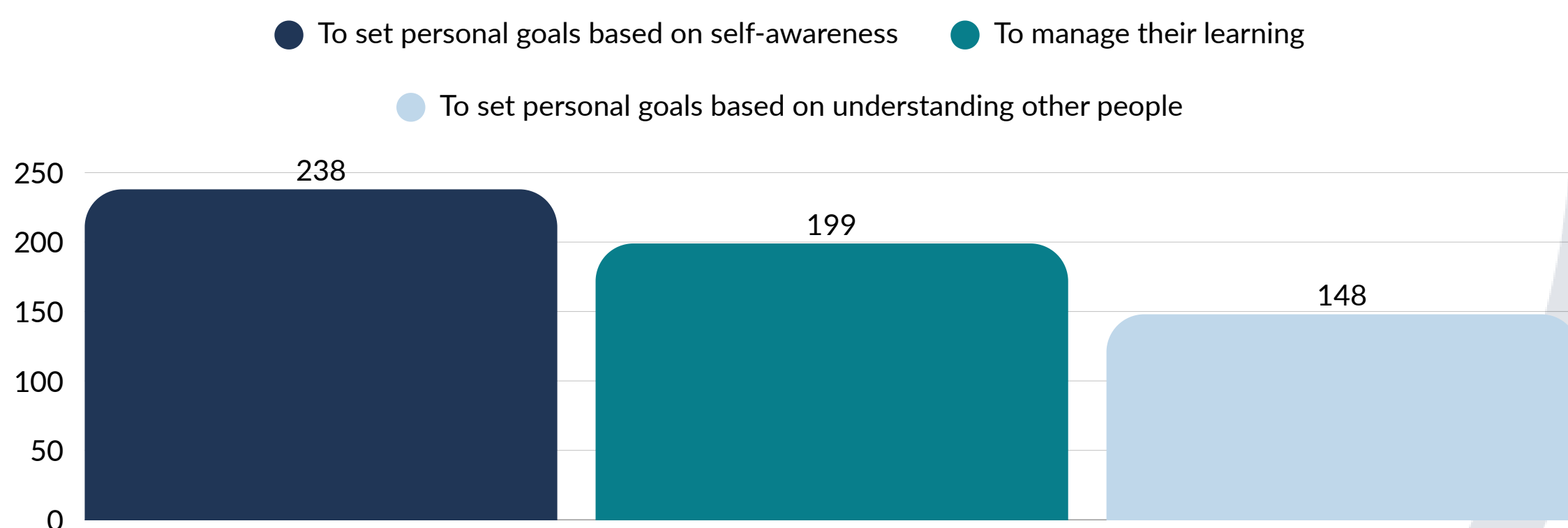
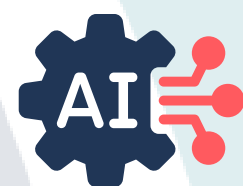
Sixth competency: Cultivating Wellbeing
What I find important about cultivating wellbeing is that my child will learn how to

Parents shared their views on wellbeing in computer science education. Many said it should include teaching balance between technology and other activities, encouraging healthy offline habits, and making space for mental health. Comments highlighted that wellbeing is linked to resilience, patience, and confidence, which can grow through problem-solving and learning from failure.

Some parents felt computer science can help students understand themselves better and use technology responsibly, while others questioned whether wellbeing should be tied to this subject at all. Suggestions included promoting safe online practices, breaks during screen time, and awareness of the impact of technology on society and the environment. Overall, wellbeing was seen as important for helping students stay healthy, motivated, and able to use technology in a positive way.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 7 When it comes to managing learning and self-questioning, most parents emphasised the importance of setting personal goals based on self-awareness, while many others believed their child will learn to manage their own learning. A smaller number highlighted the importance of setting personal goals based on understanding other people (see Figure 7).



(Figure 7)

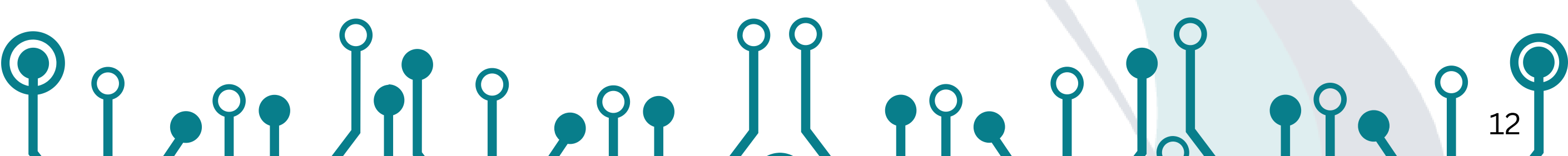
Seventh competency: Managing Learning and Self:
What I find important about managing learning and self is that my child will learn

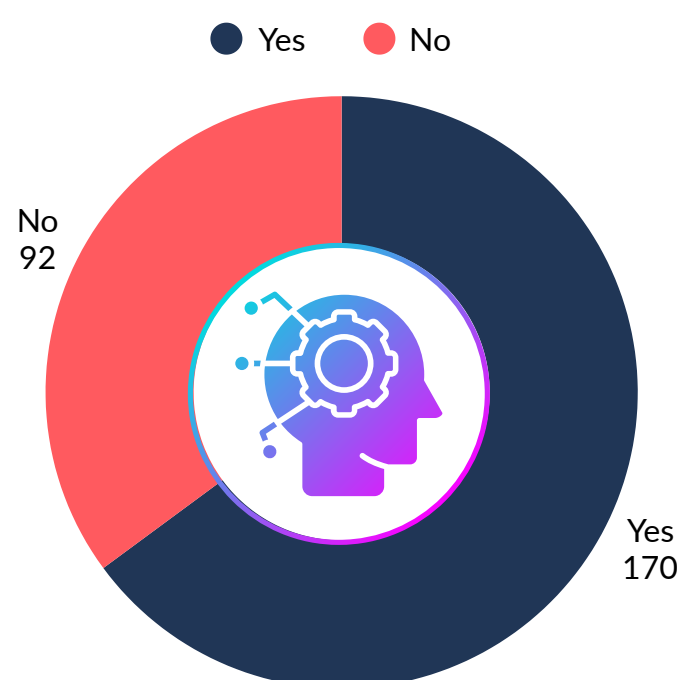
Parents shared their views on goal-setting and related skills in computer science education. Many said students should learn time management, planning, and how to set and achieve realistic goals. Comments highlighted the importance of self-awareness, helping students understand their strengths, learning styles, and personal challenges, and using this knowledge to stay motivated.

There was strong support for teaching resilience, showing that failure is part of progress, and encouraging students to keep trying. Suggestions included peer learning, project planning, and giving students opportunities to see their successes in real time. Some views also called for covering core technical concepts like AI, machine learning, data structures, and networking, alongside personal development skills.

Overall, goal-setting was seen as a way to build confidence, independence, and a mature approach to learning, while preparing students for both technical and life challenges.

*This is a summary of the parents' voices; please refer to the appendix for full answers.





(Figure 8)

I agree that 60% should go to written examination

Q 8

As for the assessment section, regarding the allocation of 60% to the written examination, most parents agreed with this weighting, while a smaller number disagreed (see Figure 8).

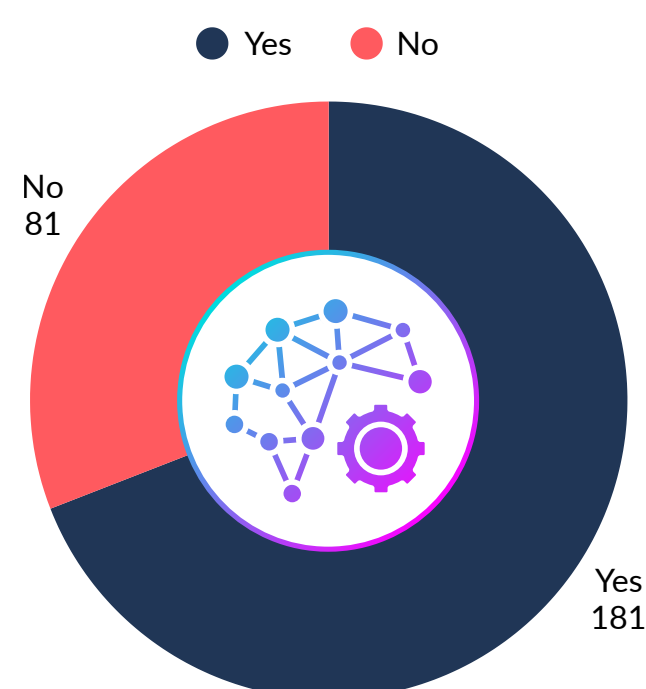
Parents who disagreed with having 60% of the grade based on a written exam shared their thoughts on other ways to assess students. Many said computer science is a practical subject and should include tasks like coding, projects, or presentations, as these are more useful in today's world. Others pointed out that some students do better with hands-on work than with written exams. There was also concern that written exams may not be fair for neurodivergent students, who might struggle with writing but do well in practical tasks. A lot of parents felt that checking progress throughout the year would be a better way to judge learning, and many suggested a 50/50 split between written and practical work.

Some parents thought creative subjects should rely less on written exams and more on practical work. A few wanted the written exam to count for even less, with one saying the practical part should make up the whole grade. They felt assessments should take into account different ways of learning, such as for students with dyslexia, who may find writing hard but do well in creative or maths-based tasks.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 9

In response to the plan that 40% should go to an additional assessment component, most parents expressed agreement, while almost a third disagreed (see Figure 9).



(Figure 9)

I agree that the 40% should go to additional assessment component.

Parents who disagreed with giving 40% of the marks to the extra assessment shared alternative ideas. They suggested that computer science should focus more on practical activities like coding and projects, rather than written exams. Suggestions included splitting marks more evenly, such as a 50/50 balance, or giving greater weight to the practical component—up to 60% or 75%.

It was noted that students have different strengths, and those who excel in design or programming but struggle with writing should have other ways to demonstrate their knowledge. Some proposals even recommended that practical work should determine the entire grade, removing written exams altogether.

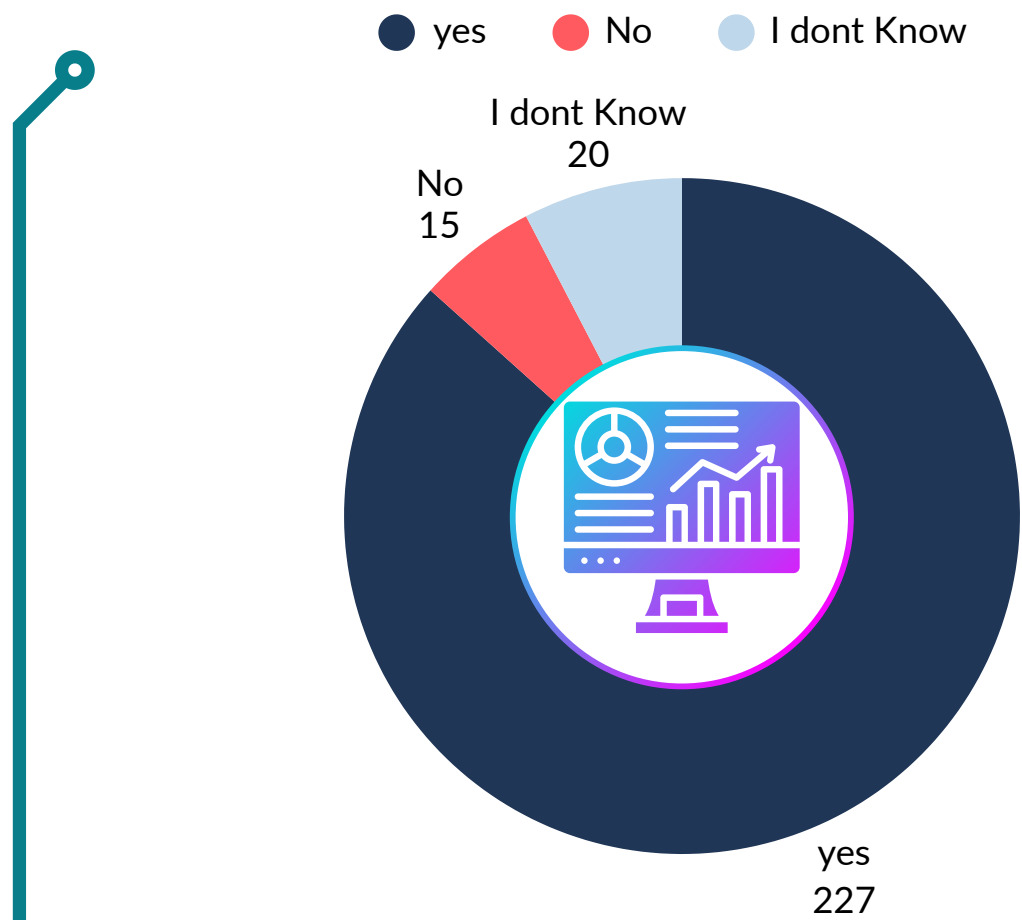
Concerns were raised about fairness, especially regarding projects completed at home, which could lead to cheating or benefit students with more support.

