Ireland Curriculum Strands Alignment (H-Ph)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

History, Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
Strand 1: Early modern Ireland Strand 2: Early modern Europe and the wider world Strand 3: Later modern Ireland Strand 4: Later modern Europe and the wider world	1. Students should acquire knowledge and develop understanding of the specific listed elements of the topics studied: ● how the actions and experiences of previous generations have helped influence the world of their successors ● how elements of the Irish history topics studied fit into a broader international context. Depending on the topic in question, that context may involve consideration of such aspects as: ○ - the British dimension ○ - the European dimension ○ - the global dimension ○ - the Irish diaspora ● human activity in the past, from a variety of perspectives. In studying human activity in the past, attention should be given to the experiences of women. The main forms of activity to be studied may be categorised as follows: ○ - administrative ○ - cultural ○ - economic ○ - political	✔	✔

	○ - religious ○ - scientific ○ - social. 2. Students should develop an understanding of, and an ability to apply such concepts as are fundamental to: ● the study and writing of history e.g. ● procedural concepts ○ - source and evidence ○ - fact and opinion ○ - bias and objectivity ● interpretative concepts ○ - change and continuity ○ - cause and consequence ○ - comparison and contrast ● substantive concepts ○ - power and authority ○ - conflict and reconciliation ○ - democracy and human rights ○ - culture and civilisation ○ - economy and society ○ - identity and community ○ - space and time. Skills of history ● Students should develop a range of skills associated with the study and writing of history. 1. Recognition of the nature of historical knowledge ● Students should learn to: ○ recognise that historical knowledge is tentative and incomplete and, accordingly, subject to revision and/or		

	reinterpretation ● recognise that historical writing must be based on reliable evidence and that the available evidence may be open to more than one valid interpretation. 2. Research skills ● Students should learn to: ● define an appropriate topic for research study ● locate historical data from a variety of primary and/or secondary sources ● select and record relevant data ● evaluate data ● collate data ● present findings in a well-structured, logical format. 3. Skills in working with evidence ● Students should develop the ability to: ● Recognise different types of historical source materials ● extract information from source materials to answer historical questions ● evaluate the usefulness of particular sources and their limitations ● detect bias ● identify propaganda. ● In the case of each of the topics they have studied - and having due regard to the defined parameters - students at both levels should be able to ● recall the main events as set down in the listed elements and, with particular reference to important changes identified therein, show a basic understanding of the main causes and consequences ● recognise that historical study is concerned not just with the powerful		

	and influential but also with the ordinary and the anonymous ● recall the issues and event(s) highlighted in the three case studies for each of the topics studied and give a narrative account of these ● look at a contentious or controversial issue from more than one point of view, with particular reference to the issues highlighted in the case studies ● describe in some detail the role of a number of key personalities in respect of the listed elements and address such aspects as: ○ the manner in which the key personality influenced, or was influenced by, the events described; whether the key personality was a participant in or witness to the events; different contemporary attitudes towards the key personality. In addition to the above, Higher level students should also be able to: ● recall the main issues and events as set down in the listed elements and, with particular reference to important changes identified therein, show a good understanding of the main causes and consequences ● recall the issues and event(s) highlighted in the three case studies for each of the topics studied and give a discursive account of these ● evaluate the role of the key personalities in relation to the main issues and events set down in the listed elements. Where appropriate, their evaluation should indicate an awareness of current as well as contemporary attitudes towards the key personality ● show understanding of the relevance of the key concepts to the topic in question.		

Home Economics, Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
Strand 1: Food Studies Strand 2: Resource management & consumer studies Strand 3: Social studies Strand 4: Home design & management Strand 5: Textiles, fashion & design	Knowledge Students should have knowledge of: • relevant facts, principles, terminology, methods, and concepts • managerial processes related to the individual, home, family, and community • the relationship of nutritional needs to the health of the individual and the community • current technological advances affecting food, materials, textiles and equipment used in the home, with reference, where relevant, to industrial processes • elements and principles of design in relation to clothing, food, and the home • sociological factors affecting the individual and families. Understanding Students should understand: • relevant facts, principles, terminology, methods, and concepts • the physical, intellectual, emotional and social needs of people • the effects of social and technological change on the family, society, industry, and the economy • the responsibilities an individual has towards the family group, the community, and the world at large • the social and economic dimensions of home economics • the relationship that exists between the individual or family and the environment. Skills	✔	✔

