

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

THE JUNIOR CERTIFICATE

GEOGRAPHY SYLLABUS

1. Introduction

1.1 Geography and society

Geography is the study of people and their relationships with their environment. It is concerned with helping to develop an understanding of the physical, social and economic processes which shape the environment.

The education of young people today takes place against the background of a world with such characteristics of geographical concern as

- Increasingly multi-cultural societies
- Sharp social and economic inequalities on a variety of scales
- An increasing pace of socio-economic change
- Growing concern over declining environmental quality in many regions

1.2 The syllabus

Geography can make an important contribution towards enabling young people to function more effectively as members of society. This syllabus was drawn up with the intention that it should make that contribution.

The syllabus is structured around a number of key geographical concepts; these same concepts are at the core of the existing Leaving Certificate syllabus in geography. There is thus a clear continuity between Junior and Senior Cycles.

The syllabus is based on a belief that an adequate understanding of many of the issues with which geographers are concerned can be reached only with an appreciation of the human attitudes and values involved.

It recognises that the geography teacher is involved in a body of knowledge which has wide horizons, and in a methodology which contains many and varied techniques and skills.

This breadth and this diversity are fundamental factors in the discipline's motivational strength, and the syllabus aims to encourage and facilitate their full exploitation.

1.3 Structure of the Syllabus

The syllabus is presented in three sections, each based on a broad theme:

- A. The Human Habitat – Processes and Change
- B. Population, Settlement Patterns and Urbanisation
- C. Patterns in Economic Activity

Each section is further subdivided into study/teaching units. Each unit comprises a list of key ideas which, through a series of specified studies, are explored in a local, national or international setting (the latter setting including studies from both the developed and developing worlds)

These studies are intended to build up a clear understanding of significant concepts, generalisations and issues and to develop a range of skills rather than to focus on the retention of factual data for their own sake. This approach – the exploration of a set of ideas through a small number of representative studies in a variety of settings – means that the content of this syllabus is considerably shorter than that of its predecessor.

Unless otherwise indicated, it is envisaged that students do each of the studies presented.

1.4 Syllabus framework*

| Section | Units |
|---|--|
| A. The Human Habitat – Processes and Change | <ol style="list-style-type: none"> 1. The Earth’s Surface: Shaping the Crust 2. The Restless Atmosphere: The Heat Engine 3. The Workings of our Life Support System |
| B. Population, Settlement Patterns and Urbanisation | <ol style="list-style-type: none"> 1. Population - Distribution Diversity and Change 2. People on the Move 3. Settlement: Changing Patterns in Where We Live – Villages and Towns 4. Urbanisation: Changing Patterns in Where we Live – Cities |
| C. Patterns in Economic Activity | <ol style="list-style-type: none"> 1. Primary Economic Activities: The Earth as a Resource 2. Secondary Economic Activities: Building Resources into Products 3. Tertiary Economic Activities: Facilitating Our Use of Resources 4. Economic Inequality: The Earth’s Resources – Who Benefits? |

* This framework refers to both Ordinary and Higher Levels.

1.5 Ordinary and Higher Levels

This syllabus framework is common to courses at both Ordinary and Higher Levels.

The differentiation between the two levels will, of course, mainly lie in the depth at which each of the studies is explored and in the degree of abstraction this exploration involves. Certain extra requirements are demanded of Higher course students throughout the syllabus, for example comparative studies, where an idea is explored in more than one setting etc. Individual studies specified for Higher level only are marked in the course description in **bold type**.

In the teaching of practical skills, too, certain elements are specified as Higher Level only. These are detailed in the table – Practical Skills for Geography at Junior Cycle – in Chapter 3 below.