There was also one view that written exams should remain the primary method of assessment, even up to 80%, to ensure fairness and limit outside help. Overall, there was agreement that the system should reflect real-world skills and accommodate diverse learning styles.

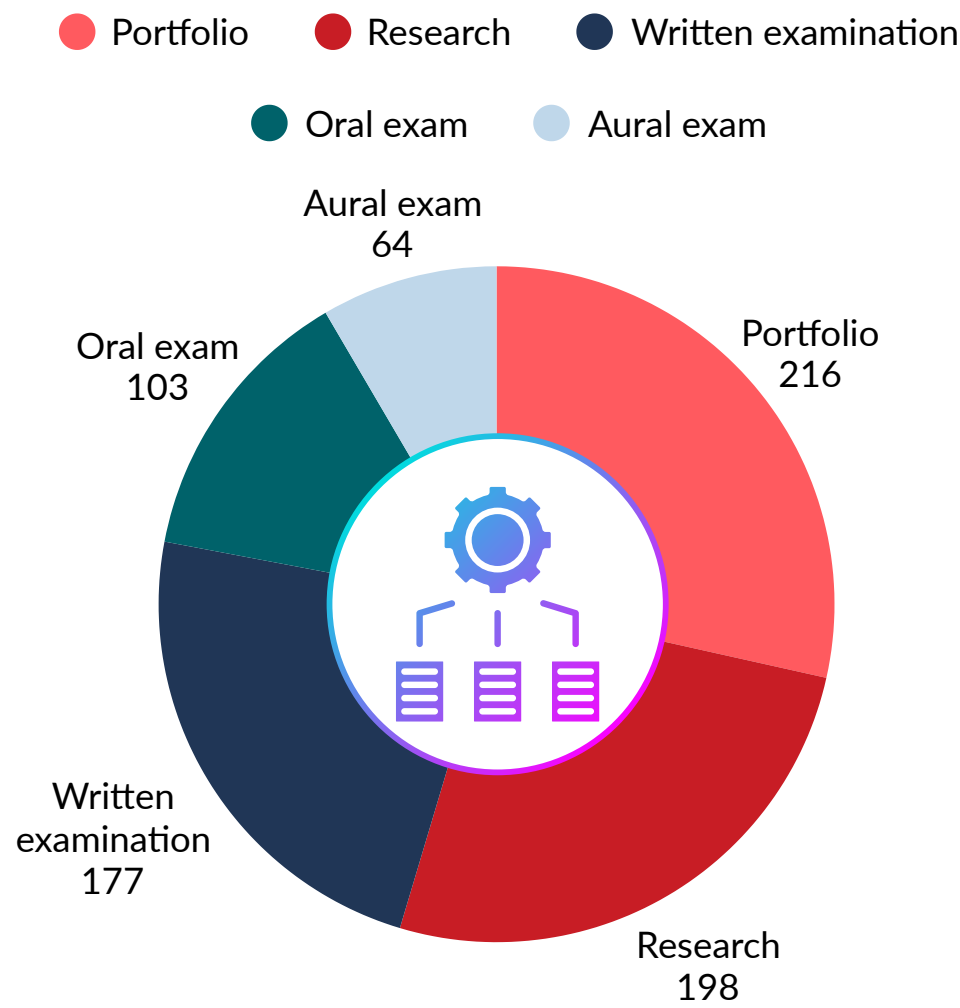
*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 10

On the question of assessments, most parents wanted their child to be assessed at regular intervals throughout the 2-year cycle, while a small number disagreed or were unsure (see Figure 10).



(Figure 10)
I want my child to be assessed at regular intervals throughout the 2-year cycle.

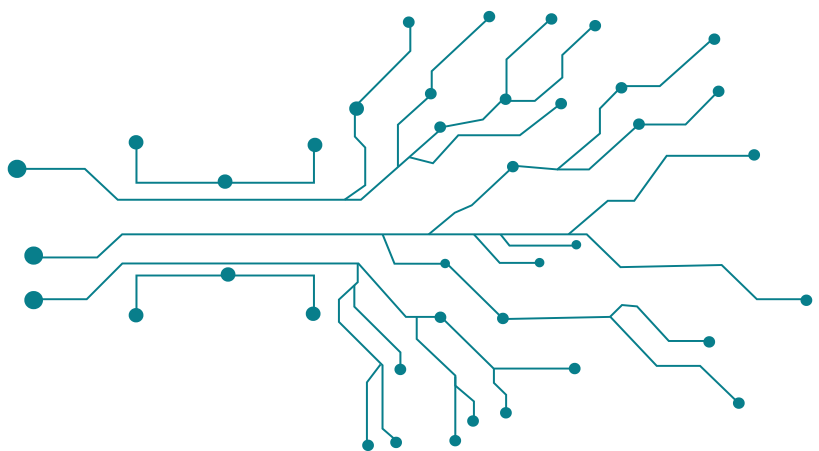


(Figure 11)

As part of their study of computer science, I want my child to be engaged in

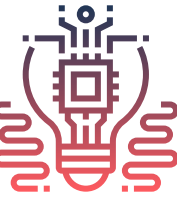
Q 11

As part of their study of computer science, most parents wanted their child to be engaged in portfolio assessments, followed by research. A smaller number favoured written examinations, with fewer selecting oral exams, and the least preferred option was aural exams (see Figure 11).



Open Text Questions

Q 12 As a parent, what do you think the purpose of Leaving Certificate Computer Science should be?



Parents across Ireland shared a rich and thoughtful range of views on what Leaving Certificate Computer Science should aim to achieve. At its heart, they believe the subject should prepare students for life in a digital world, whether that means entering the workforce, continuing to third-level education, or simply navigating everyday life with confidence and competence.

Many parents see the course as a way to equip students with practical digital skills—from coding and using software like Excel and PowerPoint, to understanding how computers and networks operate. These skills are seen as essential not only for IT careers but for almost every modern job.

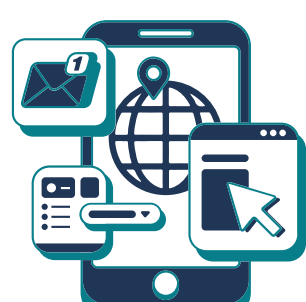
There is a strong desire for the subject to lay a solid foundation for further study, especially in computer science, software development, and related fields. Parents want students to be introduced to core concepts such as programming, data structures, AI, cloud computing, and networking, in a way that sparks curiosity and builds confidence.

Beyond technical knowledge, parents emphasise the importance of developing transferable skills: problem-solving, critical thinking, teamwork, communication, and creativity. These are seen as vital for success in any career and for adapting to the fast-changing nature of technology.

Computer literacy is another key theme. Parents want their children to be digitally fluent, able to use computers safely and effectively, and to understand the ethical and societal implications of technology. Many highlighted the need for students to learn about online safety, responsible use of AI, and how to critically assess digital content.

Some parents stressed the importance of making the subject engaging and accessible, especially for students who might not naturally gravitate towards STEM. They want Computer Science to be available in all schools, not just a select few, and to encourage participation from underrepresented groups, including girls.

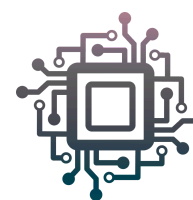
There is also a call for the curriculum to be flexible and regularly updated, reflecting the rapid pace of technological change. Parents want students to learn how to learn how to adapt, unlearn outdated practices, and relearn new ones, so they are ready for whatever the future holds.



Ultimately, parents hope Leaving Certificate Computer Science will open doors, whether to university, employment, or simply a deeper understanding of the digital world. They want their children to be confident, curious, capable, and ready to use technology not just as consumers, but as creators and problem-solvers who can contribute meaningfully to society.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 13 What is good about the current Leaving Certificate Computer Science that you want to keep?



While many parents admitted they were unfamiliar with the current Leaving Certificate Computer Science programme, often because their child's school does not offer it or their children haven't reached that stage yet, those who were aware of it highlighted several positive aspects they would like to see retained.

One of the most widely appreciated features is the project-based assessment, particularly the 30% weighting given to practical work. Parents value how this encourages hands-on learning, teamwork, and real-world application of skills. It is seen as a way to build confidence and communication skills while allowing students to demonstrate their understanding in a more engaging and less theory-heavy format.

The focus on coding, especially using Python, was frequently mentioned. Parents like that students are exposed to actual programming languages and tools, which they believe are essential for future careers and digital literacy. Some also noted the inclusion of algorithm development, pseudocode, and databases as valuable components.

Another strength identified is the balance between practical and theoretical learning. Parents appreciate that students aren't required to memorise large amounts of theory and that the written exam offers choice and accessibility for different learning styles. The structure of the exam—with a mix of short and long questions—was praised for being inclusive and manageable.

Several parents highlighted the importance of teaching the social implications of technology, including ethics, responsible usage, and the impact on society. This aspect is seen as crucial in helping students become thoughtful and informed digital citizens.

Other positive elements mentioned include:

- Exposure to hardware and systems
- User experience and design thinking
- Early coursework scheduling
- External supervision of coursework
- Practical assessments spread across the course



Despite the limited awareness among many respondents, there is a clear appreciation for the practical, skills-based, and socially aware nature of the current programme among those familiar with it. Parents want to see these elements preserved and built upon to ensure students are well-prepared for a digital future.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 14 What should be taken out of the current Leaving Certificate Computer Science, if anything?



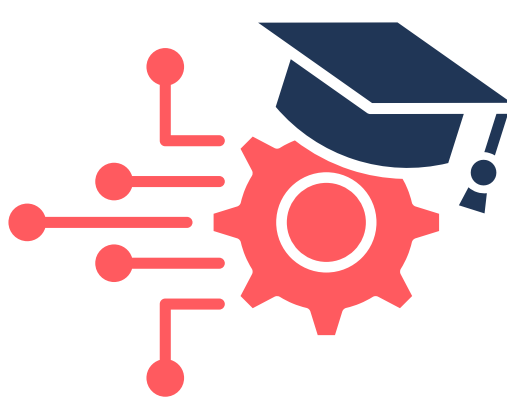
Most parents said they did not know enough about the current Leaving Certificate Computer Science programme to suggest specific changes. Many explained that their children had not studied the subject or that it was not available in their school, which made it difficult to comment. This lack of familiarity was a recurring theme.

Among those who did respond with suggestions, there was a clear preference for reducing the emphasis on theory. Parents felt that too much theoretical content could make the subject dry and less engaging for students. They would prefer a greater focus on practical learning, coding, and teamwork, which they believe better reflects how technology is used in the real world.

Several parents questioned the current assessment structure, where 70% of the final grade comes from the written exam and only 30% from project work. They felt this weighting was too heavily skewed towards theory and suggested reversing it so that project work carries more importance. This, they argued, would better support students who learn by doing and would make the subject more inclusive.

Some parents felt the curriculum was too broad and suggested simplifying it. They recommended focusing on one programming language and teaching it well, rather than trying to cover too many areas superficially. A few also mentioned specific elements they felt could be removed or revised, such as the Turing Machine application questions, which were seen as overly complex. While they appreciated the historical significance of Alan Turing, they felt the technical aspects were too advanced.

