



Ireland Curriculum Strands Alignment (D-G)

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

Design & Communication Graphics, Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
<p>Learning Outcome 1: Plane and Descriptive Geometry</p> <ul style="list-style-type: none"> Orthographic projection 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Higher and Ordinary levels <ul style="list-style-type: none"> Represent three dimensional objects in logically arranged two dimensional views Apply their knowledge of reference planes and auxiliary projection planes to solving problems using a first auxiliary view Present drawings in 1st angle orthographic conventional views Project views of right solids such that any face or edge of the solid may be on one of the principal planes of reference Solve problems that involve the intersection of solids by simply inclined planes and obliquely inclined planes, using horizontal and vertical section planes Determine the projections, inclinations, true length and true shape, of lines and planes Construct views of up to three solids having curved surfaces and/or plane surfaces in mutual contact Determine point of contact for surfaces in mutual contact Construct views of solids given the point of contact 	✓	✓

<ul style="list-style-type: none"> ● Pictorial Projection 	<ul style="list-style-type: none"> ○ Depict the solutions of two dimensional problems in three dimensional format ○ Represent in two dimensions the cube and tetrahedron from given information ● Higher level only <ul style="list-style-type: none"> ○ Apply their knowledge of reference planes and auxiliary projection planes to solving problems using a first auxiliary view and subsequent auxiliary views ○ Present drawings in 3rd angle orthographic conventional views ○ Project views of oblique solids (axis inclined to one of the principal reference planes only) ○ Solve problems that involve the intersection of solids by simply inclined planes and obliquely inclined planes using simply inclined section planes ○ Determine the projections of lines given the angles of inclination to the principal planes of reference ○ Model various problems involving solids in contact, planes of reference and auxiliary planes ○ Determine the incentre and circumcentre of the cube and the tetrahedron ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Complete isometric drawings of solids containing plane and/or curved surfaces ○ Complete a portion of the axonometric plane given the projection of the axes of the planes of reference ○ Determine the true shape of the planes of reference, showing the axonometric plane ○ Determine the isometric projections of solids, including the sphere, using the isometric scale 		
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<p>Intersection and development of surfaces</p>	<p>focal chord, directrix, vertex, ordinate, tangent, normal, major and minor axes/auxiliary circles, eccentricity, transverse axis</p> <ul style="list-style-type: none"> ○ Construct ellipse, parabola, hyperbola as true sections of a solid cone ○ Construct the conic sections, the ellipse, parabola and hyperbola, as plane loci from given data relating to eccentricity, foci, vertices, directrices and given points on the curve ○ Construct ellipse, parabola and hyperbola in a rectangle given the principal vertex/vertices ○ Construct tangents to the conic sections from points on the curve ● Higher level only <ul style="list-style-type: none"> ○ Understand the terms used in the study of conics: <ul style="list-style-type: none"> ■ double ordinate, latus rectum, focal sphere ○ Construct ellipse, parabola, hyperbola as true sections of solid cone and derive directrices, foci, vertices and eccentricity of these curves ○ Construct tangents to the conic sections from points outside the curve ○ Construct a double hyperbola given the foci and a point on the curve, or given the length of the transverse axis and the foci ○ Determine the centre of curvature and evolute for conic sections ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Distinguish between simply inclined and obliquely inclined plane surfaces ○ Determine the angle of inclination between given planes and the principal planes of reference 		
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- Determine the true length and inclination of given lines
- Establish the true shape of an obliquely inclined plane
- Determine the line of intersection between two planes
- Determine the projections and true shape of sections of solids resulting from simply inclined and oblique cutting planes
- Higher level only
 - Construct obliquely inclined planes given the angles of inclination to the principal planes of reference and to include a given line or point
 - Establish the dihedral angle between two intersecting planes
 - Display knowledge of the relationships between planes and lines
 - Understand the concept of a laminar surface defined by spatial co-ordinates
 - Solve a variety of problems involving the intersection, inclination and positioning of laminar plane surfaces
 - Define the concept of skew lines and their use in solving practical problems
 - Establish various spatial relationships between skew lines and other lines and planes
- Higher and Ordinary levels
 - Develop and envelop the surfaces of right regular solids, their composites and frustra
 - Determine and project true distance lines between specified points on the surfaces of solids
 - Find the intersection of given lines and planes with given planes and curved surfaces
 - Establish the surface intersections of prisms, pyramids, spheres, their frustra and composite solids, where the