2. AIMS AND OBJECTIVES

2.1 Aims

- 2.1.1 To promote an awareness of the spatial and temporal patterns which exist in the distribution of environmental phenomena, both natural and cultural
- 2.1.2 To develop an understanding of the processes – natural, social and economic – which operate to produce and shape these patterns
- 2.1.3 To develop an understanding of the complex interactions which occur among these phenomena in a world which is constantly changing
- 2.1.4 To promote a sensitive awareness of environment
- 2.1.5 To encourage in students a sensitive awareness of peoples, places and landscapes, both in their own country and elsewhere.
- 2.1.6 To contribute to students' understanding of important issues and problems in contemporary society.
- 2.1.7 To provide opportunities to foster and build upon students' natural curiosity about their own and other people's social and physical environments
- 2.1.8 To help to develop organised thinking and cognitive abilities – not only in the area of important factual knowledge, but in application, analysis, synthesis, evaluation, creativity and imagination
- 2.1.9 To develop a range of practical, social, valuing and communication skills which are of geographic and of general significance.

2.2 Course objectives

Course objectives list the knowledge, concepts, skills and attitudes which students should be encouraged to acquire and develop through this Geography course

2.2.1 Knowledge

In following the syllabus, students should acquire information and develop understanding of

- examples of physical environmental phenomena and processes relating to Ireland and elsewhere
- examples of social, cultural and economic phenomena and processes relating to Ireland and elsewhere.
- The interaction of such phenomena, viz:
 - how groups of physical environmental phenomena interact
 - how groups of social, cultural and economic phenomena interact
 - how physical, social, cultural and economic phenomena interact with one another
- the effects of such interaction
- the nature and diversity of physical and cultural landscapes in Ireland and elsewhere
- the practical aspects of all of the above as they relate to the students' local environment and community

2.2.2 Concepts

In following this syllabus, students will develop

- understanding of the key concepts around which the syllabus is structured, viz:
 - location
 - spatial distribution
 - area association

- interrelationship
- spatial interaction
- density
- pattern
- region
- change over time
- the ability to use and apply these concepts in such a way as to develop their understanding of significant generalisations, including models, theories and principles.

2.2.3 Skills

In following the syllabus, students should have the opportunity to develop and practice the following skills:

- Use and interpretation of a variety of information sources, e.g.
 - maps (reading and working with both small scale and Ordnance Survey maps)
 - figures (understanding information provided in the form of figures such as line graphs, bar graphs, pie-charts, diagrams and pictorial models)
 - statistics (understanding information provided in numerical form and undertaking simple measurements and calculations)
 - photographs (interpreting and understanding photographs, including aerial and satellite photographs)
 - pictures (understanding information provided in the form of pictures and cartoons)
 - textual sources (reading and understanding geographical terminology)
 - electronic sources (e.g. computerised data and packages, TV and radio programmes, audio and video tapes)
 - Presentation and communication of information and ideas in a variety of ways (including maps, figures, statistics, written and oral)
 - Selection and use of a variety of modes of enquiry, both geographical and general in nature, including

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Location, retrieval, collecting]
Recording, collating, representing,] of information
Analysing, classifying, interpreting]

- Use of first-hand geographical enquiry in fieldwork and street work (collecting, recording, evaluating information gained outdoors; proper use of equipment and techniques; identifying appropriate places to test out ideas)
- Synthesising and evaluating information (e.g. distinguish fact from opinion, draw conclusions, prove simple hypotheses, make informed judgements, suggest sensible solutions to problems and, where appropriate, suggest realistic plans for action)
- Social skills (e.g. working effectively alone or in groups, following instructions, teamwork and cooperation, use of verbal communication to find out and pass on information)

2.2.4 Attitudes

Through their Geography course, students should be encouraged to develop positive attitudes towards themselves, others and their environment. Such attitudes include:

- Willingness to perceive and evaluate natural and cultural phenomena from the point of view of others
- Appreciation of social, cultural and environmental diversity
- Awareness of the dangers of all types of stereotyping and prejudice
- Sensitive awareness of the aesthetic quality of the natural and cultural environment, leading to a desire to maintain their quality
- A responsible attitude towards the exploitation and conservation of resources
- Sensitivity towards the interplay of conflicting needs involved in environmental planning - e.g. social, aesthetic, ecological, economic etc.
- A positive attitude towards participation in democratic processes, particularly those which influence decision-making
- Readiness for personal commitment and involvement
- Self-confidence, self-esteem and an understanding of the bases of their own perceptions.