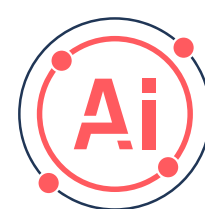
Other areas parents questioned included project management and report writing, which some felt were less relevant or too demanding. Oral components were also flagged as potentially stressful for students who are shy or anxious. There were concerns about the fairness of assessments, particularly with the rise of AI tools that students might use to complete their projects.



One parent suggested changing the timing of the exam to avoid clashes with school events and to improve access to computer rooms. Overall, while many parents did not feel informed enough to make detailed recommendations, those who did expressed a desire for a more practical, streamlined, and student-friendly approach to the subject.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Q 15 What would you like to improve about the current Leaving Certificate Computer Science?



Many parents said they did not know enough about the current Leaving Certificate Computer Science programme to offer suggestions for improvement. This was often because their children had not reached senior cycle yet or because the subject was not available in their school. Despite this, a wide range of thoughtful ideas emerged from those who did respond.

A recurring theme was the desire to make the subject more practical and hands-on. Parents want students to spend less time on written theory and more time learning by doing—through coding, building projects, and working collaboratively. They suggested that assessments should reflect this shift, with a greater emphasis on project work and less on traditional exams. Several felt that the current project workload was excessive compared to other subjects and recommended increasing its weighting to 40% or more.

There was strong support for making the subject more relevant to students' interests and the real world. Parents proposed including topics like gaming, app development, web design, robotics, and social media studies. They also called for the curriculum to reflect current and emerging technologies, such as artificial intelligence, machine learning, cloud computing, and data analytics. Some felt that the curriculum should be updated more frequently to keep pace with innovation.

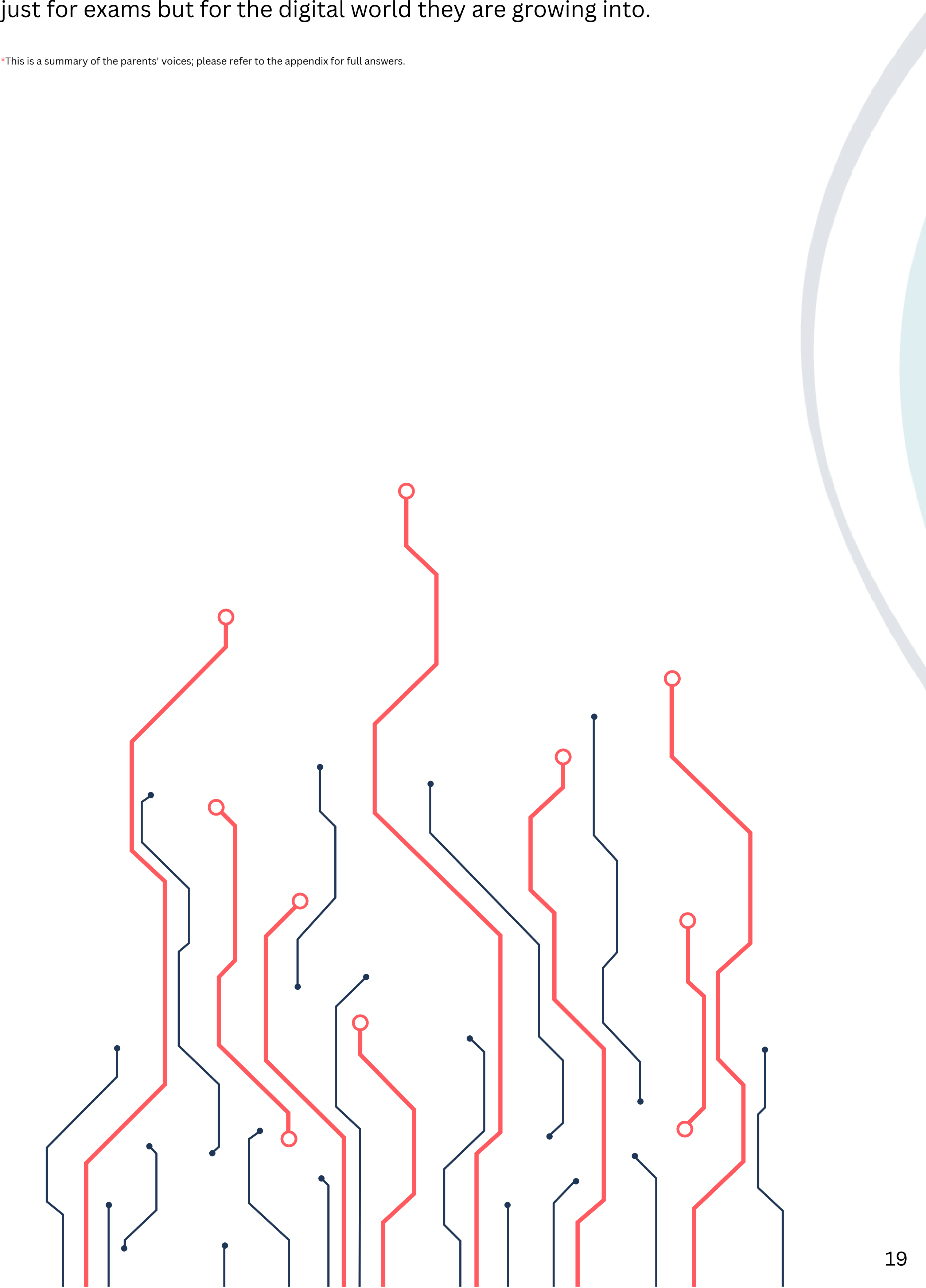
Critical thinking and systems thinking were highlighted as important skills to develop. Parents also wanted students to learn about the software development lifecycle, including methodologies like agile and waterfall, and to gain experience with industry-standard tools such as Git and version control systems. There was a call for more exposure to different programming languages and paradigms, not just Python.

Several parents suggested introducing a Junior Cycle Computer Science subject with an exam, believing this would better prepare students for the Leaving Certificate. Others emphasised the need for better resources, including up-to-date technology, improved study materials, and more training and support for teachers.

Some parents wanted the curriculum to include historical and societal perspectives, such as the contributions of figures like Alan Turing, Ada Lovelace, and Grace Hopper, and the broader impact of computing on society. They also recommended more opportunities for students to engage in live, real-world projects and to collaborate with peers.

Overall, parents expressed a clear wish for a more engaging, modern, and practical computer science programme—one that prepares students not just for exams but for the digital world they are growing into.

*This is a summary of the parents' voices; please refer to the appendix for full answers.



Conclusion

This report offers a comprehensive view of parents' perspectives on the future of Leaving Certificate Computer Science, capturing both enthusiasm for its potential and concerns about its current structure. Parents strongly value practical, hands-on learning, balanced assessment methods, and the inclusion of emerging technologies alongside core programming skills. They also emphasise the importance of fostering creativity, problem-solving, teamwork, and ethical awareness to prepare students for life in a rapidly evolving digital world.

The findings highlight the need for a curriculum that is modern, flexible, and inclusive—one that equips students with technical knowledge while nurturing transferable skills and wellbeing. By addressing parents' suggestions through clear communication, ongoing collaboration, and regular updates to reflect technological change, policymakers and educators can create a programme that is engaging, relevant, and future-focused. Ultimately, a student-centred approach will ensure that Computer Science empowers learners to thrive academically, professionally, and socially.

Appendix

Q2. Would you like to add other comments?

1. Think for themselves and have no AI answering
2. Critical thinking should be part of core curriculum
3. Being able to own a problem, collaborate and solve issues is very important
4. Also viewing problems from different perspectives and step back and not react straight away when emotions are heightened.
5. Tackle complex questions with more than 2,3 changing variables , Learn to apply basic concepts to break down the questions in solve it in pieces.
6. Learning as system thinking
7. A definite requirement for any jobs in CS
8. Ability to robustly question the challenge
9. Critical thinking is an important life skill carried through life and into lots of different situations i believe it to be invaluable
10. Its an important topic in the modern world
11. Critical thinking will promote transferable skills to make informed decisions beyond the field of computer science
12. It's important that they can discern from what is real and true and what is not, especially in their new world of AI
13. Problem solving is a key skill in many jobs so I think this is key.
14. Problem solving
15. To think outside the box as well as analyse information and come up with a Computer based solution
16. Critical thinking is also about asking the questions that no-one is asking. How does this scale? What happens if assumption A is incorrect? There is an excellent class run by the IE business school that should be mandatory for anyone aspiring to work the computer science field.
17. Learn about logic
18. Enable them to take time and make smart decisions and not everything needs to be done now
19. Solve problems outside of computer science too, with or without computers.
20. How does this question help inform the curriculum?
21. Critical thinking
22. It is paramount to teach children to apply critical thinking in today's world of misinformation and AI generated content
23. I think to solve problems it is advisable to analyse information. The skills for analysing information needs to be carefully cultivated in the first months of the Leaving Cert programme in fifth year.

24. The journey to solving a problem is often more important than the result. Developing critical thinking is extremely important now and in the foreseeable future
25. Be critical about methods of analysing information and understanding the principals of analysis methodology.
26. This should be available to all students irrespective of their Gender. Most STEM programmes are getting designed around females, to encourage inclusion. The boys are feeling left out and discriminated in this context.
27. Analysing the problem deeply is vital
28. It also teaches resilience. Getting to the bottom of a problem, locating the bug, isn't an easy task. It requires exploring multiple solutions and continuing until the matter is resolved.
29. Solving technical challenges is very important in IT careers
30. Critical thinking and problem solving skills extend to and benefit many other areas of life
31. Why
32. Think independently and make informed decisions;Ask thoughtful questions and seek evidence;Evaluate different perspectives and solutions;Solve real-world problems creatively;Communicate ideas clearly and respectfully;Work collaboratively with others;Reflect on their own thinking and learning, Adapt to new challenges and situations, Use logic and reasoning to support conclusions
33. Competency in artificial intelligence general terminology and systems
34. No
35. N/A
36. There is a difference between using technology and understanding how technology works. Computer Science is the study of how technology works and is fine as it is as a 3rd level course. Understanding how to use technology is part of life training, same as good manners etc. and should not be a separate subject.
37. Once information is analysed, what or how to work with the information you have at hand.
38. I belive critical thinking & problem solving is a very important skill to develop in our young people.
39. No
40. Using computers to solve problems and understand how to use technology for creative thinking and new innovations.
41. Learning the solving problem approach aids problem solving in all walks of life.
42. the children needs to learn about critical thinking and problem solving, not necessarily with CS. As AI advances, they will require less and less specific IT knowledge and more the proper behavior to engage the new tech and its impacts. Critical thinking and non-AI problem solving will be essential

43. Resilience is a core skill to broken solving. When the first attempt fails, students should be encouraged to keep going to search for and try more options.
44. it will also broaden their scope in seeing and understanding information
45. I think computer science is an ideal medium to demonstrate lateral thinking, and to show that there are multiple ways to solve the same problem. The syllabus could show how algorithms can have different complexity, and the trade offs between simple but inefficient solutions, and more complex but highly efficient solutions.
46. It will also help problem solve outside of computer science
47. It would be beneficial if students learned how to use AI to analyse information and automate some problem solutions
48. .
49. Logical Reasoning....breaking down a problem
50. Everything is based around access to technology today from homework to meetings and even sourcing college materials so solving computer science problems helps to understand the bigger picture and have the patience to solve them. Also in a world of AI and deep fakes in social circles and current affairs, a critical eye and lens to analyze information is vital.
51. Systems thinking that map dependencies and consequences is a key skill across many practical applications of computer science from algorithm development, code debugging to step-by-stem systems troubleshooting. Students need to be able to step back and understand the broader scope of a problem, not just the minutia of what is in front of them.
52. They need to learn to question everything online
53. The logical problem solving used in Computer Science should be taught in a way that is transferable to both school and home life.
54. They should learn to fact check/ check sources
55. Think possibilities.
56. Present their thoughts clearly
57. Critical thinking technique is an invaluable tool in every day life & unfortunately with the lifestyle tools afforded to children now ie social media etc critical thinking is replaced with a search for an answer on TikTok
58. It would help to give real life applications too so it gives the child to appreciate the skills.
59. First and foremost, to critically differentiate evidence-based sources of information from not evidence-based.
60. Critical analysis
61. Yes very important for future creation of jobs
62. Data analytics is the way forward children need to be taught the skills
63. Solve problems in general
64. Analysing information and critical thinking is by far the most important. Solving CS problems is something that evolves over time.
65. I support computer creativity, but it is a ki d of cheap creativity not intellectually very demanding.
66. This is so important now in time of AI which will make us all stupid

Q4. Would you like to add other comments?