	Students should be able to: ● develop skills of handling, observing and evaluating food, textiles and equipment in the wide range of practical activities encountered ● research, study, analyse, synthesise and interpret material as a basis for expressing and communicating viewpoints in planning and evaluating alternatives and making judgements and decisions through problem-solving ● develop and extend organisational, manipulative and creative skills in relation to the preparation, cooking and presentation of food ● develop an appreciation of the quality and suitability of clothes and fabrics ● develop creative ability and respond to design through the exploration of materials and processes ● apply principles of safe and hygienic practices ● be sensitive to aspects of Irish and European cultures ● nurture and develop a spirit of enterprise, inventiveness, aesthetic awareness, and creativity ● encourage students to become discerning consumers, able to seek out and evaluate information and weigh evidence as a basis for making sound judgements and choices ● develop an awareness of health and safety practices in activities related to home economics ● develop personal qualities: perseverance, self-confidence, co-operativeness, team spirit, adaptability, and flexibility. ● gain the experience of communicating, interacting and co-operating through working in groups ● analyse and evaluate the effectiveness of a course of action and redirect it if necessary ● apply the principles of management to any relevant activity		

	Competence Students should be able to: ● present information in a variety of forms in a structured and logical way ● initiate and implement independent work schedules ● arrive at conclusions or solutions to tasks or problems in a planned, systematic way ● plan, prepare and present meals to specific requirements ● make and evaluate decisions based on the consideration of all available information ● produce a garment that demonstrates the use of a range of prescribed processes (textiles, fashion, and design elective only) ● transfer acquired knowledge and skills to new situations at home or in industry so that they can produce a variety of solutions to novel problems, evaluate the possibility of suggested solutions, and form reasoned proposals for action. Attitudes Students should appreciate: ● that the use of effective managerial processes affects the quality of life ● the role of the consumer in society ● the importance of being discerning consumers, able to seek out and evaluate information and to weigh evidence as a basis for making judgements and choices ● the importance of safe and hygienic practices in the home and elsewhere and the fact that safety awareness should be an integral part of life in the use of food, materials, and equipment ● the responsibilities they have towards themselves and their families, peers, and other members of society		

	• the value of aesthetic considerations in relation to all aspects of life • the value of individuality, creativity, and enterprise • applications and influence of technology, the effect it has on society, and its impact on the environment • the effect that the decisions of individuals have on wider national and global issues • that there is an interdependent relationship between individuals and their environment • the importance of home economics issues to the economic development of the local community, the country, and the EU.		

Mathematics, Senior Cycle (Ages 15-18)		**Environment and Modern Agriculture**	**Healthful Eating**

Strand 1: Statistics and Probability	Learning outcomes
	Students should be able to:
	• – Foundation level
	  ○ – interpret graphical summaries of data
	  ○ – relate the interpretation to the original question
	  ○ – recognise how sampling variability
	• influences the use of sample
	• information to make statements about the population
	  ○ – use appropriate tools to describe variability, drawing inferences about
	• the population from the sample
	  ○ – interpret the analysis
	  ○ – relate the interpretation to the original question
	  ○ – Ordinary level and Higher level
		✔	✔

	• Students working at OL should be able to
	  ○ – recognise how sampling variability influences the use of sample information to make statements about the population
	  ○ – use appropriate tools to describe variability drawing inferences about the population from the sample
	  ○ – interpret the analysis and relate the
	• interpretation to the original question
	  ○ – interpret a histogram in terms of distribution of data
	  ○ – make decisions based on the empirical rule
	  ○ – recognise the concept of a hypothesis test
	  ○ – calculate the margin of error ( ) for a population proportion*
	  ○ – conduct a hypothesis test on a population proportion using the margin of error
	
	• Students working at HL should be able to
	  ○ – build on the concept of margin of error and understand that increased confidence level implies wider intervals
	  ○ – construct 95% confidence intervals for the population mean from a large sample and for the population proportion, in both cases using z tables
	  ○ – use sampling distributions as the basis for informal inference
	  ○ – perform univariate large sample tests of the population mean (two-tailed z-test only)
	  ○ – use and interpret p-values		

Strand 2: Geometry and Trigonometry	Foundation level Learning outcomes Students should be able to: • – revisit constructions 4,5,10,13 and 15 in real-life contexts • – draw a circle of given radius	✔	✔

	• – use the instruments: straight edge, compass, ruler, protractor and set square appropriately when drawing geometric diagrams
	• – select and use suitable strategies (graphic, numeric, mental) for finding solutions to real-life problems involving up to two linear relationships
	• – apply the result of the theorem of Pythagoras to solve right-angled triangle problems of a simple nature involving heights and distances
	• – use trigonometric ratios to solve real world problems involving angles
	• – locate axes of symmetry in simple shapes
	• – recognise images of points and objects under translation, central symmetry, axial symmetry and rotation
	• – investigate enlargements and their effect on area, paying attention to centre of enlargement
	• scale factor k where $0<k<1$, $k>1$ $k \in Q$
	• – solve problems involving enlargements
	