3. PRACTICAL SKILLS FOR GEOGRAPHY AT JUNIOR CYCLE

| THE SKILL | ORDINARY LEVEL | HIGHER LEVEL |
|--|--|--|
| <p>MAP INTERPRETATION</p> <p>(Being able to work with small scale and Ordnance Survey maps)</p> | <ul style="list-style-type: none"> - Extract information from maps - Recognise symbols - Read heights at (and between) contours - Measure straight and winding distances - Use grid references - Identify simple geographical relationships - Relate maps to photographs and other sources of information - Orientation in the field | <p>As at Ordinary level plus</p> <ul style="list-style-type: none"> - Calculate map area - Identify concave and convex slopes - Form generalisations from map data - Recognise the comparative limitations of maps for different purposes |
| <p>FIGURE INTERPRETATION</p> <p>(Being able to comprehend and analyse information provided in the form of figures)</p> | <ul style="list-style-type: none"> - Understand information provided in the form of figures such as line graphs, bar graphs, pie-charts, simple diagrams and pictorial models | <p>As at Ordinary level plus</p> <ul style="list-style-type: none"> - analyse information provided in this form - Evaluate the effectiveness of a figure as a mode of presentation |
| <p>PHOTOGRAPH ANALYSIS</p> <p>(Being able to interpret photographs including aerial (vertical & oblique) and satellite photographs)</p> | <ul style="list-style-type: none"> - Identify and interpret major features and simple geographical relationships and patterns depicted in these photographs - Describe such features, relationships and patterns in simple and accurate language - Compare what is observed in a photograph with what is observed in a map of the same area | <p>As at Ordinary level plus</p> <ul style="list-style-type: none"> - Recognise the limitations concerning the use of certain kinds of photographs |
| <p>NUMERICAL SKILLS AND CALCULATION</p> <p>(Being able to understand information in numerical form and carry out simple calculations based on such information)</p> | <ul style="list-style-type: none"> - Read statistics and other numerical data - Recognise simple patterns and trends as indicated by these data - Compare and relate two or more sets of data - Carry out simple calculations based on given data | <p>As at Ordinary Level plus</p> <ul style="list-style-type: none"> - Carry out more complex calculations on given data - Make extrapolations, forecasts and projections based on recognised patterns and trends |

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| THE SKILL | ORDINARY LEVEL | HIGHER LEVEL |
|---|--|--|
| <p>PICTURE INTERPRETATION</p> <p>(Being able to understand information provided in the form of pictures and cartoons)</p> | <ul style="list-style-type: none"> - Identify major features shown in pictures - Recognise broad patterns and simple relationships - Understand a picture’s “message”, if any | <p>As at Ordinary Level plus</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of pictures and cartoons for given purposes |
| <p>FIGURE DRAWING</p> <p>(Being able to depict written or statistical information in the form of figures)</p> | <ul style="list-style-type: none"> - Draw figures such as line graphs, bar graphs, pie-charts and diagrams (including cross-section diagrams from map information) | <p>As at Ordinary level plus</p> <ul style="list-style-type: none"> - Draw pictorial models and sketches of geographical features |
| <p>MAP DRAWING</p> <p>(Being able to draw and sketch detailed maps)</p> | <ul style="list-style-type: none"> - Draw sketch maps from given data in various forms | <ul style="list-style-type: none"> - Draw sketch maps from memory - Draw detailed maps from given data, to scale, if required |
| <p>FIELDWORK/STREETWORK</p> <p>(Being able to collect, record and evaluate information gained out of the classroom; being able to use equipment properly, and being able to identify appropriate places to test our ideas)</p> | <p>Plan and execute a geographical investigation:</p> <ul style="list-style-type: none"> - record observed data in accordance with a clearly articulated aim - simple clarification of data - recognise patterns and relationships - draw conclusions and make generalisations - use of appropriate methods of presentation | <p>As at Ordinary Level</p> |