<p>design</p> <ul style="list-style-type: none"> ● Freehand drawing <p>Information & Communication Technologies</p>	<ul style="list-style-type: none"> ○ Use graphical symbols as necessary to convey a design to the correct drawing standards ○ Create drawings and layouts that make appropriate use of materials available to achieve a pleasing presentation ○ Use graphics, both orthographic and three dimensional, to explain design function and methods of assembly ○ Produce drawings, which can be used by a third party, to produce an artefact ○ Use standards pertaining to dimensioning and notation ○ Design schematic diagrams to explain familiar operations <ul style="list-style-type: none"> ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Use freehand sketching as a tool to explain an idea ○ Produce freehand drawings ○ Select the most suitable medium for producing and rendering sketches and drawings ○ Identify the surfaces of an object relative to each other in three dimensional space ○ Use various methods of rendering and colouring to enhance a drawing ● Higher level only <ul style="list-style-type: none"> ○ Analyse critically the texture and colour of a surface and choose suitable rendering media by which the surface can be accurately represented ○ Represent graphically the effects light and shade have on surfaces ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Appreciate the power of contemporary hardware and software as they apply to design and communication of design 		
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<ul style="list-style-type: none"> ● Student assignment 	<ul style="list-style-type: none"> ○ Use the various computer input and output devices as they relate to CAD ○ Use CAD drawings to produce three-dimensional CAD models ○ Understand the impact of design intent in CAD modelling ○ Generate multi-view drawings from 3D models ○ Produce presentation drawings from CAD models ○ Use the editing features of CAD software effectively ○ Exchange data between applications ○ Efficiently use the standard tools and manipulation features of CAD software. ○ Produce exploded and assembled presentation drawings ○ Animate sequences ● Higher level only <ul style="list-style-type: none"> ○ Realise the design intent in the CAD model ○ Use CAD modelling to explore geometric concepts and principles ○ Import and export files ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Create folders and save files to designated locations using recognised naming conventions ○ Use and understand the various file formats and images associated with CAD and related ICT software ○ Transfer images from CAD software to ICT packages as an aid to compiling a document, making a presentation (copy/paste) or producing a photo-real representation of a model (export/insert, render to file) ○ Convert an image from one format to another ○ Use the internet as a research tool ○ Download text and images from the internet for analysis, 		
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	<p>editing and reproduction in a desktop publishing package</p> <ul style="list-style-type: none"> ○ Capture images using a range of media (for example: digital cameras, scanners, screen capture, Internet, other) ○ Make slides with a CAD package of the key steps involved in creating a drawing ● Higher level only <ul style="list-style-type: none"> ○ Manipulate images to achieve special effects ○ Use slides or other animation techniques to illustrate graphic design solutions <p>Students should be able to:</p> <ul style="list-style-type: none"> ○ Observe, measure and represent graphically details of real artefacts ○ Select preferred methods of graphic representation in the communication of existing designs ○ Represent design and communication information through sketches, CAD and other ICT applications ○ Produce to approved standards appropriately dimensioned 2D and 3D drawings and models on paper and using CAD ○ Use appropriate presentation techniques, including colour, rendering and sketching to represent an artefact and/or design ○ Demonstrate design and visualisation skills and techniques ○ Appreciate, analyse, evaluate and modify artefacts and products from a design perspective ○ Take a reflective approach to their design proposals and solutions ○ Include the principles of inclusive and user centered design ○ Critically evaluate realised assignments 		
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<ul style="list-style-type: none"> ● Geologic Geometry 	<ul style="list-style-type: none"> ○ Produce line drawings of the basic structural forms ○ Produce two dimensional drawings of arches, domes, vaults, and surface structures ○ Construct a hyperbolic paraboloid as a ruled surface ○ Determine the true shape of sections through curved surfaces ○ Project views and sections of a hyperboloid of revolution ● Higher level only <ul style="list-style-type: none"> ○ Relate the key properties of structural forms to their design and construction ○ Produce three-dimensional drawings of arches, domes, vaults, and surface structures ○ Determine plane directors for ruled surfaces, and construct ruled surfaces given plane directors and directrices ○ Project views of a hyperbolic paraboloid defined as a surface of translation ○ Construct geodesic domes of not more than four points of frequency ○ Investigate and represent structural forms as they occur in the environment ● Higher and Ordinary levels <ul style="list-style-type: none"> ○ Understand concepts such as bearings, grid layout, true north, etc. ○ Interpolate and plot contours on a map for given data ○ Show profiles determined from contours ○ Determine cuttings and embankments for level roads and surfaces ○ Determine the true dip, strike and thickness of strata ○ Determine the outcrop profile for given strata ● Higher level only 		
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	<ul style="list-style-type: none"> ○ Hatch sectioned parts in each view ○ Fully dimension drawings ○ Measure components to be drawn and relate the model/drawing to the artefact ○ Generate CAD models of assemblies ○ Apply balloon detailing ○ Use abbreviations and symbols ● Higher level only <ul style="list-style-type: none"> ○ Draw a number of sectional views ○ Draw views that have been sectioned. ○ Indicate surface finish on the drawing, as appropriate ○ Indicate methods of assembly 		
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Economics, Senior Cycle (Ages 15-18)	Environment and Modern Agriculture	Healthful Eating
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<p>Strand 1: What is economics about?</p> <p>1.1 Economics as a way of thinking</p> <p>1.2 The economic concepts of scarcity and choice</p> <p>1.3 Economic, social and environmental sustainability</p>	<p>Students should be able to:</p> <p>1.1</p> <ul style="list-style-type: none"> ● appreciate the role of models, concepts and data for exploring economic behaviour, interactions, policy and outcomes ● differentiate between positive and normative economic statements; identify instances of their use in local, national or international media/economic commentary ● discuss and evaluate why solutions to economic problems may differ and how economic perspectives on solving economic challenges can change over time ● discuss how real world events such as the Great Depression, the Irish economic crises of the 1950s and the Great Recession (from 2007), 	✓	✓
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	<p>have shaped our understanding of economics and the response of policy makers</p> <ul style="list-style-type: none"> ● collect, organise, present, analyse and interpret data, with and without the use of technology, to come to an informed view and evaluate current economic issues/policies <p>1.2</p> <ul style="list-style-type: none"> ● explain how scarcity of economic resources relative to wants results in choices being made between competing uses of resources; predict possible consequences of these choices ● explain how individuals, firms, businesses, non-governmental organisations (NGOs) and the government interact to produce, consume and distribute economic resources ● evaluate the opportunity costs involved in economic decisions made by individuals, firms and the government at local and national levels ● discuss the role of incentives and the motivating influences for individuals, firms, the business sector and the government in economic decisions; describe conflicting incentives with reference to local, national or international examples ● differentiate between individual markets and aggregate supply and demand; explain the difference in focus between micro and macro economics ● explain the principle of specialisation and outline how it may apply to individuals and firms seeking to increase efficiency ● analyse how a cost-benefit approach supports effective decision making; apply a cost-benefit approach to assess who enjoys the benefits and who bears the costs <p>1.3</p> <ul style="list-style-type: none"> ● outline the concepts of economic, social and environmental 		
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	<p>sustainability and explain their interconnections</p> <ul style="list-style-type: none"> ● identify indicators of economic growth, social cohesion, inequality, and environmental sustainability; examine relationships between the indicators ● consider potential implications of sustainable development for individual behaviour, choice, habits and values; business decisions; government policy 		
<p>Strand 2: How are economic decisions made?</p> <p>2.1 The market economy</p> <p>2.2 The consumer</p> <p>2.3 The firm</p> <p>2.4 Government intervention in the market</p>	<p>2.1</p> <ul style="list-style-type: none"> ● construct a graphical representation of demand and supply in a market economy and critically analyse the role of the price mechanism in a market economy ● demonstrate how a change in the main determinants of demand and supply can affect changes in the price and quantity of goods and services examine how advances in technology can impact the market economy <p>2.2</p> <ul style="list-style-type: none"> ● evaluate the economic role of consumers in an economy, explaining how positive and negative incentives influence consumer activity ● critique the assumption that consumers taking part in economic activity behave rationally ● using data, calculate Price Elasticity of Demand (PED) and Income Elasticity of Demand (YED) using a formula, and evaluate how PED and YED can be used by individuals, firms and the government to help predict the impact of pricing on revenue/sales ● investigate and interpret data patterns in Irish consumers' current expenditure <p>2.3</p>	<p>✓</p>	<p>✓</p>