1. Creativity has gone out the window due to devices so its important to learn
2. engage their brain in a way where they are not just being fed information
3. Exploring all aspects of the subject and learning to be critical as well as creative
4. Be able to access up-to-date technology and not be learning outdated processes.
5. Failing is not the end, it provides valuable feedback to continue to improve
6. Creative thinking is an excellent skill and attribute to have, knowing its ok to think outside the box, and be allowed to use your imagination is essential, it encourages kids to think for themselves, and make decisions, it's a vital life skill
7. It will be important to apply the human experience to technology as AI develops, humans should tell human stories and experience
8. Being able learn through having the freedom to use their own interests whilst completing projects
9. I think at this phase, most students need to be well grounded in the basics as well as developing skills that can use later on. It's helpful for learners to have something they would like to achieve but failure to grasp foundational concepts and skills will hinder them later on.
10. Creativity in how they interact with AI and other new technologies. Understanding how to be creative in creating prompts will open up lots of options
11. How does this question help inform the curriculum?
12. Creativity
13. To be creative my child needs time. The demands of the curriculum make spending time in the computer lab. is important to cultivate.
14. Using the information and tools available to find creative solutions to problems is just as important as critical thinking
15. Include team effort and practical projects to display creativity.
16. Broadens their perspective and thought process
17. No
18. Again, computer science teaches you to get creative when solving problems or facing challenges.
19. Yes a good computer science has the skills to leverage the technical and the art of the possible - it is essential that these aspects of skills development to engage with this subject in a meaningful way.
20. No
21. N/A
22. As a subject similar to Art or Music or Metalwork or Woodwork exploring creating applications might be fine but it is not Computer Science and it can be introduced as an after school or side activity

23. Inventive thinking is crucial for modern day life problem solving. What they don't typically teach in schools.
24. Independent thinking is very important.
25. No
26. Avoid just being a consumer of technology. Empower out young people to use technology to improve lives and increase new innovations.
27. I have worked in computer science for 30 years, creativity is at the core of all software products and solutions
28. Interested in Coding
29. There should be a strong emphasis on getting the students to modify working code and make it do something different.
30. .
31. There is space for both creative and structured thinkers in computer science roles, but a common characteristic is a desire to solve a challenging problem, whether that is designing a new application or untangling a multi-layered system issue. The curriculum should provide many open-ended problems to solve however the student sees fit, both inside or outside the computer science domain.
32. A critical component of being creative is embracing failure as part of the process
33. Think outside the box, future possibilities.
34. Some skills cannot be learned, cannot be rooted in oneself.
35. Graphic design
36. School is a really important and safe environment to explore. We need this to ensure we have aware young adults leaving school.
37. Yes agree with all of this, creativity is so important
38. Learn to think outside the box
39. The damage from constantly steering at the screen should not be overlooked. So, the hardcopy note books should please not be removed from classrooms.
40. Unfortunately the two schools my children attend so not offer Leaving Cert Computer Science as an option. I find this v disappointing and think it needs to become an essential option in ALL second level schools if we are to remain a competitive knowledge economy

Q6. Would you like to add other comments?

1. As a computer lecturer, I think this is a key skill be very difficult to achieve
2. will learn important social skills of communication & teamwork
3. Crucial skill
4. This is less important in this subject. Team work and working with others best learned in a different subject
5. Collaboration is a very important skill to master
6. Learn by sharing knowledge , Learn to communicate technical issues in a social structure.
7. Teamwork is important but NOT as any part of the project that is currently 30% of the overall marks for LC. part
8. Developing collaboration skills and diplomacy
9. Kids aged 6yrs + should learn and be able to look at things from other people's perspective, but it does need to be learned and experienced, so it's a fantastic opportunity to learn this skill, and to work independently and as part of a team, building trust, and effective communication Skills within groups. With an increase in neurodivergence, learning social skills and teamwork has become an essential life skill
10. Documentation
11. As an experienced IT professional (20+ years in industry), team work and communication are crucial for success. These skills are crucial and underpin everything. Failure to use these skills great undermines anything one can do technically.
12. Make them frame their thoughts and outputs in a more empathetic way and understand how their actions impact others
13. I would be concerned that if there was a bad team dynamic then a pupil may lose marks through no fault of their own.
14. How does this question help inform the curriculum?
15. Teamwork needs nurturing and again time to build up trust between the students. My child is shy and it takes him a lot of support to participate in team projects.
16. Coders and creators should be encouraged to work together but they will think differently.
17. Make them computer literate and give them a competitive edge and help improve collaboration
18. Team work is very important
19. Working in a team is vital for IT careers
20. No
21. Is this working for children with Autism?
22. Why does this apply to Computer Science and not to any other field of study?

23. Don't forget solo projects that individuals work on that make up a team project too.
24. Teamwork can be very challenging to manage therefore it should not be a significant component of the grading scheme
25. I would not like their grading to be dependent on group work as often my child can struggle with the group aspect but does very well individually and would have a higher understanding of the subject than his peers (according to teacher).
26. No
27. Learning to work with others in a team is essential to grow ideas, gain new perspectives and add to original ideas generated by the group.
28. Being conscious of who the software serves and is for (end user) is really important
29. Software delivery involves multiple teams across all competencies - sales - design- software dev - testing - operations
30. Computers is essential in almost every work place when you get a job so it is an important subject and to be able to type also
31. .
32. Most technology projects fail due to poor communication and uncoordinated collaboration. In the age of AI Code Agents interpersonal skills blended with computer science understanding will be a differentiator.
33. Research, try, fail and succeed.
34. Will be great to exchange ideas with others
35. Will understand there are different approaches towards work.
36. My child is autistic and prefers to work independently. I think one of the reasons a lot of kids gravitate to computer science is because they are introverts and THIS IS OK.
37. Good communication skills
38. I believe the introduction of computers will not remove the handwriting on books which is very important for memory, focus and stimulating of sensory nerves.
39. Perhaps paired work with peers could assist learning this key skill

Q8. Would you like to add other comments?

1. I would welcome an emphasis on inclusion and social justice here
2. Community Engagement will teach them networking
3. An emphasis on ethical use of technology would be of benefit
4. Learning to differentiate differing agendas be they political agendas, business, scam or otherwise.
5. Children have a fundamental right to be heard and know that what they say is important, engaging in their local community is essential to learn about issues like unemployment, mental health issues, disability services, and other issues that effect their community and learn ways they can make a positive contribution such as visiting old folk homes, street clean ups, socialising with local disability groups etc.. they could do community projects on their computers
6. We are not machines, machines can like a post 1000 times human's can't. This generation has allowed technology to drive humans to act as machines, sleepless and robotic doomscrolling. The next generation will learn to work differently and hopefully more beneficially for humanity and the planet with technology. Do all the robots have to be writers and actors or can some of them pick plastic out of the sea?
7. Assitive technology and technology for all
8. Children need to learn they are a part of a community and how they should contribute to make it better
9. Ethics are incredibly important and many professional communities have codes of conduct that their members must follow. Individuals will eventually have to face the fact that their ideas and creations can be used for bithe good and evil. How they handle that will shape humanity in the future. Great example - I am proud to have contributed to the design, build and maintenance of warehouse-sized computing (AI wouldn't have happened without it) but struggle with the environmental and ethical issues that have arrived more recently (it is alleged Israel were using Microsoft cloud infrastructure in the EU to process data for identifying targets in Gaza during the 2023-2025 conflict).
10. Hopefully use this learning to interact on a human level
11. How does this question help inform the curriculum?
12. There should be opportunities to expand the course into society with some projects based in real life businesses and organisations.
13. Be aware of how AI can influence society.
14. They will be able to learn the pro and cons of the use of technology and probably be able to make fairer use of technology and information on hand.
15. no
16. But not complete interaction via computer, this leads to a lot more concerns that are becoming evident already
17. Understand issues of bias, transparency, explainability and ethics - just because they can do something, they need to ask the question if they should

18. No

19. N/A

20. Again why is it specific to computer science? What are sustainable futures? Technology is ruining the planet -- 2 billion to build a data centre, 25% of national power consumed by them and irrelevant messages (we're on the way from 22 years ago) , texts, comments and articles stored on a powered up device in at least one location. How much power is required to keep all that junk stored.

21. How your contribution to society makes and impact from a positive and negative perspective. There are good choices and bad ones.

22. The other answers relate more to other subjects not computer science

23. No

24. Sustainability, innovation and creative thinking are key competencies needed for the future of a knowledge based economy like Ireland and growth potential.

25. the new generation needs to be immunized against social media influence and AI-laziness, and contribute that back to build a better world by selecting better leaders.

26. I think this is more of a civic issue. We don't explorer the social impact of physics or economicsthe

27. .

28. Understanding that technology can be a force for both good and bad, depending on how it is used, is important for students to understand. Technology has the power to be a hugely positive multiplier for future societies, but awareness of the risks and impacts of malicious use of technology is needed to avoid pitfalls we have seen with Social Media and AI thus far.

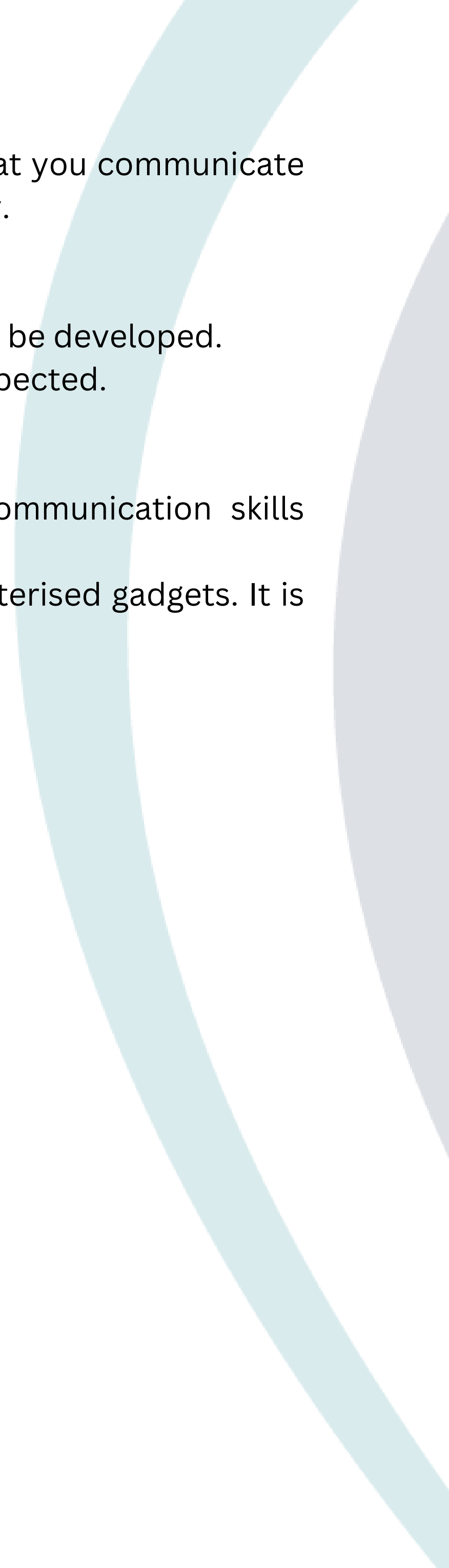
29. Stay afloat, don't be naive, stay off the radar when it is necessary.

30. Ethically awareness

31. It is very easy to get lost in the computer, which can completely erode social life and inhibit ability to generate physical communication with others.

Q10. Would you like to add other comments?