4 COURSE DESCRIPTION

SECTION A: HUMAN HABITAT – PROCESSES AND CHANGE

Unit A1: The earth’s surface: shaping the crust

(Studies in Ordinary type to be taken by all students) (Studies in **Bold type to be taken by Higher Course students only**)

| Key Ideas | Settings | | |
|---|--------------------------------|---|--|
| | Local | National | International |
| <p>i) The crust of the earth is composed of rocks. These rocks vary in their origin, formation and characteristics. Three major rock-groups are recognised:</p> <ul style="list-style-type: none"> - Igneous: for example, granite and basalt - Sedimentary: for example, limestone and sandstone - Metamorphic: for example, marble and quartzite | A common rock-type quarry | Irish distribution of all three rock-groups | |
| <p>ii). The crust of the earth is made up of a number of mobile plates. The major geomorphological features of the crust are products of the interaction of these plates at plate boundaries. Two major plate boundaries are recognised:</p> <ul style="list-style-type: none"> - Plates in separation: mid-ocean ridges volcanic islands - Plates in collision: fold mountains earthquake zones | Munster | | Pacific Ring of Fire Iceland Rocky Mts OR Andes Mts, California |
| <p>iii) The breakdown and removal of the solid and loose rocky materials of the earth’s crust occur through the action of a variety of processes. These processes are known collectively as denudation. The breakdown of rocky materials in situ is called weathering. This happens in a number of ways: Frost as an agent of mechanical weathering Water as an agent of chemical weathering</p> | Local buildings and graveyards | Burren | Glaciated regions Tropical regions |

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| Key Ideas | Settings | | |
|---|---|--|--------------------------|
| | Local | National | International |
| <p>iv) Weathering material moves downslope under the influence of gravity. This movement can be either slow (as in soil creep) or rapid (as in landslides)</p> | Local slopes | Coast cliff Bogbursts | Major world catastrophe |
| <p>v) Solid rock and loose materials in the crust are subject to attack by mobile agents which cause erosion, transport and deposition. Important among these agents are: running water, moving ice and the sea (Select for study running water and <u>either</u> of the other agents at (V) above</p> | A local stream/river | Examples from the Irish landscape | |
| <p>vi) Human activities interact in a variety of ways which the natural landscape processes.</p> <ul style="list-style-type: none"> - Human activity plays a role in the operation of these processes: for example, earth-moving, dam-building, coastal defence work - The interaction can be harmful or beneficial to human society: <ul style="list-style-type: none"> - Harmful: earthquakes, flooding, landslides, volcanoes - Beneficial: Extractive industry providing building materials and energy sources. - Often conflict may arise between different interests as to how landscapes are to be used | <p>Clearing land for building and construction (e.g. roads)</p> <p>Local quarry</p> <p>Open spaces in urban areas</p> | <p>Irish coasts Irish HEP stations</p> <p>Irish hydrocarbons</p> <p>National forests and parks</p> | Major world catastrophes |

| Unit A2: The restless atmosphere: the heat engine | | | |
|--|------------------------------|-----------------|--|
| Key Ideas | Settings | | |
| | Local | National | International |
| <p>i) Solar energy is the main source of heating for the earth. This energy is distributed unevenly both over the surface of the earth and within the atmosphere. This unequal heating leads to movements of air and of ocean waters.</p> | | | <p>Global air movements</p> <p>N. Atlantic air movements</p> <p>N Atlantic ocean currents</p> |
| <p>ii) Cold polar air and warm tropical air meet in mid-latitudes resulting in the formation of fronts. The position of these fronts together with horizontal and vertical air movements cause variations in our weather</p> <p>Ascending air results typically in low atmospheric pressure, much cloud and precipitation, and strong winds.</p> <p>Descending air results typically in high atmospheric pressure, less cloud and precipitation, and slack winds.</p> | | Irish weather | |
| <p>iii) Certain weather characteristics are measured constantly:</p> <ul style="list-style-type: none"> - temperature - humidity - wind force - wind direction <p>Understanding the regularities and patterns in weather conditions enables forecasts to be made</p> | School/local weather station | | |
| <p>iv) Regularities of weather conditions over considerable periods of time, and across large areas of the earth's surface, enable identification and classification of climate types</p> | | | |