	<ul style="list-style-type: none"> ● evaluate the economic role of firms in an economy, explaining how positive and negative incentives influence economic activity ● graphically represent, calculate and describe the relationship between total, marginal and average revenue and costs ● apply the distinction between the short and long run in analysing the implications of a firm's costs and revenue situation ● explain and illustrate the conditions for profit maximisation in terms of marginal cost and marginal revenue ● analyse the role of economies and diseconomies of scale in determining the size of firms ● critique the reasons a firm may pursue objectives other than profit maximisation <p>2.4</p> <ul style="list-style-type: none"> ● evaluate the economic role of the government in a mixed economy ● evaluate how and why the government may use various interventions and incentives, such as taxation and legislation, to influence the price and quantity outcomes in particular markets ● evaluate the role and effectiveness of regulation in the Irish economy 		
<p>Strand 3: What can markets do?</p> <p>3.1 Market structures</p> <p>3.2 The labour market</p> <p>3.3 Market failure</p>	<p>Students should be able to:</p> <p>3.1</p> <ul style="list-style-type: none"> ● examine why economists use market structures and models to analyse and find solutions to economic problems ● describe and critique the main features of perfectly competitive, monopolistic and oligopolistic product markets ● demonstrate and analyse how a change in demand or supply in a market structure impacts on equilibrium ● graphically represent, describe and compare market equilibrium under perfect competition, monopoly and monopolistic competition 	✓	✓