1. Students leave school without basic computer skills like typing and presenting information through different formats e.g. word vs excel vs PowerPoint. I'd like to see the basics covered and a competent level computer literacy achieved.
2. Other subjects more relevant to this skillset. Instructions and manual comms more important
3. Learn about trolling and how what is communicated online and elsewhere it can be rediscovered and used elsewhere against them.
4. Bring people together
5. Communication Skills are essential to ensure clear messages, clear understanding, good listening and recall, improves social skills, helps build relationships and creates a sense of belonging, again, each child feels listened to, and important
6. Communication is key and is a key.
7. Develop different styles of communicating across multitude of audiences.
8. Active listening and developing an ability to adapt their communication style based on the audience
9. How does this question help inform the curriculum?
10. Again this is not easily achieved. Building confidence is important through curated situations with opinions and perspectives shared in both virtual and in person classes.
11. Communication with clarity is important.
12. It is now what you said or did that one remembers but how you made them feel is what they never forget. This is the Art of Communication.
13. Listening and understanding what is being said is the first vital part of communicating, essential to realise that face to face communication is best, audio is not as good and text is worst option
14. Vital for IT careers
15. No
16. N/A
17. Any project will cover this.
18. Learning how to utilise constructive feedback Vs negative feedback and know which is which and how to navigate miscommunications.
19. Not sure this should be graded for leaving cert in this subject as not a conducive topic to debate.
20. No
21. Listening is so important to gain new insights and grow as a person.
22. Resources that work in IT who can communicate succeed way above others who lack this skill. This is number 1 criteria in most IT jobs. It's a life skill
23. Open to ideas and others perspectives
24. .

- 
25. This is a subset of working with others. How and what you communicate is dependent on who you are communicating to and why.
 26. Emphasis on the design stage in any project.
 27. Communication cues, non-verbal.
 28. I think this should be high in the competency skills to be developed.
 29. To not engage in conversation when they are not respected.
 30. Co operative skills
 31. Especially 'being a good listener'.
 32. Understand how social interaction using good communication skills enhances computer science skills
 33. The kids these days already get too glued to computerised gadgets. It is creating undue isolation.

Q12. Would you like to add other comments?

1. This should be about cultivating the wellbeing of all members of society
2. Learn to step back from technology and balance it with other non-tech interests and activities.
3. Absolutely, theres so many skills and attributes that computer science teaches a young mind, and these life skills are carried and used throughout life
4. Wellbeing with motivation to act. It's too passive at the moment. Does our brain understand anything properly if our eyes merely read it but our hand doesn't write it down with a pen. Wellbeing is a mental solace primarily found in the natural world. Online is just a signpost.
5. My child will learn the vocabulary to better understand themselves
6. Safety and security
7. Taking time and patience to get the work done
8. How does this question help inform the curriculum?
9. Making space for well being to be a priority would be fantastic as this is not always considered. My child finds classes difficult and his well being is always on my mind.
10. See computer science as a tool to be used for good.
11. In todays world where AI is being used in each and every field of study, it is impossible to not be tech savvy and computer literate. It is needed to help improve the employability capacity of our children. Many organisations are not seeking people without the basics and understanding of these skills.
12. no
13. No
14. N/A
15. What? Swap any of Science, Chemistry, Music, History, Geology, Engineering into those 2 sentences
16. Just chose that because it was forced: I don't see a connection between computer science and wellbeing
17. And how wellbeing affects everything and learn to be strategic in how they implement this in every day life.
18. be aware of impact of their use and application of computers/ science
19. No
20. Be very aware about what they are working on and keep them safe online.
21. Finding the area they enjoy is critical to encouraging more students to follow this discipline
22. Grow and develop strong mental and thinking skills
23. Other than computer science being of interest to my child I don't believe it does anything for wellbeing
24. .

25. I'm not sure linking well-being specifically to Computer Science should be the goal. The fundamentals of successfully solving difficult problems, having a positive impact on society through technology and broadening their understanding of an increasingly technological world around them should build positive self-confidence, self-awareness and an optimism in the possibilities of technology that should be transferable across many disciplines i.e engineering, social science, arts etc.
26. I think it's important that my child has the opportunity to fail (which is inevitable when writing /developing code in the real world). This will contribute to their well-being by teaching resiliency in the face of difficult tasks.
27. Safety online and in any software they develop. Responsibility.
28. I don't think this should be included
29. Ideally the children will understand how they can benefit from CS and also learn to protect themselves and the society from misuse of computer technology.
30. Computer science is just life now - everyone has a computer in their pocket!
31. Contribute to the community in a positive way
32. Hopefully could use the skills learn in his life outside computers.
33. It is safe to have human to human connection to help the children learn instead of depending on what they will learn from the computer, which may or may not be completely guided.
34. I'm not sure how the answers relate to wellbeing, but I do see the importance of all of it!
35. Being responsible citizens can be developed through computer science through positive social impact
36. I hope my child would also learn healthy practices of being offline, offscreen and micro movements breaks during screen time. Also how to find a balance in using technology vs other activities like reading books, meeting with people and socialising as well as physical exercise and healthy diet.

Q14. Would you like to add other comments?

1. Time mgmt skills
2. Learn about basic concepts about the AI , LLM , Training Algorithms , Data Structures and Object Oriented Programing , Cloud , Networking , Storage and Infra Basics
3. Self awareness is an excellent skill to have, to be able to view yourself physically, intellectually, emotionally and socially helps you understand your abilities and challenges, the style you learn ie you may be more visual than audible or both, and learning is more geared towards individuals, and setting personal goals and having something yo work towards teaches self motivation. I think it's important that every child knows they are different and having an understanding that therefore everyone's goals may be different and that's ok.
4. To feel confident in their ability to learn, that they are learning, that they are doing it right.
5. Peer learning and peer assessment.
6. The greatest skill any child can learn is how to to build skills and develop themselves. There is no "one size fits all" learning technique so finding what works for each individual is crucial.
7. Being goal oriented and seeing their successes in real time
8. How does this question help inform the curriculum?
9. The goals he sets would not be based on understanding other people. I don't understand why this is an option.
10. An important skill for all Leaving Cert students irrespective of subject.
11. This will give them a maturer and more informed outlook for exhibiting rationale in their decision making
12. no
13. Need to add in competency in AI and machine learning
14. No idea what this is about.I chose one by random as there isn't an "I don't know" option
15. But as a blend with structured learning, age appropriate
16. This survey is not well designed - it is asking people if they like mothers apple pie.
17. No
18. N/A
19. Nothing Computer Science Specific about this
20. How measure your goals from achievable to the impossible, the many steps and fails you will encounter trying to achieve goals, and knowing that it's ok to fail but never give up.
21. No
22. All rounded holistic approach needed to computer science and technology for good. The media tends to report on the negative sides and bullying. Would be great to have more positive new stories about technology and our young people.

23. she them all round
24. My child has poor basic PC skills after leaving certificate. PC class is used as a study class or very simple things. She has no idea how to use excel. This needs to be adding school news new subject is created
25. The majority of the population would agree with the above, I expect, but how these competencies can be developed is the more pressing issue
26. Learn how to plan projects
27. .
28. Again a subset of working with others in my opinion. Projects, IT or otherwise, depend on honest appraisal of levels of effort required and delivery on committed deliverables.
29. Making sure there is room in curriculum for safely trying and failing and trying again. They had an idea that may not work ok but that is ok you can still learn from it.
30. Step outside the comfort zone.
31. To own their own choices.
32. Achieving a good grade
33. There are a lot of distractions in the computer for adults. So, how reliably will children be able to manage those distractions?
34. There is a massive resourcing required in terms of technology in Ireland in post primary schools but also investment in Computer Science teachers fit for purpose.

Q16. If you answered No, please comment further.

1. 50%
2. It should be 40% on written.
3. I believe that the split should be 55% written examination and 45% AAC
4. I think it should be the other way around as computer science is hands on and practical and accounts for 80% of the job in the real world.
5. AAC don't need to be 40%, it could be less to allow more percentage for assessing skills.
6. Assessment component is more important in this subject- possibly 50/50 or should be done through technology
7. 50-50
8. Computer science is about doing. Tasks. Creating. Trying. It should be about rote learning and regurgitating definitions. Learn by doing instead.
9. A higher percentage should go on practical assessment
10. Higher for continuous assessment
11. If the subject is Computer Science, I think that a much higher percentage if not all of the subject should be assessed using Information Technology.
12. I would say 50/50
13. Computer science is about social and economic studies, interpersonal and soft skills, environmental issues and communities.. it's some theory but it's really about putting it into practice, and doing practical real life activities. I think computer science should be based on continuous assessments.
14. Continuous assessment, project based work rather than 1 exam with majority of marks
15. I believe in computer competency the written part should be either 40% or 50%
16. Many students struggle with written examination formats and 60% is too high.
17. 70% as it stands now.
18. 50/50
19. In technology, hands on keyboards enables learning and it also allows students to see the results in real time rather than writing a theory but not being able to test. I would believe a 50/50 approach would be more beneficial
20. 40% maximum to written 60% to practical
21. maybe. I have sat written computer science exams. Having to code without the ability to test is difficult and shouldn't be part of a written test.
22. How can all students be treated fairly if subjects are examined outside an exam environment? Outside an exam environment, project work has the potential to be influenced by parents, teachers and others. The final written exam should have a higher weighting than 60%.
23. I'd like a more balanced theory vs practice approach for a subject like computer science. I am a software engineering manager and during hiring process we bias on practical tests over theory questions.

24. If this subject is teaching computer science and computer literacy why are they not tested in this, not a written exam. A lot of neurodiverse kids excel in this subject but not in a written exam
25. 50%
26. I think more marks should be allocated to the project work.
27. I think for CS there should be a higher emphasis on the practical element
28. If it's computer science why is 60% for the written exam? Makes no sense
29. A written part of an exam may not suit some students
30. Since basic knowledge is the only necessary requirement at their level, They should enjoy learning it without exam pressure
31. Practical work demonstrated
32. Final grades should be predominately based on an examination. 60% is not enough. Project based assessment where some of the work can be done at home puts people who have difficult home lives at a disadvantage. We should be moving away from project work and 90% or more of a student's final mark should be from an examination.
33. Opposite 40/60
34. I think that computer sciences is a practical course and should be evaluated as such with coding/problem solving projects for assessment.
35. I think computer science is a practical subject and the majority of points should go to the project.
36. I would go for 50/50
37. Continuous assessment
38. Since the subject is computer science it should involve more practical assessment rather than theory.
39. I believe it should be 20%, Computer science should be done during the year, it is not learned off and repeat and rinse. You have to train continuous projects, like an agile approach.
40. Computer Science should be mainly practical as that is how it is applied in everyday life.
41. I think it should be better if they had a task to do on Computer rather than written exam
42. >80% - it's an exam
43. I think the examination mark should be lower as exams are pressured environments. More should be given to additional assessment
44. 50%
45. Follow the ISE (University of Limerick) approach where the bulk of marks go to practical projects
46. Sometimes there are things and actions that cannot simply be measured by written form, through actions, assessing outcomes, impact is where the true efforts lie. Written is just not enough to convey everything life tasks.
47. 40% for a continuous assessment (AAC) component is too high for any subject. It should be 30% or less. Also students will be undergoing AACs for several other subjects, which will significantly increase anxiety and stress among senior level students.