	Students working at OL should be able to
	• – perform constructions 16-21 (see Geometry for Post-primary SchoolMathematics)
	• – use the following terms related to logic and deductive reasoning: theorem, proof, axiom, corollary, converse,implies
	• – investigate theorems 7, 8, 11, 12, 13, 16, 17, 18, 20, 21 and corollary 6 (see Geometry for Post-primary School
	• Mathematics) and use them to solve problems
	• – use slopes to show that two lines are
	  ○ Parallel
	  ○ perpendicular
	• – recognise the fact that the relationship $ax + by + c = 0$ is linear
	• – solve problems involving slopes of lines		

	• – calculate the area of a triangle • – recognise that (x-h) 2 + (y-k)2 = r2 • represents the relationship between the x and y co-ordinates of points on a circle with centre (h, k) and radius r • – solve problems involving a line and a circle with centre (0, 0) • – use of the theorem of Pythagoras to solve problems (2D only) • – use trigonometry to calculate the area of a triangle • – solve problems using the sine and cosine rules (2D) • – define sin θ and cos θ for all values of θ • – define tan θ • – solve problems involving the area of a sector of a circle and the length of an arc • – work with trigonometric ratios in surd form • – investigate enlargements and their effect on area, paying attention to • centre of enlargement • scale factor k where 0<k<1, k>1 k ∈ Q • – solve problems involving enlargements Students working at HL should be able to: • – perform construction 22 (see Geometry for Post-primary School Mathematics) • – use the following terms related to logic and deductive reasoning: is equivalent to, if and only if, proof by contradiction • – prove theorems 11,12,13, concerning ratios (see Geometry for Post-primary School Mathematics), which lay the proper foundation for the proof of the theorem of Pythagoras studied at junior cycle • – solve problems involving the perpendicular distance from a point to a line the angle between two lines • – divide a line segment internally in a given ratio m: n		

	• – recognise that x2+y2 +2gx+2fy+c = 0 represents the relationship between the x and y co-ordinates of points on a circle with centre (-g,-f) and radius r where r = √ (g2+f2 –c) • – solve problems involving a line and a circle • – use trigonometry to solve problems in 3D • – graph the trigonometric functions sine, cosine, tangent • – graph trigonometric functions of type • • f(θ)= a+bSin cθ • • g(θ) = a+bCos cθ for a,b,c ∈ R • – solve trigonometric equations such as • Sin nθ=0 and Cos nθ= ½ giving all solutions • – use the radian measure of angles • – derive the trigonometric formulae 1, 2, 3, 4, 5, 6, 7, 9 • – apply the trigonometric formulae 1-24		

• Strand 3: Number	Learning outcomes
	Students should be able to:
	• – revisit the operations of addition, multiplication, subtraction and division in the following domains:
	  ○ N of natural numbers
	  ○ Z of integers
	  ○ Q of rational numbers and use the number line to represent the order of these numbers
	• – investigate models such as decomposition, skip counting, arranging items in arrays and accumulating groups of equal size to make sense of the operations of addition, subtraction, multiplication and division, in N where the answer is in N including their inverse operations
	• – investigate the properties of arithmetic:
	  ○ commutative, associative and distributive laws and the relationships between them
		✔	✔

	• – appreciate the order of operations, including the use of brackets • – investigate models, such as the number line, to illustrate the operations of addition, subtraction, multiplication and division in Z • – generalise and articulate observations of arithmetic operations • – investigate models to help think about the operations of addition, subtraction, multiplication and division of rational numbers • Ordinary level and Higher level Students working at OL should be able to: • – recognise irrational numbers and appreciate that R ≠ Q • – work with irrational numbers • – revisit the operations of addition, multiplication, subtraction and division in the following domains: ○ N of natural numbers ○ Z of integers ○ Q of rational numbers ○ R of real numbers and represent these numbers on a number line • – investigate the operations of addition, multiplication, subtraction and division with complex numbers C in rectangular form a+ib • – illustrate complex numbers on an • Argand diagram • – interpret the modulus as distance from the origin on an Argand diagram and calculate the complex conjugate • – develop decimals as special equivalent fractions strengthening the connection between these numbers and fraction and place-value understanding • – consolidate their understanding of factors, multiples, prime numbers in N • – express numbers in terms of their prime factors		