in the short and long run

- graphically represent and evaluate the point of profit maximisation for a firm in a monopoly market and a firm in a perfectly competitive market
- examine the implications of changing levels of competition and market power on price and output under perfect competition, monopoly and oligopoly
- collect data and calculate the concentration of power in a market using a concentration index such as the Herfindahl-Hirschman index; evaluate the implications of its concentration
- explain why particular market concentrations are deemed problematic for consumers and are therefore regulated by Irish and European competition authorities

3.2

- distinguish between a goods and services market and a factor market
- outline the factors of production
- examine the factors affecting the demand for labour
- construct a graphical representation of the relationship between the wage rate and quantity demanded of labour; analyse the reason for the shape of the demand curve for labour
- explain marginal physical productivity and marginal revenue productivity of labour; critically analyse the usefulness to an employer and employee of a knowledge of MPP and MRP
- examine the factors affecting the supply of labour
- construct a graphical representation of the relationship between the wage rate and quantity supplied of labour; analyse the reason for the shape of the supply curve for labour
- construct a graphical representation of labour market equilibrium and show the effect of government interventions such as minimum wage

	<p>or taxation on equilibrium</p> <ul style="list-style-type: none"> • discuss the factors that determine wage differentials in the labour market <p>3.3</p> <ul style="list-style-type: none"> • discuss the factors that lead to market failure such as externalities, monopoly power and imperfect information • determine and debate how governments can overcome market failure using factors such as taxation, regulation and direct government intervention 		
<p>Strand 4: What is the relationship between policy and economic performance?</p> <p>4.1 National income</p> <p>4.1.2 Fiscal policy and the budget framework</p> <p>4.3 Employment and unemployment</p> <p>4.4 Monetary policy and the price level</p> <p>4.5 Financial sector</p>	<p>4.1</p> <ul style="list-style-type: none"> • construct and interpret the circular flow of income model; • examine the effects of leakages and injections on the circular flow of income in the macroeconomy • differentiate between GDP, GNP, GNI and GNDI as measures of national income; analyse which measure is a more accurate indicator of Ireland's economic performance and economic welfare • critique the limitations of these measures of economic performance • debate the economic and social impact of economic activities in the hidden economies • explain the multiplier effect; apply the multiplier formulae to calculate and evaluate changes to national income in an open and closed economy • investigate data patterns in Ireland's national income, price level, unemployment rate, government expenditure and national debt over a period of time; identify the different phases of business cycles and critically examine the main factors that led to the fluctuations in output <p>4.2</p>		