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| Key Ideas | Settings | | |
|--|----------|---------------------------|--|
| | Local | National | International |
| <p>Climate classifications recognise a number of climate types, which have distinguishing characteristics, resulting from the influence of :</p> <ul style="list-style-type: none"> - latitude - distance from seas and oceans - prevailing winds and air masses | | | |
| <p>Locally these broad climate zones are influenced by:</p> <ul style="list-style-type: none"> - altitude - relief | | | |
| <p>The following broad climatic divisions are recognised:</p> <p>Hot climates Temperate climates Cold climates</p> <p>Students should be aware of all the climate types and should make a detailed study of one from each division</p> | | | <p>Equatorial type Savannah type Hot deserts type</p> <p>Warm temperate oceanic type Cool temperate oceanic type Tundra type Boreal type</p> |
| <p>v) Human activities interact in a variety of ways with natural atmospheric processes and patterns</p> <ul style="list-style-type: none"> - Human activity plays a role in these processes and patterns: for example fossil-fuel burning - Human activity is influenced by climate processes and patterns; for example drought, recreation/tourism | | <p>Tourism in Ireland</p> | <p>Greenhouse effect</p> <p>Drought in Africa</p> <p>Tourism in continental Europe</p> |

SECTION B: POPULATION, SETTLEMENT PATTERNS AND URBANISATION

Unit B1: Population – distribution, diversity and change.

| Key Ideas | Settings | | |
|---|---------------|---|--|
| | Local | National | International |
| <p>i) World population has increased throughout time at an uneven and fluctuating rate</p> <p>A number of factors influence the rate of change. These include</p> <ul style="list-style-type: none"> - food supply - war - technological development - health - education - place of women in society <p>Opinion is divided as to the future rates of population increase.</p> | | Ireland | <p>World population increase</p> <p>Demographic transition</p> <p>Brazil, West Germany</p> <p>Optimistic and pessimistic forecasts of population growth</p> |
| <p>ii) The population of the world, when examined at a variety of scales, is distributed unevenly across the earth’s surface. Within most regions, population density varies through space and time.</p> <p>Some of the factors which cause this are:</p> <ul style="list-style-type: none"> - social/historical - resources/terrain | | <p>West of Ireland</p> <p>Dublin region</p> | <p>Brazil</p> <p>Italy OR Sweden</p> |
| <p>iii) Any population-grouping displays a characteristic structure, for example in age/sex composition. The structure of a rapidly-increasing population differs in recognizable ways from that of a slowly-growing or static population.</p> | A local study | Ireland | <p>Brazil</p> <p>West Germany</p> |

Unit B7: People on the Move

| Key Ideas | Settings | | |
|---|----------|--|---|
| | Local | National | International |
| <p>i) Movement of people has occurred throughout history, on a variety of scales, and continues today. People migrate between regions for a variety of reasons, both attractive and repellent:</p> <ul style="list-style-type: none"> - individual migration: - overcrowding - perceived better - economic opportunities <p>- Organised migration</p> | | <p>From city centres From west to east</p> <p>Plantation in Ulster</p> | <p>From Ireland to UK and USA</p> <p>European colonisation of South America</p> |
| <p>(STUDENTS WILL BE EXPECTED TO STUDY ONE OF THE GIVEN EXAMPLES OF INDIVIDUAL MIGRATION AND ONE OF ORGANISED MIGRATION)</p> | | | |