	• – appreciate the order of operations, including brackets • – express non-zero positive rational numbers in the form a x10n, where n ∈ Z and 1 ≤ a < 10 and perform arithmetic operations on numbers in this form Students working at HL should be able to: • – geometrically construct √2 and √3 • – prove that √2 is not rational • – calculate conjugates of sums and products of complex numbers • – verify and justify formulae from number patterns • – investigate geometric sequences and series • – prove by induction simple identities such as the sum of • the first n natural numbers and the sum of a finite geometric series • simple inequalities such as n! > 2n, 2n ≥ n2 (n ≥ 4)(1+ x)n ≥ 1+nx (x > –1) • factorisation results such as 3 is a factor of 4n–1 • – apply the rules for sums, products, quotients of limits • – find by inspection the limits of sequences such as ○ – solve problems involving finite and infinite geometric series including applications such as recurring decimals and financial applications, e.g. deriving the formula for a mortgage repayment • – derive the formula for the sum to infinity of geometric series by considering the limit of a sequence of partial sums Foundation level • – consolidate the idea that equality is a relationship in which two mathematical expressions hold the same value • – analyse solution strategies to problems • – calculate percentages		

	• – use the equivalence of fractions, decimals and percentages to compare proportions • – consolidate their understanding and their learning of factors, multiples and prime numbers in N and the relationship between ratio and proportion • – check a result by considering whether it is of the right order of magnitude and by working the problem backwards; round off a result • – make and justify estimates and approximations of calculations • – present numerical answers to the degree of accuracy specified • – express non-zero positive rational numbers in the form a x10n, where n ∈ Z and 1 ≤ a < 10 • – solve contextual problems involving numbers represented in the following ways: √ a, a , a2, a3,12 1a		

Physical Education (Framework), Senior Cycle (Ages 15-18)		**Environment and Modern Agriculture**	**Healthful Eating**
Strand 1: Health-related physical activity Physical activity Participation	Health-related and performance-related physical fitness Students should be able to: 1. evaluate their own health-related physical fitness 2. compare the components of health-related and performance-related physical fitness 3. monitor their participation in activities designed to enhance one or more health-related fitness components using the FITT formula (Frequency,	✔	✔

	Intensity, Time and Type) 4. discuss the benefits of regular physical activity that they have experienced as a result of their participation 5. identify different supports that helped them begin and/or continue to be physically active		
Designing a physical activity programme	6. create a personal activity profile identifying abilities, attitudes, motivations and barriers to their own participation following a self assessment 7. use a range of strategies to overcome barriers to regular participation in physical activity 8. identify physical activity opportunities in school and in their communities		
Organising a physical activity event Evaluation of physical activity facilities, services and products Safety concerns pertaining to a variety of lifetime and fitness Activities	9. identify reliable resources to support their planning of a health-related and/or performance-related physical fitness programme 10. use their personal physical fitness results to plan and implement an effective, enjoyable and balanced fitness programme which aims to improve health-related/ performance-related physical fitness 11. plan a physical activity programme designed to enhance health-related physical fitness for an individual with an activity profile different to their own 12. organise a health-related physical activity event 13. participate in and reflect on the health-related physical activity event		

Wellbeing/Wellness	14. evaluate a local health club/gym or physical activity facility or fitness service from a number of perspectives including that of a participant 15. provide advice about appropriate clothing, hydration, safe practice and suitable equipment for health-related physical activities based on their experience 16. document the uses and misuse of supplements/drugs in physical activity and sport 17. include physical activity in their stress management plan 18. practise relaxation techniques 19. evaluate personal diet and nutrition habits 20. commit to a healthy, balanced eating plan which they have designed to meet the energy and nutritional demands of their physical activity levels.		
Strand 2: Sport Education Roles and responsibilities Being an effective team member Effective personal Performance	1. undertake different playing and non-playing roles in the selected physical activity 2. participate as an effective member of a team working towards a common goal—for example, a culminating event, display, or performance 3. demonstrate effective leadership in playing and non-playing roles 4. demonstrate the effective use of the skills, techniques and strategies of the activity	✔	✔

Culminating physical activity event Physical activity opportunities beyond the physical education class Common sport injuries and their rehabilitation, first aid procedures including concussion and cardiopulmonary resuscitation (CPR).	5. observe the rituals and conventions of the activity 6. adhere to the safety requirements of the activity 7. develop the fitness requirements for the selected physical activity 8. incorporate a variety of techniques, choreographic principles and approaches to group work in their dance/gymnastic performance 9. demonstrate an understanding of aesthetic and artistic considerations in their performance 10. work creatively with props in dance and small and large apparatus in gymnastics 11. organise a culminating event for the selected physical activity 12. reflect on their own experience of organising and participating in a culminating event from an individual and/or group perspective 13. organise a health-related physical activity event 14. participate in and reflect on the health-related physical activity event 15. show knowledge and understanding of common injuries in the chosen activity by including ways in which they can be avoided as they participate in the activity		
Strand 3: Contemporary issues in physical activity Different experiences of	1. review two or more physical activity biographies of individuals, including their own	✔	✔