- identify the main sources of government revenue and expenditure; distinguish between the current and capital parts of the government accounts
- discuss measures that a government can take to manage a budget deficit, surplus or balanced budget
- differentiate between expansionary, neutral and contractionary
- fiscal policies and examine how the government could use these policies in an attempt to stabilise the business cycle
- discuss the limitations of fiscal policy in stabilising business cycles
- discuss how being a member of the EU and the Eurozone influences Ireland's ability to implement fiscal policy
- debate the purpose and impact of taxation on the economy as a whole, explaining how tax policy can be used to address inequality

4.3

- investigate data patterns to describe the main features and trends in Ireland's labour force in relation to factors such as age, population, gender, geographic location, employment and unemployment
- investigate the causes of unemployment in the Irish context and evaluate its impact on the individual and the economy
- examine the relationship between employment and poverty

4.4

- explain inflation and deflation and describe how they are measured using a price index such as the Consumer Price Index
- evaluate the causes of inflation and consequences of changes in the price level for consumers, firms and the economy as a whole
- examine the objective and role of central banks in implementing monetary policy
- evaluate how being a member of the Eurozone shapes and influences

	<p>monetary policy in the Irish economy</p> <p>4.5</p> <ul style="list-style-type: none"> ● examine the main factors affecting the demand for and supply of cash and credit funds in the money market ● explain how commercial banks create credit and outline the consequences for an economy ● analyse the factors that influence the level of interest rates, evaluating the impact of changes in interest rates on economic activity ● examine the role and effectiveness of current financial institutions and regulators in the operation of financial markets 		
<p>Strand 5: How is the economy influenced by international economics?</p> <p>5.1 Economic growth and development</p> <p>5.2 Globalisation</p> <p>5.3 International trade and competitiveness</p>	<p>5.1</p> <ul style="list-style-type: none"> ● explain how countries and regions can be profiled by income, wealth and equality ● explain how the factors of production, such as labour, capital, human capital and technology, lead to economic development and growth ● compare and analyse Ireland’s economic development to that of a less-developed nation using the inequality-adjusted human development index ● assess and evaluate the effectiveness of a priority area of the Irish government’s programme on overseas development <p>5.2</p> <ul style="list-style-type: none"> ● explain the concept of globalisation and discuss the positive and negative implications of globalisation ● discuss the reasons for multinational corporations (MNCs) ● investing in countries outside their home country ● investigate data patterns in inflows/outflows of foreign direct investment into Ireland over a period of time and evaluate the effect 	<p>✓</p>	<p>✓</p>

	<p>of multinational corporations/foreign owned industry on Ireland's economy</p> <p>5.3</p> <ul style="list-style-type: none"> investigate and analyse patterns in Irish trade in terms of quantity and types of goods and services over a period of time; assess the benefits and costs of trade on the Irish economy describe the main components/the basic composition of Ireland's balance of payments account discuss the factors that determine a country's competitiveness explain the principle of comparative advantage and its role in determining competitiveness discuss the arguments in favour of international trade, trade protection and the fair trade movement discuss the determinants of exchange rates; analyse the effects of changes in exchange rates on the Irish economy examine the role and effectiveness of trade agreements and global institutions in the operation and management of international trade 		
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Engineering, Senior Cycle (Ages 15-18)	Environment and Modern Agriculture	Healthful Eating
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Strand 1: Control technology	<p>The student will be able to:</p> <p>(i) Select and construct appropriate mechanisms relating to the solution of engineering projects</p> <p>(ii) understand and use basicpneumatic circuits for simple control applications</p> <p>(iii) understand the function of and use electrical power supplies, circuit</p>	✓	✓
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	<p>components and devices</p> <p>(iv) understand and use diodes, resistors and transistors in the construction of basic electronic control circuits</p> <p>(v) investigate the role of electronics in the design of fundamental computer hardware</p>		
Strand 2: Computer aided design	<p>The student will be able to:</p> <p>(i) understand and be able to specify the fundamentals of computer architecture and peripherals</p> <p>(ii) be able to distinguish between the main features of 2D and 3D CAD software, make simple working drawings on screen and produce printer/plotter hardcopy</p> <p>(iii) be able to design and produce part programmes for subsequent CNC machining</p>	✓	✓
Strand 3: Computer aided manufacture	<p>(i) operate, control and manage a CNC lathe for part production</p> <p>(ii) investigate the role, functions and control parameters of a robot, or robot arm, related to manufacturing technology</p>	✓	✓

English, Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
<p>Strand 1: The language of information</p> <p>4.1.1 Comprehending</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Give an account of the gist of a text. • Specify appropriate details for relevant purposes. • Summarise the information they obtained from a text. • Comment on the selection of facts given: evaluate the adequacy of the information and indicate omissions. • Identify the point of view of an author. 	✓	✓



Geography, Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
Strand 1: Patterns and processes in the physical environment	<p>OUTCOMES: ORDINARY LEVEL On completion of this unit, the ordinary level student should be able to:</p> <ul style="list-style-type: none"> ● explain the theory of plate tectonics ● show an understanding of the processes of rock formation, weathering and erosion ● explain the processes of landform development involving the interaction of the tectonic cycle, rock cycle, and surface processes ● show how human activities can affect these processes ● understand and use the skills listed to describe the physical environment. <p>OUTCOMES: HIGHER LEVEL On completion of this unit, the student should be able to:</p> <ul style="list-style-type: none"> ● show a detailed understanding of the theory of plate tectonics ● illustrate how crustal structures are created, modified and destroyed by the tectonic cycle ● explain and illustrate the continual process of rock formation, change and destruction ● explain and illustrate how landforms develop from the interaction of the tectonic cycle, rock cycle, and surface forces ● illustrate how landforms represent a balance, through time, between endogenic (internal) and exogenic (external) forces ● assess, at different scales, the impact of human activity on the physical processes at work on the landscape ● understand and use the skills listed above to interpret the physical environment. 	✓	✓

<p>Strand 2: Regional geography</p>	<p>OUTCOMES: ORDINARY LEVEL On completion of this unit the ordinary level student should be able to:</p> <ul style="list-style-type: none"> ● explain the idea of a region as identified by selected criteria ● show how physical, economic, and human processes interact within regions in Ireland, Europe and in one continental / sub continental region ● illustrate the complexity of regions and how boundaries can change over time ● use the skills listed above, where possible, in the study of regions. <p>OUTCOMES: HIGHER LEVEL On completion of this unit the Higher level student should be able to:</p> <ul style="list-style-type: none"> ● explain and illustrate, at different scales, the concept of a region as identified by selected criteria ● show a detailed understanding of how physical, economic, and human processes interact in Irish and European regions and in one continental / sub continental region ● assess the complexity of this interaction, and the potential for change in the boundaries and extent of regions using specific examples ● use the skills listed above, where possible, to interpret how economic, human, and physical processes interact in a regional setting. 		
<p>Strand 3: Geographical investigation & skills</p>	<p>OUTCOMES: ORDINARY LEVEL On completion of this core unit Ordinary level students should be able to:</p> <ul style="list-style-type: none"> ● understand and use some or all of skills listed ● work through the distinct stages of a geographical investigation ● use statistical analysis and information technology in the interpretation of basic results and conclusions ● apply some or all of the geographical skills listed to complete a geographical investigation 		