48. 50% as it is about coding and is a practical subject
49. I believe the practical assessment should be of a higher percentage.
50. 50%
51. Too much pressure on students to perform on one single exam. Should be marked on their learning and knowledge over time.
52. Computer science is a practical subject, the ratio should be more AAC as opposed to exam.
53. I feel that Computer science is like arts, in terms of evaluation - you can actually ask the students to do something tangible. Personally, I think that creating and explaining a big intricate project is more worth than a written examination. but it all depends on how the exam is designed.
54. A higher percentage of assessment should be considered
55. Should be 50/50
56. I think practical should carry more weight after all it's a practical skill not theory
57. I think the AAC should account for more of the marks. It will ensure consistency in working throughout the year and will provide equity to those children that a formal written assessment does not suit.
58. I think more practical exam for computer science should be 60
59. Planning, Building and Testing should be examined. Continuous assessment on coding...it takes practice and not learnt off
60. I believe for children who learn practically & visually there should be a fairer split with grades & not have the majority of the grade go to the written exam
61. 25% written / 75% AAC
62. I think the additional assessment is the more vital part of this curriculum, practical application and to reinforce this I think the written component should be the additional part and 60/40 the other way makes more sense.
63. I Believe that it should be split 50 - 50.
64. 40% too high as any project done outside school/ exam is open to abuse. It will offer unfair advantage to some students who have access to people who could assist or actually do the project. I feel the actual exam should be much higher than 60%
65. 30% written
66. I believe more marks should go towards AAC. An Individual and a group project. 60% for a written assessment could deter students from taking up this subject. I would suggest 40% written and 60% AAC based on my educational and work experience and having two children. Thanks
67. On something like computer science practical exams/assessment would be more appropriate.
68. The focus should be on completing the task, not in explaining about theories or processes
69. 60% for a written examination is excessive. There needs to be more continuous assessment and less reliance on one exam!
70. I think it should be 40% for the written exam

71. 70 / 30 with 2 assignments and exam being 30%. In real life those key skills are what is needed at 3rd level, in employment. Not the ability to perform during 3 hr exam.
72. Should be 50:50
73. If on the practical, team work and show how skill has improve and implemented through projects, etc the written examination should not be the higher mark of the subject.
74. It should actually be the other way around. In any case, to provide more informative feedback, you should specify what type of written assessment it is, for example, is it multiple choice or open-ended? How are the responses evaluated? Do students receive partial marks even if their answers are incorrect but they use the correct terminology? I've seen cases at UCD where students were awarded marks despite giving the wrong answer (wrong reasoning), just because their answer included the concepts.
75. Particle based should be a higher percentage
76. This type of examination method is outdated and we need to focus on the fact that a lot of very bright and intelligent students do not perform well in written exams.
77. 50%
78. Should be more practical 60% to high
79. I think that probably 70% should go to written examination. I've always felt the written exams favour particular students and that project work and continuous assessment should make up a significant proportion of the leaving cert grade. However, the scope for getting external help or using AI has made the project work an inaccurate indicator of a student's ability or knowledge.
80. 50 written exam, 50 project component
81. It depends on what the other 40% involves. I don't think there's any point in asking this question unless you are going to give details.
In general I don't agree that more than 50% should be attributed to a form of examination which encourages rote learning, and further doesn't suit the learning style of a large portion of the population. The assessment of student 'learning' is made easier with examination, but in my opinion it doesn't serve the learner, nor the learning, which should be the priority.
82. On going assessment makes way more sense to me. Also, I think it shows much more learning not just cramming fur an examine or essay
83. I believe practical, continuous assessment should carry equal weight. Sit- down exam situations aren't the future
84. I think a 50% written exam and 50% project to enable students demonstrate project work and real world impact
85. I think that a portion of students who are very skilled at Computer Science may find the written exam challenging. Some computer science skills are very intuitive to those with better skills and they may not have the language to explain it. I think a lower percentage should go towards written exam - 40% or lower.
86. 50% at most

Q18. If you answered No, please comment further.

1. 50%
2. It should be 60%z
3. I believe that the split should be 45% ACC and 55% written examination
4. I think 60% should go to the assessment.
5. 40% allocation to a single submission does not really set the standard & quality.
6. Practical assessment should be given more weight given the subject
7. 50-50
8. Learn by doing things using technology. Trying. Creating. Finding.
9. see above
10. Computer science needs to be project based and assessment-based not exam-based because computer science is a set of skills and knowledge which have practical applications rather than theory.
11. Higher for continuous assessment
12. If the subject is Computer Science, I think that a much higher percentage if not all of the subject should be assessed using Information Technology.
13. No, I think the whole module should be continuous assessments
14. I believe the practical is more important in this subject
15. AAC should account for more than 40% to better include diverse learners.
16. 30 as it is now
17. 50/50
18. Similar to above
19. It should be 60% practical as this is a very practical subject
20. How can all students be treated fairly if subjects are examined outside an exam environment? Outside an exam environment, project work has the potential to be influenced by parents, teachers and others. Just put significantly greater pressure also on families. The final written exam should have a higher weighting than 60%.
21. As above
22. Project work is unregulated and prone to widespread cheating.
23. Assessment might be better being a greater per cent
24. 50%
25. Same as above this is too much for the additional assessment element. 20 percent might be fairer for this section of the exam.
26. 40% for the written or continual assessment and no written exam
27. Project based assessment where some of the work can be done at home puts people who have difficult home lives at a disadvantage. This gives students who have supports a significant advantage. Some students will use AI to help them and it will not be detected. It also puts extra pressure on teachers for little to no benefit. We should be moving away from project work and 90% or more of a students final mark should be from an examination.
28. Opposite 60/40

29. I think a higher proportion should be practical.
30. 60/40 should be practical/exam, not the other way around.
31. I would go with 50 50
32. Opposite 60:40
33. as comment above this should be rated higher since computer science can be made more practical.
34. It should be 80%
35. More for practical and continuous assessment
36. Less than 10%
37. It should be 50 to 60%
38. Follow the ISE (University of Limerick) approach where the bulk of marks go to practical projects
39. As above. Actions, outcomes, efforts. Etc should be measured first, then written theory and/or applied terminology.
40. 40% for a continuous assessment (AAC) component is too high for any subject. It should be maximum 30% or less. Also students will be undergoing AACs for several other subjects which will significantly increase anxiety and stress among senior level students.
41. 50% as is a practical subject and need to do the coding to demonstrate capacity.
42. I believe the practical assessment should carry a higher percentage.
43. 50%
44. Computer science is a practical subject, the ratio should be more AAC as opposed to exam.
45. This should be a higher percentage
46. 40% is too much
47. It should be 50/50
48. I feel this component should have a higher weight for the purposes of equity to those that a formal written once off exam will not suit.
49. Sometimes people are more able to show what they can do than talk / write about it. Maybe 50/50 will be a better option.
50. I believe for children who learn practically & visually there should be a fairer split with grades & not have the majority of the grade go to the written exam 50/50
51. 25% written / 75% AAC
52. As above
53. I Believe that it should be split 50 - 50.
54. As per previous response project done outside exam time open to abuse
55. As above I suggest this should be 60%
56. As before it should be a higher percentage
57. I do not believe in regurgitating volumes of theory. I am interested in general learning and practical application of knowledge
58. Over 50% of the grade should be through additional/continuous assessment.
59. It should be 60%

60. Should be higher
61. Should be 50:50
62. It is not a good idea.
63. I think should be the other way around as in practical skill, what the future will be put them in real practices and many times the written is not a reflect of the final assessment.
64. An assessment that allows students to apply what they have learned and make connections between concepts is more valuable than a multiple-choice question.
65. Exams should be lower as it's only a snap shot of time
66. I think this should be 50%
67. 50%
68. Teachers are not able to ensure that projects are a student's own work (no AI, no plagiarising), so how can we allocate 40% of the exam total? Most students, particularly from stronger schools or stronger socio-economic backgrounds, will end up getting top marks for their projects. So we'll be back to using the 60% written examination to distinguish between student's abilities. And those students who don't have external support will be at a significant disadvantage.
69. 50 written exam, 50 project component
70. See above - useless question without more information.
71. As above
72. As above
73. I would Like to see project having 50% allocation in terms of project design and real world impact or implementation
74. I think that this should be higher with a focus on computer programming, mathematics, design of operating systems, hardware design.
75. 50% at least

Q21. As a parent, what do you think the purpose of Leaving Certificate Computer Science should be?

1. To equip children in the job market.
2. Expose them to the computer science industry and allow them to develop transferable skills
3. Computer literacy and basic competency. Practical skills that can be applied to the workplace as well as creative skills.
4. To provide a foundation to computer science and get a broad overview of what's available to study in more depth in university, and what areas society is lacking skill in.
5. A Foundation for college for computer programming, show students how to work as a team but also as an individual
6. To be competent in all elements needed to enter the work force or to give them the ability to work well
7. To provide a sound basis to go for a degree in university
8. To educate children in the use of computers so they can use throughout all areas of life
9. Teach technology and computer coding etc as a foundation for future career- technology plays a Ciara's role in all jobs
10. To engage with these skills in the real world
11. Give the children actual experience on computers and using up-to-date tech.
12. To learn critical skills, problem solving and design process.
13. Learn about basic concepts about the AI , LLM , Training Algorithms , Data Structures and Object Oriented Programming , Cloud , Networking , Storage and Infra Basics
14. Equip them with the knowledge and skills to apply computer in the workplace.
15. To educate, instil confidence, knowledge and well being
16. Give the children the basic to operate in new digital era
17. Learning computer literacy, coding, communication style and structure and problem solving
18. Enabling the child to become more computer literate and understand the dynamics of the computerised world
19. Equipping my child with skills required to navigate computers efficiently and effectively in third level, in the workplace, in their personal life and beyond.
20. To prepare students for future studies in programming and IT related courses. To encourage problem-solving, working in teams, presentation skills and project work.
21. Create a subject of interest where students can achieve a H1 towards college studies
22. I'm not sure
23. Currently it's a great base for 1st year in college in any of the Computer Science/Software Development courses. It's also an opportunity for those pursuing those courses to see if they are suitable or not.

24. Prepare students for further studies in computer science.
25. Add diversity to the current curriculum, cater for individuals who have an ability in this area.
26. Objective of computer science should be to lay down the foundations of computer science, give a basic understanding of the theory and practical aspects, learn interpersonal and soft skills, work independently and as a team, and know opportunities available if they wish to pursue a career in computer science
27. Give them the ability to understand technology in the world they are graduating into.
28. Integrate into aspects of employment t, proem solving and key life skills
29. To learn the potential of the subject in the wider world.
30. To be competent at using a computer and maybe be able to write simple software
31. To deliver a broad level of awareness of the field and make it transferable to personal goals and efficacy.
32. To equip them for the real world and give them the computer skills needed
33. To hgep engage what its like to work / stufy computer sceienv in the future. Thats its not just social media or computer games. I work in the area myself and key skills are problem solving and communicating ideas / resolutions to problems.
34. To prepare the students to make career choices and prepare them to be competent in computer science for courses that is around that topic in university.
35. Specification is very broad for Leaving Certificate (seems very much college course)
36. To prepare children for the Digital future that awaits them.
37. To prepare a child for college and work. To be able to use programmes comfortably such as budgeting on excel, making PowerPoint presentations
38. Develop foundational skills and explore the breadth of opportunities and disciplines with the sector.
39. An understanding of basics in computer science and how technology can enhance learning
40. Learn about the logic of coding and the use of pseudo code.
41. Make the students future proof. Within the next 10 years agentic AIs will play a critical part across all ways of life. Getting them ready now makes them work ready quicker and also makes Ireland more attractive to global tech companies
42. Prepare them for future studies/ employment . It will benefit children in their future .
43. Understand basic concepts, including the potential impact of technology (not just the technical bits) and how to collaborate around technology to create better end results.

44. To teach a child how to code well in one language, to work as part of a team and utilise AI. I would hope that the curriculum would be clearly defined and structured.
 45. To equip students with practical digital skills, problem-solving ability, and creativity for modern careers and further study in technology.
 46. Computers are changing so teaching what's currently cool isn't always useful. But the base skills are applicable to so many situations. Also a strong but straight forward logical programming language which will provide the foundation for others should be used. Something like python (and yes I know that's cool and contradicting myself, but I think it's a straight forward language based on other teaching languages like fortran and cobol which are way too old to teach!)
 47. To instill a desire to pursue a degree and career in IT.
 48. To increase their knowledge and understanding of computers and how they operate and how to program
 49. Prepare students with critical thinking, problem solving techniques using current computer technology
 50. Prepare for University level computer science
 51. Prepare students for the world of work.
 52. Children given opportunity to study something that is reflected in society- computers technology etc is common everyday use
 53. To prepare for college course or work
 54. "Due to AI this subject must be reviewed regular, every 4 years. Is coding relevant now with AI??"
- Any continual assessment must not be corrected by the teachers but corrected externally and must be spread evenly through out the two years as other subjects will have projects also."
55. To enable my child to navigate the future with confidence and enthusiasm. To build his knowledge and fluency in information technology for the good of society and humanity against a backdrop of the chaos of modern life.
 56. The purpose of the leaving certificate computer science course should be to instill enthusiasm and teach kids the basics for college
 57. Prepare the student for today's workplace
 58. Prepare for future jobs within IT area, with use of AI
 59. Cover basics to set up Ready for college course
 60. Basic skills in computer science .
 61. To give a knowledge of computer based applications in the modern world
 62. safe use, ability to use programs
 63. Have an understanding of a broad range of components of computer science and how they link together e.g. information management, calculation and data processing and manipulation, gaming structures, algorithms, hardware and networks, video & internet communication-marketing- finance, aids for those with disabilities, links to science & engineering.