physical activity Physical activity opportunities in and beyond school Barriers and supports in sport and physical activity Inclusive physical activity opportunities The influence of the media in physical activity	2. explain the role of family, friends, school and community in enhancing or inhibiting participation in physical activity 3. critique opportunities for physical activity for students within and beyond the school 4. show evidence of participating in a physical activity other than physical education class 5. encourage others to participate in a physical activity of their choice 6. highlight physical activity opportunities including mass participation events in their locality 7. evaluate the supports and barriers, both actual and perceived, to different groups' participation in physical activity 8. identify occasions and/or practices where sport and physical activity are used to either support or oppress different groups of males and females 9. analyse the role of national and local policies in the promotion of physical activity and health 10. explain the role of the Local Sports Partnership including how it supports young peoples' ongoing participation in physical activity 11. develop a resource which highlights the work of a National Governing Body of Sport and/or other groups whose aim it is to promote physical activity participation		

and sport Sport and drug use	12. critique facilities for physical activity in and beyond school from a number of perspectives, including safety, attractiveness, gender, age, and special needs 13. advocate with the relevant bodies for the improvement of physical activity facilities/opportunities in their local community 14. organise a physical activity event in their school/local community that is designed to be inclusive 15. design a promotional campaign to highlight opportunities for inclusive physical activity in their community 16. critically analyse the role of the media in relation to physical activity participation for both males and females and/or minority groups 17. document the uses and misuse of supplements/drugs in the sport 18. design a charter for safe participation in sporting activities		
Strand 4: Adventure education Challenging individual and group adventure Activities Setting goals Co-operation in adventure tasks	1. participate in individual and group adventure activities which challenge them physically, mentally and/or emotionally 2. set realistic personal goals for challenges which include opportunities for co-operation, appropriate risk-taking, building trust and/or problem-solving 3. contribute to problem-solving in group adventure activities 4. demonstrate an ability and willingness to adhere to an agreed protocol regarding their personal behaviour and their interactions with other group	✔	✔

	members		
Reflection on learning Experiences Creating adventure activity challenges Safety in adventure Activities Environmental features Undertaking an adventure activity Expedition Roles and responsibilities in Adventure education Benefits of adventure activity	5. reflect on the different adventure challenges, including consideration of how their learning might be applied in future challenges 6. develop their own adventure activity task(s) including organising them for another individual or group 7. adhere to the necessary safety precautions in adventure activity challenges 8. demonstrate basic emergency first aid for outdoor adventure settings 9. consider different environmental features when participating in adventure activities including landscape features, tide and weather variations 10. undertake a short expedition combining independent planning, navigation and adventure pursuit 11. take responsibility for one or more roles in an adventure activity challenge 12. model the individual and team behaviours which contribute to team morale and effectiveness when participating in adventure activities 13. discuss the benefits of adventure activities for health and wellbeing		
Strand 5: Personal and social responsibility Making and keeping Agreements Effort and	1. negotiate the goals for physical education class 2. express their opinions and suggestions clearly and respectfully 3. resolve differences in a peaceful and respectful manner	✔	✔

Participation Self-control Self-direction Respecting the rights and feelings of others Leadership Applying what has been learnt to the wider context	4. progress individual and group goals for effort and participation in the selected physical activities 5. demonstrate the ability to take responsibility for their behaviour, commitment and progress in physical education class 6. set realistic and challenging goals for achievement in physical activity 7. lead different classroom activities such as warm-ups, practices and small-sided games/performances 8. reflect on their progress, including planning next steps 9. participate in physical activity in an inclusive way, being mindful of the needs and feelings of others 10. demonstrate qualities of effective leadership as they undertake leadership roles in the organisation of, and participation in, physical activity 11. demonstrate an ability to act responsibly when unsupervised 12. plan to participate in physical activity outside of physical education class 13. apply their learning about taking personal and social responsibility beyond physical education class		
Strand 6: Teaching games for understanding Game appreciation	1. outline the elements that give form to the selected game including rules, boundaries and scoring	✔	✔

Tactics and principles of play in • striking and fielding games • net/wall games • invasion games (Offensive and defensive play) Games-making	2. critique if and how the rules contribute to making a game enjoyable and challenging 3. agree the 'important rules' that will be observed as they participate in the selected sport 4. set up an appropriate attacking play, either themselves or as a supporting player in different attacking scenarios 5. defend space on their play area when under attack in a variety of scenarios 6. participate effectively as part of a team, including communicating effectively 7. create a new game with their peers which demonstrates an understanding of the main tactics and principles of the games category being studied 8. refine the game through a series of practices 9. teach the new game to their peers, including refining it as necessary		

Physical Education Specification, Senior Cycle (Ages 15-18)	**Environment and Modern Agriculture**	**Healthful Eating**