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Unit B3: Settlement: changing patterns in where we live – villages and towns

| Key Ideas | Settings | | |
|--|----------|--|--|
| | Local | National | International |
| <p>i) The landscape today shows evidence of human settlement, past and present. The location of initial settlement in an area is related to:</p> <ul style="list-style-type: none"> - where people were coming from - their need for <ul style="list-style-type: none"> - water - food - defence - communication | | <p>An example from <u>one</u> of the following eras:</p> <ul style="list-style-type: none"> - Pre-Christian - Viking - Norman - Plantation | |
| <p>ii) Patterns in the distribution of nucleated settlements in Ireland are related to a number of factors, which include:</p> <ul style="list-style-type: none"> - Social and historical; past patterns and processes primacy of Dublin - Resources and terrain: altitude drainage patterns land quality | | <p>Brief reference to appropriate cities, towns and villages</p> | |
| <p>iii) In recent times, the creation of new settlement patterns has continued on land newly reclaimed from the sea</p> | | | <p>Polders in the Netherlands</p> |
| <p>iv) Nucleated settlements can be classified by function:-</p> <ul style="list-style-type: none"> - The village - The market settlement - The defence settlement - The resource based settlement - The port settlement - The residential/dormitory settlement - The recreation settlement - The ecclesiastical settlement | | <p>Settlement in an Irish river basin</p> | <p>Settlement in the Rhine river basin</p> |
| <p>(Students will be expected to study Settlements which exemplify any three of these functions)</p> | | | |

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| Key Ideas | Settings | | |
|---|----------|---|--|
| | Local | National | International |
| <p>v) Settlements may change in function over time, for example:</p> <ul style="list-style-type: none"> - where mining becomes important - where large-scale industrial development takes place | | <p>Brief reference to appropriate towns</p> | |
| <p>vi) Movement of people, goods and information (including electronic telecommunications) between settlements leads to the development of communication links.</p> <p>The existence of such links aids the development of settlements.</p> | | <p>Irish road works</p> | <p>US interstate roads, French railways, EC airports, Rhine river transport, telecommunication (including satellites)</p> <p>STUDENTS WILL BE EXPECTED TO HAVE STUDIED THE IRISH ROAD SYSTEM <u>PLUS ONE</u> INTERNATIONAL EXAMPLE (ORDINARY COURSE)</p> <p>TWO INTERNATIONAL EXAMPLES (HIGHER COURSE)</p> |

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UNIT B4: Urbanisation: changing patterns in where we live – cities

| Key Ideas | Settings | | |
|---|----------|--|--|
| | Local | National | International |
| i) The growth of towns and cities has occurred within the historical period through the development of economic, administrative and social activities | | The development of <u>ONE</u> Irish city | |
| ii) Within individual cities a generalised pattern of functional zonation can be identified: - a core area of business and shopping activity - a number of smaller shopping areas - a number of shopping centres - industrial areas - residential areas - open space for recreation | | | London Paris New York (<u>ONE</u> OF THE ABOVE LARGE WESTERN CITIES TO BE STUDIED) |
| iii) Intensity of land-use and value of land tend to increase towards the city-centre | | Irish cities | |
| iv) Quality, type and age of residential accommodation vary significantly within a city | | Irish cities | |
| v) The daily movement of people within a city makes recognisable patterns in time and space | | Irish cities | |
| vi) * The rapid pace of social and economic change within western cities in the twentieth century has caused problems for urban dwellers: - zones of decline and of sprawl - inadequate infrastructural services - community disruption - unemployment -crime | | Irish cities | |
| ORDINARY COURSE: Select <u>ONE</u> of the problems listed at (vi) above for study | | | |
| HIGHER COURSE: Select <u>TWO</u> of the problems listed at (vi) above for study | | | |