64. It should be able to give them information on computer literacy and develop interest in Technology. They should be able to tackle tricky problems and understand the modern concepts being used in Colleges, Universities and work place. they should be able to navigate their way on the web world and understand the basic computer terminology and jargon etc.
65. Teaching students the basics of computer science and introducing them to the potential applications in real world and to include a project showing its use.
66. To learn to use and be comfortable using a variety of computer applications and to learn how to code in Python. There should be an element of web design or app design using a professional tools as well as a good understanding of database management & SQL cmds
67. To equip students with the skills required to perform programming tasks, software/networking troubleshooting and to use popular software suites.
68. Provide basic knowledge of key languages and specialisation.
69. Computer software and hardware use in professional and personal life effectively.
70. Not sure
71. Give the students a good foundation in computer science, similar to the other sciences
72. CAO points for college entry.
Foundation in IT skills for career in IT
Foundation in IT skills for life in the coming years
73. To have exposure to the potential and depth of the subject to ascertain if it's an area of future interest
74. To crest a strong baseline interest and knowledge base for students to either be able to go head a study further in that area or to to apply it to other work/study area where computer knowledge is necessary
75. Convey fundamentals that do not depend on particular software or systems, ideas that will still be relevant in 10 years. To understand the great ideas that computer science covers. To understand that digital systems are not some kind of magic that they can't participate in, but as something that they can understand and, for some, create themselves.
76. To be able to use technology no matter what they do after the Leaving Certificate
77. to teach a responsible way of engaging with AI and today's technology that points out the advantages but also the disadvantages / challenges. Enable them to process information and critically think of on-line content. Making them competent / confident in dealing / creating web content.
78. Develop basic to intermediate skills in the area, not be too focused on specific languages or systems but to understand basics such as planning, research and core coding basics
79. To learn and understand the science of computers
80. Practical use in the workforce

81. Hardware and software
82. It should be available in ALL schools and not a piece of advertising called STEM where they only look at a computer in transition year or where they give out a laptop but never use it.
83. To show what and how the following work and operate. algorithm, graphics, computer security, AI, data analysis and automation
84. understanding the technical, data, people and process
85. Provide skills to operate and excel in a digital age
86. Yes
87. Learn how to dance on TikTok.. what else? - well joke aside, The title says it all: computer science. Listening + Analysing + coding + finding a solution by themselves
88. A GOOD KNOWLEDGE AND LEARNING SUCCESS
89. To equip students with knowledge of computer skills to use safely throughout life
90. Spark curiosity around IT. Encourage students who have never done it before to keep the subject.
91. There is nothing in a career in Computer Science that is attractive except pay scales. I do not think Computer Science should be a LC subject, introduction to programming and computer networking fundamentals are enough.
92. Developing a ground-up understanding of computer technology
93. To give you the tools to prepare you for life and working life outside a school framework. The world has changed so much and the education system needs to adapt otherwise it becomes harder and harder for each generation to achieve.
94. How to use computer science languages for coding and data analysis
95. To teach and help students learn about all aspects of computer science curriculum so can apply for courses and jobs in tech industry
96. To show my child is curious and able to problem solve using computer science skills
97. to enable change makers of the future
98. To learn the basics of science
99. Being confident that they will be able to go into careers needing some level of computer science or else further study it at university level already having sufficient knowledge to not struggle with it. It is such an important component of future and current employment.
100. Creative technologies and project to help communities or businesses via partnership with schools.
101. Give a good grounding in computer science especially who this work is for and how it serves society as well as a grounding in the engineering skills required to work in the industry. All computer science courses at uni level involve strong maths and this should be included too at secondary level
102. A whole world experience

103. Hands on

104. It has a number of applications 1. Provide enough knowledge for students to go to directly into employment e.g Support 2. Provide interest and knowledge for them to study in 3rd level 3. Learn skills that are a foundation of most careers.

105. Raise students ready to adapt evolving techs to their lives, if at all possible. they need to know how AI will affect their lives, and how to use it on their advantage.

106. Skills to be able to engage meaningfully in all areas of life (but particularly the swiftly-changing jobs market).

107. A gate way to all to college IT courses

108. Discovering various aspects of computer science that they might be interested in pursuing. Giving students considering CS at degree level an opportunity to try before committing to for years of study.

109. Learning

110. Basic computer skills need to be developed in schools before expanding. Computer Science should involve how to build and maintain a computer, Loading and removing software. Identify glitches and what influences them. Experience all the basic packages and how to use them to create and improve different work environments

111. To keep my child up to speed on the importance of technology. How to use it to solve problems and make life easier for humans but also understand its limitations and dangers.

112. to gain experience even for doing exams on a computer learning life skills as all employers seek computer experience in the workplace

113. I think a priority should be educating children in (1) personal safety online, (2) basic computer/IT infrastructure (3) fundamental data science and computer programming

114. Allow students to engage with technology as more than simply a consumer. Help them understand how computers work, and how to interact more directly with the machines through code and tools.

115. To develop students' understanding of computing, equip them with computational thinking and programming skills, and foster a critical appreciation of technology's impact on society and its ethical implications.

116. Provide a solid basis for further studies in University.

117. The purpose should be to prepare the students for entry to a computer science degree and career in computer science. The course should be interesting and fun. I have a computer science degree and would have benefitted from learning in school as it was a tough course.

118. A basic introductory course that is linked to the university degree

119. Learn basics about computers as physical machines and then move to some basic software for coding and some data analysis exercises plus AI skills

120. To expand their world-view of the future
121. yes
122. Computer Literacy, understanding how to build & test code. Problem Solving...defining requirements of a project
123. to equip children with the skills that will help them succeed. The ability to use a computer to find a job, write a CV, a project etc.
124. Equip child with the basic skills to meaningfully engage in 3rd level CS courses from the start. Or, give a child the knowledge to be able to communicate with those involved in CS in a meaningful and knowledgeable way.
125. To cultivate the future of programming and online spaces by teaching safe and sustainable practices while online and in programming.
126. To enable students to have the ability to apply computers to all aspects of life
127. To have an idea and be able use computer tools to make it reality. Also to understand how data can be created and manipulated. In the age of Gen AI learn to question everything they see online.
128. Preparing them for future careers
129. Problem solving skills and encouraging innovative thinking
130. To give my child a sufficient understanding that they can code a project in an appropriate language and demonstrate that have a good basic understanding and they know how to extend their skill base. I would be biased towards requiring a physical component to the final project (robotics /firmware etc), but programming moves forward with such speed that specifying that or e.g., can make a 10 page website in HTML probably is building in obsolescence.
131. Very beneficial for preparation for college and work
132. To have the skills for transferring to college or work.
133. Practical knowledge that will be useful for the labor market
134. Problem solving skills, analytical thinking, understanding AI and use it in a positive way.
135. Set them up for 3rd level and future employment. The biggest skill needed in the future is the ability to learn, unlearn and relearn with roles becoming increasingly technical.
136. Additional skill set
137. To understand the workings of Computers and how we can benefit from them
138. Computer literacy, acceptable usage and developing interpersonal skills working in a group situation.
139. Understanding the basic principles of computer science. To cover hardware and software and to cover the real world applications of those. Exposure to the broad range of opportunities and career possibilities.
140. Develop problem solving communication skills.
141. Learn digital skills.

142. Encourage awareness ,problem solving and development of team skills
143. To educate children is learning how to use computers effectively.
144. It would give a good head start in the current digital employment space.
145. Develop the students critical thinking & their knowledge of coding & other back end programming tools . We live in a digital world & their knowledge of how to navigate it from leaving cert should equip them for their future lives and also afford them an opportunity to study further in third level.
146. To ensure students are digitally literate, curious and prepared for the rapidly changing IT world
147. Preparing the learner to become familiar with how computing has helped and embedded itself into society and being able to thresh out what we as a society should aspire for with the help of computing. Secondary will be competency in the basic concepts of programming.
148. Explore critical thinking
149. To enable to go to a degree in computer science if needed.
150. I think this is an out dated topic. Everything is done on computers now- it is not something separate from everyday life! It should be a much bigger part of learning in school.
151. To become more adaptable in today's changing world
152. It is important for their future in general.
153. Broad understanding of topics relating to CS
154. All of the above
155. It should be a foundation of a wide understanding of the subjects application to real world issues
156. develop skills especially for girls in technology, science, engineering and maths. STEM is so important and should really start in primary schools.
157. To give a good understanding of what working in this area will involve, build confidence, develop skills
158. Better equip kids for college
159. Basic grounding in computer science that will stand to them in life, regardless of whether they go on to study computer science. And a solid foundation for continuing computer science as a third level subject.
160. Enable a rich, balanced learning experience which enhances the students skill based knowledge transfer as well as informing their critical thinking, communication, ethical and individual well being skills. Explore how computer science can contribute positively or negatively to their natural and cultural world.
161. Not sure yet
162. To set them up for the future with jobs and third level computer science degree

163. Learning in a generic way about critical thinking and problem solving using the tools available at the time BUT with the knowledge that the available tools evolve over time and that the tools used in the curriculum will become outdated very quickly – and may even be nearly obsolete at the time the student is using them.

164. To be able to fit into the new world of computers, use of AI and Internet exploration to enhance educational knowledge.

165. Introduce basic concepts of the discipline, apply the specific skills they learn, have those skills assessed along with broader skills of teamwork, communication, analysis, and reflection in the context of computer science. It has great potential to be a place for interdisciplinary learning; combining with art, design, music, business, among others develops the learning further.

166. Coding, understanding AI tools.

167. To introduce them to varied technologies and to garner interest/prepare them for a possible job in the technology sector.

168. To provide a foundation of safe and responsible use of computer science and technology in order to open their eyes to the various and plentiful ways in which computer science can be used in life and in careers

169. I would like to see responsible use of computer science for societal good ie., application of computer science in terms of business, education, healthcare , building healthy communities , economic dividends, social impact etc

I think it is imperative students learn tangible Comp Science skills to assist with living and working as global citizens

170. To confirm the actual obtaining of practical knowledge and skills but also how to learn new things going forward.

171. Prepare students with the skills required to take on an IT related course in college.

172. At one level to give basic computer science skills and understanding for life and also on another level be a stepping stone for others to study further a third level.

173. Understand how to maximise tools and opportunities offered by computer science in an ethical and responsible manner

174. Foster interest in computing technology and ethical uses in the real world. Increase awareness of environmental and energy impact of decisions and uses in real world

Q22. What is good about the current Leaving Certificate Computer Science that you want to keep?

1. Our school doesn't offer computer science.
2. Don't know much about it. Don't think my kids school has it as a subject.
3. The teaching of the social implications of technology, and the application of this knowledge through collaborative team-based projects.
4. Unsure
5. I'm not aware of the current programme
6. Don't know
7. NA
8. Coding, design elements.
9. Not applicable
10. Not familiar with it
11. Not sure
12. "The ALTs, more practical based learning rather than chapters in a book. Projects encourage communication, resilience and teamwork skills. The choice in the written exam is excellent 9/12 short questions and 2/3 long questions. It is accessible for students to not be required to learn pages of theory. The longest questions requiring 2/3 advantages and disadvantages is excellent for all levels of students. "
13. I'm unaware of the current curriculum.
14. The project which accounts for 30%.
15. Exploring technology and the system.
16. The variety
17. Learn computer systems and programming, social implications of technology, apply this through team based projects, develop problem solving skills
18. My child is only in 2nd year.
19. Build on foundation
20. Ask the teachers.
21. Not sure
22. I don't know the current curriculum
23. I am not familiar with the LC yet.
24. "Python focus is excellent. Logic with syntax and SDLC understanding. Computers and Society."
25. No awareness of current curriculum.
26. I do not know the current
27. I am not familiar with the exact course content but User Experience of technology should feature, and these days, the ethics of use, including climate impact.
28. Practical elements. Early exam prior to other subjects.
29. "The mix of coding, project work, and real-world applications gives students hands-on experience and builds confidence in technology use."
30. I haven't experienced it.
31. I am not familiar with existing content.