Strand 1: Towards optimum performance 1.1. Defining a skilled performance	1.11 identify the characteristics of a skilled performance clipboard 1.12 discuss the difference between skill and ability		✔
1.2. Analysing skill and technique	1.21 analyse selected skills and techniques from the following perspectives: biomechanical; planes and axes, levers movement; vectors and scalars, Newton's laws of motion quality/effectiveness; economy of movement, creative application of skill		
1.3. Skill acquisition	1.31 outline the stages of learning a new skill 1.32 describe how skills are learned effectively 1.33 design practice schedules incorporating the principles of effective practices and a variety of practice methods		
2.1. Physical fitness			
2.2. Health-related fitness	2.21 discuss the difference between health- and performance-related fitness 2.22 define the components of health-related fitness: cardio-respiratory endurance, muscular endurance, strength, flexibility and body composition		
2.3. Performance-related fitness	2.31 define the components of performance-related fitness: agility, balance, co-ordination, power, speed and reaction time		

2.4. Application of health- and performance-related components of fitness	2.41 examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities 2.42 research ways in which health- and performance-related fitness can be developed in a demanding practice context 2.43 design a combined approach to health-related fitness and performanc-related fitness training		
2.5. Assessment of health- and performance-related components of physical fitness	2.51 design a fitness test battery for a physical activity based on an analysis of the particular fitness demands of the activity 2.52 evaluate the principles of training from a performance perspective 2.53 apply the FITT formula to each component of physical fitness		
2.6. Designing a fitness plan	2.61 compare different methods of physical fitness training in the context of the three selected physical activities 2.62 discuss approaches to training in the activity and outside the activity 2.63 use the fitness test data to design a physical fitness programme for a selected physical activity 2.64 suggest strategies to support recovery and adaptation following competition/performance and training 2.65		

	demonstrate an understanding of periodisation in the design of training programmes		
2.7. Psychological preparation	2.71 discuss the ways in which different psychological factors including confidence, anxiety, motivation, concentration and feedback impact on practice and performance 2.72 evaluate strategies to enhance confidence, motivation and concentration before, during and after practice sessions and/or performance 2.73 discuss different types of feedback and their importance in selected practices and/or performance 2.74 analyse strategies to improve mental preparedness for before, during and after practice/performance in physical activity 2.75 design a personal action plan, including a rationale, to support a positive psychological disposition before, during and after performance		
2.8. Diet and nutrition	2.81 examine the nutritional considerations for before, during and after performance in physical activity 2.82 discuss the importance of hydration in different physical activities and settings 2.83 discuss the role and challenges of using sports supplements, including sports drinks, in physical activity 2.84		

3.1. Structures, strategies and/or compositional elements	analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity 2.85 explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery 2.86 design a dietary plan, including a rationale, for one selected physical activity 3.11 demonstrate an understanding of the main structures, strategies and/or compositional elements in their performance of selected physical activities 3.12 evaluate their own and others' use of appropriate structures, strategies and/or compositional elements using appropriate methods of analysis 3.13 demonstrate the capacity to modify selected structures and/or strategies in response to different performance scenarios		
3.2. Roles and relationships	3.21 Investigate the demands of different roles in terms of the physical, personal and technical qualities needed for a successful performance 3.22 identify weaknesses of opponent/s in order to exploit them		
3.3. Safe practice	3.31 demonstrate safe practice in approaches to training, performance and the organisation of physical activity events 3.32 suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance		

	3.33 discuss the importance of the selection and maintenance of suitable attire, equipment and facilities for selected physical activities 3.34 describe common injuries sustained in the selected activities, their causes and first aid treatment. 3.35 evaluate training/practice schedules designed to avoid the problems associated with overtraining including player/participant fatigue 3.41 organise an event/performance in which the particular rules, roles, rituals and conventions of the activity are respected 3.42 demonstrate the ability to communicate respectfully with performers/players and officials		
3.4. Rules, rituals and conventions 3.5. Role of coach/choreographer	3.51 discuss the demands of non-playing roles including desirable interpersonal skills 3.52 guide the performer in identifying and planning for short- and long-term goals in pursuit of optimum performance 3.53 design a physical fitness and skills programme for a specific performer to prepare them for optimum performance in one of the selected activities 3.54 demonstrate effective communication skills which support positive interaction between coach/choreographer and performer 3.55		

	suggest modifications to the performer's practice/performance as the need arises 3.56 use strategies designed to support a performer's ongoing motivation to train and/or to practice 3.57 guide the performer's effective use of ongoing reflection about their practice/performance 3.58 demonstrate the ability to plan for and manage practice/training time effectively 3.59 analyse their own performance in the role of coach/choreographer using a coach/choreographer they admire as a point of reference 3.61 explain the rules and regulations pertaining to the selected physical activities 3.62 describe the safety regulations and procedures in the selected physical activities 3.63 implement appropriate safety checks on equipment, facilities and player clothing 3.64 use the appropriate scoring/recording systems for the selected activities 3.65 describe the demands of officiating in terms of personal fitness, psychological readiness, personal attire and suitable equipment 3.66 demonstrate the ability to communicate assertively with participants		
3.6. Role of official			