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| Key Ideas | Settings | | |
|--|-----------------------------|---|--|
| | Local | National | International |
| <p>vii) In western cities, attempts by planning authorities to alleviate these social and economic problems have led to a number of initiatives:</p> <ul style="list-style-type: none"> - planning of new towns - inner city renewal and redevelopment | Local case of urban renewal | Reference to ONE of the following: Shannon New Town, Tallaght, Dublin's Liberties | |
| <p>viii) *Urbanisation in the developing world has led to patterns and problems of urban growth which differ from those which characterise western cities. These problems are tending to become more acute. They include:</p> <ul style="list-style-type: none"> - sharper spatial variations in form and function - sharper social/economic inequalities - greater degree of unplanned development - lack of infrastructural services - faster growth | | | <p style="text-align: center;">Sao Paulo Calcutta Lima Manilla</p> <p style="text-align: center;">(<u>ONE</u> OF THE ABOVE LARGE CITIES IN THE DEVELOPING WORLD TO BE STUDIED)</p> |
| <ul style="list-style-type: none"> • STUDENTS WILL BE EXPECTED TO BE AWARE OF ALL OF THE PROBLEMS AT (viii) ABOVE. <p style="text-align: center;">DETAILED STUDIES TO BE MADE AS FOLLOWS:</p> <ul style="list-style-type: none"> • ORDINARY COURSE ONE PROBLEM. • HIGHER COURSE TWO PROBLEMS | | | |

SECTION C: PATTERNS IN ECONOMIC ACTIVITY
Unit C1. Primary economic activities: the earth as a resource

| Key Ideas | Settings | | |
|---|----------------------------------|--------------------------------------|--|
| | Local | National | International |
| <p>i) Primary economic activities are those in which unprocessed raw materials are produced from the earth's rocks, soils and waters</p> <p>Water is a basic natural resource, needed to maintain human and animal life and to grow food. It is an example of a renewable resource</p> | Local water supply | | <p>Desertification in Africa</p> <p>A major irrigation scheme in a Mediterranean country, California, Australia, The Nile Valley</p> <p>(<u>ONE</u> SUCH SCHEME TO BE STUDIED)</p> |
| <p>ii) Present day society consumes large quantities of energy. A very important source of energy is oil. Oil is an example of a finite (or non-renewable) resource</p> | | The search for oil in the Celtic sea | Saudia Arabia |
| <p>iii) The rate of exploitation of a resource is related to technological change.</p> | | Peat in the midlands | |
| <p>iv) Over-exploitation of a resource may lead to its depletion</p> | | Fishing | |
| <p>v) Many private economic activities may usefully be examined as systems, with inputs, processes and outputs.</p> | Case study of a local mixed farm | | |

Unit C2: Secondary economic activities: building resources into products.

| Key Ideas | Settings | | |
|---|---------------|--|---------------|
| | Local | National | International |
| <p>i) Secondary economic activities are those in which raw materials are processed, or processed materials are further processed. Any secondary economic activity may be viewed as a system of inputs, processes and outputs</p> | Local factory | | |
| <p>ii) The location of an individual factory is based on decisions concerning a number of factors, which include:</p> <ul style="list-style-type: none"> - resource materials - labour - transport facilities - markets - services - capital - government/European - community policy - preference of entrepreneurs or local communities <p>As a result of the interaction of these factors, different types of industry tend to be located in different places</p> | Local factory | Case studies of factories representing heavy and light industry | |
| <p>iii) Modern industry, unlike industry in earlier centuries, tends to be “footloose”</p> | | An appropriate Irish example | |

