

Changes to Junior Cert. Syllabus

The table below sets out changes that have been incorporated in the syllabus for examination in 2015, by comparison with the syllabus for examination in 2014.

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| Page 8 | Under heading Problem-solving an extra sentence (line eight) has been added: <i>Problems may concern purely mathematical matters or some applied context.</i> |
| Page 10 | Under heading Structure a new paragraph has been added at the end: <i>The strand structure of the syllabus should not be taken to imply that topics are to be studied in isolation. Where appropriate, connections should be made within and across the strands and with other areas of learning.</i> Under heading Teaching and Learning , there is a change to the wording in the first three lines to emphasise making connections across strands: <i>Across the strands, and at each syllabus level, emphasis should be placed on connections between the strands and on appropriate contexts and applications of mathematics so that learners can appreciate its relevance to current and future life.</i> |
| Page 18 | Section 2.1 Synthetic Geometry Theorem 13 has been changed to an Ordinary level theorem; no proof is required at either level. The reference to 'statements only at OL' has been removed. |
| Page 19 | Section 2.2 Transformation Geometry, Column 3, second learning outcome: The reference to "(intuitive approach)" at the end of this learning outcome has been removed. |
| Page 20 | Section 2.3 Coordinate Geometry, Column 3, second learning outcome: The phrase " including algebraically " at end of this learning outcome has been removed. |
| Page 22 | Section 3.1, Column 3: The phrase "including the inverse operations" has been added to the end of the first learning outcome and removed from the next learning outcome. These changes have been made in the <i>Common Introductory Course</i> also |
| Page 23 | Section 3.2 Indices, Column 3 The learning outcome "add, subtract and multiply numbers in the form $a + \sqrt{b}$ where $a \in Q, b \in Q^+$ " has been removed, since it is incorporated in the more general learning outcome below it: "operate on the set of irrational numbers $R \setminus Q$ ". |
| Page 25 | Section 3.5 Sets, Column 3 The word "finite" has been added before "set" in the second learning outcome. This change has been made to the <i>Common Introductory Course</i> also. |
| Pages 62, 63 | The proof of Theorem 12 has been amended. |

For the initial schools, in addition to the changes noted for strands 1-4 in the Junior Certificate syllabus, the following change has also been made:

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| Page 30 | <p>Lead-in to Strand 5:</p> <p>The introductory wording has been changed to read: <i>This strand seeks to make explicit the connections and relationships already encountered in strand 3 and strand 4. Learners revisit and consolidate the learning outcomes of the previous strands.</i></p> <p>The final bullet point has also been changed to read:</p> <ul style="list-style-type: none">• <i>use appropriate graphing technologies</i> |
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