4.1. Personal performance analysis 4.2. Methods of analysis 4.3. Aesthetic and artistic considerations 4.4. Planning for optimum performance	3.67 identify strategies to manage conflict in a variety of situations; between the official and participants, and/or between participants 3.68 evaluate their role as an official using an official they admire as the reference point 4.1 examine the different factors that influence personal performance in physical activity and sport 4.21 identify appropriate methods of analysing different aspects of performance; skill and technique; structures and strategies; choreography; performance-related fitness; psychological preparedness 4.22 use a selection of tools, including video and analysis software to analyse their own and others' performances 4.23 compare their personal performance to that of a more skilled/model performer 4.24 identify four areas from their performance which require further development 4.31 identify the artistic and/or aesthetic criteria of performance 4.32 compare different physical activities in terms of the aesthetic and/or artistic criteria		

	4.33 evaluate personal and/or group performance from artistic and/or aesthetic perspectives 4.41 explain how information from their performance analysis was used to inform planning to achieve performance goals 4.42 present performance goals to address areas for improvement 4.43 design a practice/training plan to improve personal performance in relation to performance goals 4.44 provide evidence on the effectiveness of the programme design in achieving the performance goals		
Strand 2: Contemporary issues in physical activity 5.1 . Benefits of physical activity participation 5.2. Physical activity participation	5.11 discuss the personal, social and economic benefits of physical activity for health and wellbeing at different life stages 5.12 explain the different concepts of physical activity • play • leisure and recreation • physical education • mass-participation sports • outdoor and adventure activities • sport 5.21 present a physical activity biography for themselves and another with an		✔

	activity profile different from their own 5.22 discuss the supports and barriers to physical activity participation in school and in the community 5.23 use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries 5.24 analyse physical activity participation patterns in a specific group in their school community 5.25 evaluate different approaches to physical activity promotion		
5.3. Physical activity promotion	5.31 analyse the role of national and local policies in the promotion of physical activity 5.32 examine the role of the national governing bodies of their selected physical activities, including how the activity is provided for at local, national and international level 5.33 design a physical activity promotion and adherence tip sheet for a specific target group 5.34 discuss the characteristics of significant people who promote and support others' participation in physical activity		
5.4. Pathways to excellence in physical activity	5.41 suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened		

	5.42 analyse current provision and support for excellence in performance in the three selected physical activities.		
6.1. Principles of ethical practice	6.11 explain the principles of ethical practice in sport; the importance of integrity, respect, fairness and equity in the context of the selected activities		
6.2. Codes of ethics	6.21 examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials 6.22 investigate the concepts of sportsmanship and gamesmanship and their influence on engagement in physical activity and sport		
6.3. Drugs and sport	6.31 describe the different categories of performance-enhancing drugs, giving examples of how they affect performance 6.32 analyse the implications for the performer and the sport of using performance-enhancing drugs		
6.4. Anti-doping rules	6.41 describe the current Irish anti-doping rules including the ways in which they are enforced 6.42 explain therapeutic use exemption in relation to the use of medicines in sport 6.43 discuss the implications of using performance-enhancing drugs for the performer and the activity		

6.5. Best practice for the use of supplements	6.51 investigate the uses of dietary supplements designed to optimise performance in one of their selected physical activities		
7.1. Supports and barriers to physical activity participation for selected groups	7.11 analyse the supports and barriers to physical activity participation for at least two of the following groups: Women; older adults; people with physical disability; people with intellectual disability; different ethnic groups; different socio-economic groups 7.12 discuss examples of discrimination, stereotyping, inclusiveness and/or prejudice in physical activity provision for these groups 7.13 investigate the coverage of sport in the media from the perspective of these groups		
7.2. Addressing barriers to physical activity	7.21 discuss ways in which barriers to participation might be/have been addressed by the individuals themselves, their representative groups and/or voluntary and statutory organisations		
7.3. Developments in physical activity and sporting opportunities over the past twenty years	7.31 discuss developments in physical activity and sport over the last twenty years from one group's perspective		
7.4. Adapted physical activity	7.41 examine if and how, participants with a disability could participate in the three selected physical activities 7.42 evaluate provision for adapted physical-activity opportunities in their school		