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| Key Ideas | Settings | | |
|---|------------------------------|---|---|
| | Local | National | International |
| <p>iv) Change generally occurs through time in the relative significance of location factors, leading to change in distribution patterns. Such change may take the form of industrialisation or industrial decline in particular regions. However, for many other reasons an industry may not relocate, even though it may be economically sound to do so. This is called industrial inertia</p> | Local example if appropriate | | The British Iron and Steel industry |
| <p>v) The role of women within industry has changed in both developed and developing countries</p> | | Proportion of women in Irish work force | China or USSR |
| <p>vi) “Industrialised”, “newly industrialised” and “industrially emergent” regions may be identified at a global scale</p> | | | Classification of regions |
| <p>vii) Industrial activity may have important impacts on agriculture, silviculture, tourism, and on quality of life.</p> <p>Conflicts of interest may arise between industrialists and others.</p> | A local example | | Acid rain in Europe Shortening of work hours |

Unit C3. Tertiary economic activities: facilitating our use of resources

| Key Ideas | Settings | | |
|---|----------|----------------------------|--|
| | Local | National | International |
| <p>i) Tertiary economic activity involves the provision of services and facilities. In a developed economy this includes a very wide range of activities</p> | | Appropriate Irish examples | |
| <p>ii) Tourism: A case study</p> <ul style="list-style-type: none"> - Tourist services and facilities tend to be located in particular regions, which offer various attractions. Such regions include: - areas of natural beauty - beaches and coastlines - regions offering recreational and sporting facilities - cities - Climate is an important factor in making some regions attractive for tourism - Tourism may lead to the development of transport and communication links. - Tourism may have an unwelcome impact on society and environment. | | Appropriate Irish example | <p>A European state/region of choice</p> <p>A European state/region</p> <p>A European state/region</p> |

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Unit C4: Economic inequality: the earth's resources – who benefits?

| Key Ideas | Settings | | |
|--|---------------------------------|----------------------------------|--|
| | Local | National | International |
| i) In economic terms, the world is divisible into developed, quickly developing, and slowly developing states. | | | Global distribution of wealth |
| ii) Historically, developed states have often exploited less developed states. Even today, richer states tend to dominate world markets, and this makes it difficult for poorer states to develop economically | | Ireland in the past | Case study of one international commodity |
| iii) Aid is given by richer states to poorer states. Disagreement exists concerning the effectiveness of aid programmes | | Irish aid programme | |
| iv) Other factors slow up economic development, such as climatic change, population growth, arms expenditure and war. | | | An appropriate example from a developing country |
| v) Within states, differences exist between rich and poor regions | | East/west differences in Ireland | Appropriate continental European examples |
| vi) Disagreement exists as to how economic inequality should be resolved | A local view of the Third World | | A Third World view of the First World |

5. ASSESSMENT

5.1 Assessment objectives

Assessment will test the extent to which a student can demonstrate the following:

Knowledge and understanding of

- The social, economic and natural phenomena specified in the syllabus content
- The social economic and natural processes specified in the syllabus content
- The interaction between these processes
- The location and distribution of these phenomena and processes at local, national and international levels.
- The generalisations, principles, models and theories identified in the syllabus
- Relevant social, economic and environmental issues and problems at local, national and international levels

An ability to

- Recall relevant facts relating to the above
- Use a range of primary and secondary sources of information relevant to the issue or question being studied
- Select and use a variety of modes of enquiry, including gathering, recording, representing, analysing, classifying and interpreting information
- Use and interpret a variety of source material, including;
 - maps, at a variety of scales
 - diagrams, graphs, charts and other information in figure form
 - photographs and pictures of geographical significance
 - statistics and other data in numerical form
- represent and communicate information and ideas in a variety of forms, including maps and diagrams, written and oral

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- synthesise and evaluate information – e.g. draw conclusions, prove simple hypotheses and arguments, make informed judgements, suggest realistic plans for action
- apply analytic processes and ideas learnt in one situation to other situations

5.2 Two assessment modes

These objectives will be tested by means of two assessment modes: terminal examination and field study (optional)

5.2.1 Terminal examination

Students will be examined at one of two levels, namely Ordinary and Higher. There will be two examination papers, one for each level.

5.2.2 Field study option

A proportion of the total marks may be allocated to the Field Study option. Those who avail themselves of this option may be exempted from answering part of the examination paper.