32. Exam supervised by external examiner.
33. Not a subject option in my sons school
34. I do not know what it does at present??
35. The overall structure is good and my child seems to like it so far.
36. N/a
37. Don't know it
38. No experience of this
39. I don't know enough about it as kids aren't at that level yet.
40. I don't know
41. Basics of computer science.
42. Don't know as have no child studying the subject.
43. The project is good but it shouldn't be worth so much of the final mark.
The coding is good and I like some of the theory.
44. No
45. Not sure
46. N/a
47. Python. Python. Python
48. Don't know
49. I am not familiar with the current Leaving Certificate Computer Science
50. My children have not had the opportunity to study Computer Science in their schools
51. teamwork and practical part
52. All
53. The exam
54. Python, hardware, algorithm development, pseudo code
55. Drive computer literacy across Ireland from the ground up, build the next Stripe, Hubspot etc.
56. Unsure as child not studying it yet
57. I am not familiar with this.
58. Don't know
59. I don't know
60. ALL THE ABOVE
61. Technical competence in area
62. Dont know anything about current
63. The current 30% project assessment.
64. Practical subject, do the actual coding.
65. I am not sure. But science and society are moving fast & the modules presented should reflect modern thinking.
66. not aware of the current program
67. I think it should be changed
68. I'm not sure
69. Basic skills and awareness.
70. Knowledge
71. My school does not do but I would love it
72. i don't know the current one.
73. Not a lot

74. Different types of programming
75. Coding
76. Not sure
77. We don't have the subject choice in our school. They do have computer class but the teaching skills is not there. The students leave with poor computer skills
78. Don't know... I've no experience of it
79. I'm unfamiliar with what's there at present
80. Exposure to coding in Python, and Microbits.
81. I don't know the current LC.
82. "Keep most of the content especially databases, programming languages etc.
I think it should be kept high level so that the students don't get overwhelmed."
83. Don't know - my kids are primary level
84. Don't know what is there now
85. .
86. .
87. NA
88. I believe the project is good to keep.
89. Child not in senior level yet so NA
90. Not sure of it
91. Not sure
92. No sure
93. I do not know anything about the current subject taught in schools
94. Project work
95. Unsure
96. "Sorry I'm unaware of the content my children are younger.
I would recommend practical assessment at the very end of year one and mid year two. "
97. Do not know
98. Exams.
99. I don't know.
100. It will be commendable generally and will portray the ability solve problems and give solutions to many job fields.
101. Current computer science includes core topics like programming, algorithms, and data structures, with a strong emphasis on theory and application through fields like AI, machine learning, and cybersecurity. Proposed computer science focuses on updating curricula to reflect recent advancements, like AI and cloud computing, and often emphasizes practical, hands-on learning and project-based work to prepare students for a competitive job market.
102. Don't know as it isn't offered in my children's school
103. Basic everyday learning that includes other subjects - home economics / geography

104. I do not.
105. I like the competencies
106. no sure whats in it at present.
107. N/a
108. I'm not familiar with the course but I would like to see the course giving students practical life skills. This cohort will be working with computers in some capacity for the rest of their lives.
109. I don't know
110. Not sure yet
111. I don't know anything about the current LC CS curriculum — my child is still in primary school.
112. Handwriting
113. Unfamiliar with it, to be honest!
114. Don't know
115. Good to see focus on responsible usage of computer science / technology
116. My child is not at this age yet
117. I don't know enough about it
118. Not sure
119. Project work

Q23. What should be taken out of the current Leaving Certificate Computer Science, if anything?

1. Dunno
2. Don't know
3. Na
4. Don't know
5. NA
6. Not applicable
7. N/a
8. Not sure
9. "The exam should be timetabled either the 2nd or 4th week in May. The current timing of 3rd week in May is so unfair on students as their school graduations are normally taking place that week. My preference would be the 4th week in May as in most schools it is quieter with students out on work experience, study leave for exam years or house summer tests and tours so there is greater availability of computer rooms.
Turing Machines application questions could be removed but the work of Alan Turing should be studied. "
10. Not sure.
11. Nothing that I can think of.
12. The difficulty levels
13. It shouldn't be 70% written and 30% project, I think it should be the opposite, 30% maximum written and 70% project, it doesn't make sense to have it mostly theory, it's boring, kids loose interest, but kids like doing, putting things in to practice, in order to do something they learn the theory indirectly without the intense focus on learning boring theory, really computer science only becomes relevant and meaningful when it's put into practice
14. n/a
15. Ask the students.
16. Not sure
17. Not sure.
18. "Keep the history very broad.
Keep the choice or option questions in exam."
19. No awareness of current curriculum.
20. Not informed enough to give an opinion
21. N/A
22. Its unstructured and too wide of a curriculum. It would be better to teach one language really well .
23. Reduce overly theoretical content and focus more on practical coding, teamwork, and digital literacy that reflect real industry needs.

24. As above
25. I am not familiar with current syllabus
26. N/a
27. Stupid question as I do not know what it does at present??
28. I can't say.
29. N/A
30. Not aware of what is in
31. N/A see above
32. I don't know
33. As above
34. The bits of theory that are unnecessary. Project shouldn't be worth 40% of final mark.
35. N
36. Not sure
37. N/a
38. Nothing
39. Don't know
40. I am not familiar with the current Leaving Certificate Computer Science
41. My children have not had the opportunity to study Computer Science in their schools
42. None
43. The project. Students can use ai for projects so its now very hard to mark fairly.
44. NA
45. Unsure as child not studying it yet
46. N/A
47. I don't know
48. MAYBE THE ORAL , AS SOME CHILDREN MIGHT BE SHY , ANXIOUS
49. Less focus on theory as much of this will be replaced by AI.
50. Don't know anything about current
51. Not qualified to comment, however the LC syllabus is 5 years old so could be updated.
52. Nothing
53. I am not sure
54. not sure
55. Each section should be 50%
56. I'm not sure
57. Key to be computer literature for future jobs and opportunities.
58. Written examination
59. Research
60. i don't know the current one.
61. Theory

- 
62. Not sure
 63. I don't know
 64. N/a
 65. I'm unfamiliar with what's there at present
 66. Less focus on project management and report writing.
 67. Unknown
 68. Don't know - my kids are primary level
 69. Not sure
 70. .
 71. .
 72. NA
 73. Nothing.
 74. Child not in senior level yet so can't comment
 75. Not sure of it
 76. Not sure
 77. As above
 78. Exam
 79. Reduce WAY down the value of the exam
 80. Unsure
 81. Less theory more practical
 82. I'm not familiar with it.
 83. If you don't have a good teacher, assessments are no good.
 84. I don't know.
 85. None
 86. I do not!
 87. change with the times
 88. N/a
 89. I don't know
 90. Not sure yet
 91. I don't know anything about the current LC CS curriculum – my child is still in primary school.
 92. N/a
 93. Don't know
 94. I would need to review further to decide what can be removed but anything that is not skills focussed / repetition in curriculum
 95. No experience about it so far to provide feedback
 96. I don't know enough about it
 97. Not sure

Q24. What would you like to improve about the current Leaving Certificate Computer Science?

1. Dunno
2. Na
3. Don't know
4. NA
5. Not applicable
6. Make them learning more about critical thinking and systems thinking
7. N/a
8. "A JC Computer Science subject with an exam. The existing Short Course is fine but there is demand for an exam subject in JC, this would improve the standard at LC. The current project involves lots of work, far in excess of Construction or Engineering so 40% is much better.
I would like to see a question each year on the work of a computer scientist e.g. Alan Turing, Adam Lovelace, Grace Hopper etc. Perhaps a choice could be given. In addition a guaranteed question on computer developments. "
9. Again not sure.
10. Earlier supply of information regarding the project.
11. Made it more interactive than paper based
12. Make it more practical based, more assessments based, less theory, less written, more practicing and naturally learning the theory, like they do in gaming
13. n/a
14. Fund it well.
15. Make it relevant to students present interests.
16. looking at like assembly lines and doing PLC programming. Take simple examples to learn boolean logic - if statments.
17. More hands on approach that focuses on research, collaboration, engagement, team work and individual success.
18. Combine ALT embedded systems and analytics
19. Too many students are leaving university without any knowledge of how to build, package and deploy their code in an industry standard manner. Use of change management tools ("git", subversion, change requests, etc) should be mandatory early in their learning. The curriculum may need to be updated more frequently than other subjects due to the pace of innovation but someone who knows "git" today will be able to transition to its replacement easily in the future.
20. Not informed enough but would think at least 40% should be assessment
21. Make it even more real world so the kids can experience what computing is like in the real world.
22. N/A
23. Structure, lack of written notes for the theoretical side. Narrow the curriculum to one language. Include AI.

24. Increase access to up-to-date technology and resources, give teachers more training support, and add more group or creative projects to make the subject engaging and practical.
25. As above
26. The importance of the software development lifecycle, the waterfall methodology, and agile methodology, machine learning, and how artificial intelligence will be used in software development.
27. I am not familiar with current syllabus
28. Implemented in more schools
29. ??
30. I don't know enough to answer this question.
31. N/A
32. No experience of this
33. N/A see above
34. More realistic c programming and more challenging team based projects.
35. As above
36. There should be an element of web design or app design using a professional tools as well as a good understanding of database management & SQL cmds
37. More practical skills for transition into the workforce.
38. Advance software language should be added.
39. Not sure
40. Incorporate all aspects of computer science from theory and constructs, algorithm development, networking, enterprise computing, cloud computing, AI and machine learning, cyber security, web and internet, visualisation, data analytics and data engineering.
41. More collaboration between students
42. Don't know
43. I am not familiar with the current Leaving Certificate Computer Science
44. My children have not had the opportunity to study Computer Science in their schools
45. include Social Media studies
46. None
47. Just have exams.
48. Arduino hardware and software and or micro bits.
49. NA
50. Unsure as child not studying it yet
51. N/A
52. I don't know
53. NOTHING
54. Follow the ISE (University of Limerick) approach with practical hands-on learning.
55. Dont know anything about current
56. Focus on modern day life and look to the future possibilities or what may be coming into effect in the years ahead.

57. Not qualified to comment
58. Graded projects to be on multiple computer languages not just only python. Graded projects to be on topics as covered throughout the terms.
59. practical examination and projects
60. I'm not sure
61. Use of more creative technologies and more portfolio projects for real life challenges.
62. More on research the world around them through projects etc
63. i don't know the current one.
64. Engage sts in live real projects
65. More robotic
66. Leverage Gen ai to assist in problem solving, learning and discovery of CS.
67. The way its taught.
68. Teaching skills
69. N/a
70. I'm unfamiliar with what's there at present
71. More focus on building and making and writing code. More exposure to unusual aspects of computer science, different languages and paradigms. More learning through building simple games.
72. Unknown
73. Current technology such as AI should be included if possible. There is a lot of hype about AI so it would be good to get students thinking critically about this technology. An introduction to games development and graphics might good.
74. Don't know - my kids are primary level
75. Not sure
76. .
77. .
78. NA
79. I believe that the work in the project should be explicitly taught in the curriculum. The 2025 leaving cert had a problem with adding new languages that were not focused on on the curriculum.
80. Child not yet in senior cycle do not applicable
81. Not sure
82. As above
83. To be more up to date with latest technologies. The field is very fast changing.
84. Make it more practical.
85. Unsure
86. Add a module on understanding databases and query languages if it's not already in there.

- 87. Better study books.
- 88. I don't know.
- 89. So far so good.
- 90. Answered in q20.
- 91. Everything must be adapted and optimized to new technologies, and we must prepare our children for the technological future that awaits them.
- 92. include all of the above suggestions
- 93. Everything
- 94. As many practical skills as possible.
- 95. I don't know
- 96. Not sure yet
- 97. I don't know anything about the current LC CS curriculum — my child is still in primary school.
- 98. n/a
- 99. Don't know
- 100. Skills for Real world impact !
- 101. No experience about it so far to provide feedback
- 102. I don't know enough about it
- 103. Not sure