	<ul style="list-style-type: none"> • experience, where possible, working conditions similar to those likely to be encountered in employment. <p>OUTCOMES: HIGHER LEVEL</p> <p>On completion of this core unit, Higher level students should be able to:</p> <ul style="list-style-type: none"> • understand, use and apply the skills listed to complete a geographical investigation • work through the distinct stages of a geographical investigation • use statistical analysis and information technology in the interpretation and analysis of results and conclusions • analyse and evaluate their work, and make comparisons with other studies • experience, where possible, working conditions similar to those likely to be encountered in the world of work. 		
<p>Strand 4: Patterns and processes in economic activities</p>	<p>OUTCOMES: ORDINARY LEVEL</p> <p>On completion of this unit, the student should be able to:</p> <ul style="list-style-type: none"> • describe the uneven patterns in levels of economic development • trace the process of change in economic development • show a basic understanding of the development of a single interdependent global economy • examine Ireland's role as a member of the EU within the global economy • examine the environmental impact of economic activities • use the skills listed above, where appropriate, to assist in the examination of patterns in economic • development and the growth of a single interdependent economy <p>OUTCOMES: HIGHER LEVEL</p> <p>On completion of this unit the student should be able to:</p>		

	<ul style="list-style-type: none"> ● explain and illustrate the uneven patterns in the distribution of economic activities and levels of economic development ● show a detailed understanding of the complexity of the process of change in levels of economic development ● analyse the issues arising from and impact of the development of a single interdependent global economy ● assess Ireland's role as a member of the EU within the global economy ● assess the environmental impact of economic activities at different scales ● use the skills listed above, where appropriate, to assist in the examination of patterns in economic development and the growth of a single interdependent economy. 		
<p>Strand 5: Patterns and processes in the human environment</p>	<p>OUTCOMES: ORDINARY LEVEL</p> <p>On completing this unit, the student should be able to:</p> <ul style="list-style-type: none"> ● outline how population characteristics change over time and space, and impact on human development ● describe the impact of population movements ● examine rural and urban settlement patterns ● identify problems associated with the growth of urban centres ● use the skills listed above, where appropriate, to examine the dynamic nature of population and the pattern and distribution of settlement <p>OUTCOMES: HIGHER LEVEL</p> <p>On completing this unit, the student should be able to:</p> <ul style="list-style-type: none"> ● show a detailed understanding and be able to illustrate how population characteristics change over time and space and impact on human development 		

	<ul style="list-style-type: none"> ● assess and evaluate the varying impact of population movements ● examine, in detail, patterns of rural and urban settlement ● identify and analyse the differing scale of problems associated with the growth of urban centres ● use the skills listed above, where appropriate, to examine the dynamic nature of population and the pattern and distribution of settlement. 		
Strand 6: Global interdependence	<p>On completing this unit, the student should be able to:</p> <ul style="list-style-type: none"> ● evaluate the differing views of development and underdevelopment ● show a detailed understanding of the interdependent nature of the global economy ● assess the impact of current economic patterns on developing economies or regions ● discuss human development as a focus for change ● examine the idea of sustainable development as a model for the future ● use the skills listed above, where appropriate, to examine the interdependent nature of global economic, social and political processes to challenge the differing views of development. 	✓	✓
Strand 7: Geocology	<p>On completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> ● explain and illustrate the development of soils ● describe the combination of processes affecting soil characteristics ● assess the inter-relationship between soils and climates resulting in biomes or global regions where plants and animals have adapted to specific environmental conditions ● examine and evaluate the impact of human activities on biomes ● use the skills listed above to examine the interrelationships, at a global scale, between soils, climates, plants and animals. 	✓	✓

<p>Strand 8: Culture and identity</p>	<p>On completing this unit, the student should be able to:</p> <ul style="list-style-type: none"> ● recognise ethnic groupings as a classification of population ● examine language as a cultural indicator ● examine religion as a cultural indicator ● discuss nation states as political entities on the physical and cultural landscape ● assess the complexity of relationships between political structures and cultural groups ● use the skills listed above to examine issues related to ● culture and identity 		
<p>Strand 9: The atmosphere — ocean environment</p>	<p>On completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> ● observe and be aware of the measurement of the characteristics of the atmosphere - ocean systems ● show an understanding of the uneven distribution of solar energy and the circulation patterns of the atmosphere and oceans ● examine the variations in the exchange of water between the oceans and the atmosphere, and the resultant climate and weather patterns ● trace the circulation pattern of the oceans and the atmosphere and the impact on weather and climate ● describe a climatic environment on the earth ● assess the influence of climatic characteristics on economic development ● use the skills listed above to examine the dynamic relationship between the ocean and the atmosphere in influencing global climatic patterns. 	