	and/or in the community 7.43 examine the provision of pathways towards excellence for participants in adapted physical activities		
8.1. The impact of technology on sport and physical activity	8.11 examine how developments in technology can impact on the performer, coach/choreographer, official and spectator in the selected physical activities 8.12 discuss their own use of technology in planning for optimum performance in the selected physical activities 8.13 evaluate the role of technology in the analysis of training and evaluation of sporting performance		
8.2. Media in sport	8.21 investigate media coverage of both elite performance and mass participation in physical activity and sport 8.22 examine the role of the media in maintaining gender stereotypes of men and women in sport 8.23 identify the characteristics of their selected physical activities that give them or could give them media and/or spectator appeal 8.24 analyse the impact of media coverage on spectator behaviour		
9.1. Gender, sport and physical activity	9.11 examine the main influences that impact on the participation patterns of boys and girls in physical activity and sport		

	9.12 suggest ways in which the imbalance between boys' and girls' levels of participation in physical activity might be addressed in school and in the community		
9.2. Gender, media and body image	9.21 discuss how body image influences and is influenced by physical activity participation of both males and females 9.22 debate how media representations of the body may impact on both young men's and young women's participation in physical activity and sport		
9.3. Gender socialisation and its impact on physical activity participation	9.31 examine how social regulation of the body has impacted and continues to impact on the participation of both men and women in physical activity and sport 9.32 explain why the characteristics associated with hegemonic masculinity and hegemonic femininity might impact on the participation of both boys and girls in sport and physical activity		
10.1. Sponsorship and advertising in physical activity and sport	10.11 examine the impact of sponsorship, endorsements and merchandising on sport and performers 10.12 analyse different forms of 'sport-related' advertising in terms of the messages it gives to young people 10.13 discuss the advantages and disadvantages of sponsorship for the national governing body of the sport, the performers and the sport/activity		

	10.14 suggest a code of practice for selecting commercial sponsorship for sport and physical activity in which young people participate		
10.2. Physical activity and sport – the business dimension	10.21 investigate the involvement of a selected business in sport		
10.3. Mass participation in sport	10.31 examine the growth of mass participation sporting events and the opportunities for business and enterprise they provide		
10.4. Tourism and sport	10.41 discuss the potential of sports marketing on the development of tourism in Ireland		

Physics, Senior Cycle (Ages 15-18)	**Environment and Modern Agriculture**	**Healthful Eating**
Ordinary level	1. Knowledge ● Students should know: ○ basic physical principles, terminology, facts, and methods ○ that physics is fundamental to many technological developments ○ that physics contributes to the social, historical, environmental, technological and economic life of society. 2. Understanding ● Students should understand:	✔	

	○ basic physical principles ○ how physical problems can be solved ○ how the scientific method contributes to physics ○ how physics relates to everyday life. 3. Skills ● Students should be able to: ○ measure physical quantities in the appropriate SI units ○ work safely in a laboratory ○ follow instructions ○ use scientific equipment appropriately ○ use experimental data appropriately. 4. Competence ● Students should be able to: ○ present information in tabular, graphical, written and diagrammatic form, as appropriate ○ report concisely on experimental procedures and results ○ use calculators ○ solve numerical problems ○ read popular science writing ○ relate scientific concepts to issues in everyday life ○ explain the science underlying familiar facts, observations, and phenomena. 5. Attitudes ● Students should appreciate: ○ the contribution of physics to the social and economic development of society ○ the relationship between physics and technology ○ that a knowledge of physics has many vocational applications.		

Higher level	1. Knowledge ● Students should know: ○ basic physical principles, terminology, facts, and methods ○ how physics is fundamental to many technological developments ○ how physics contributes to the social, historical, environmental, technological and economic life of society. 2. Understanding ● Students should understand: ○ basic physical principles ○ how physical problems can be solved ○ how the scientific method contributes to physics ○ how physics relates to everyday life ○ the limitations and constraints on physics. 3. Skills ● Students should be able to: ○ measure physical quantities in the appropriate SI units ○ work safely in a laboratory ○ follow instructions ○ use scientific equipment appropriately ○ plan and design experiments ○ use experimental data appropriately ○ apply physical principles to solving problems ○ analyse and evaluate experimental results. 4. Competence ● Students should be able to: ○ present information in tabular, graphical, written and diagrammatic form, as appropriate ○ report on experimental procedures and results concisely, accurately, and comprehensively	✔	

	○ use calculators ○ solve numerical problems ○ read scientific prose ○ relate scientific concepts to issues in everyday life ○ explain the science underlying familiar facts, observations, and phenomena ○ suggest scientific explanations for unfamiliar facts, etc. ○ make decisions based on the exami+nation of evidence and arguments. 5. Attitudes ● Students should appreciate: ○ the contribution of physics to the social and economic development of society ○ the relationship between physics and technology ○ that a knowledge of physics has many vocational applications.		