Strand 1 Chapter 5 The Irish business globally and internationally (3 weeks)

Learning Outcomes

5.1 Explain what is meant by a trading bloc and discuss why these are important for businesses in the Irish economy.

5.2 Identify the trading blocs most relevant for Irish businesses.

5.3 Evaluate Ireland's membership of the EU from the perspective of the economy, businesses, and consumers.

5.4 Outline the factors to be considered when trading internationally

5.5 Explain why Irish businesses trade globally with reference to Ireland's open economy and compare the challenges and benefits of trading in an international environment.

5.6 Distinguish between balance of payments and balance of trade and calculate both based on figures given.

5.7 Evaluate the impact of Irish organisations trading internationally, with a focus on both positive and negative impacts and the social and environmental impact of globalisation.

5.8 Explain how globalisation can increase interdependence* and evaluate the consequences of this for both businesses and consumers.

5.9 Evaluate the role of technology in globalisation.

5.10 Explain what is meant by Foreign Direct Investment and investigate how the Irish government promotes Foreign Direct Investment.

5.11 Outline the contribution of Foreign Direct Investment to the Irish economy.

Chapter Overview and Introduction

From the Specification (NCCA Doc):

"As an island nation, access to trading blocs is a key factor for business development. Ireland's membership of the EU is also significant for Irish businesses and students will analyse and evaluate Ireland's membership of the EU and the opportunities and challenges involved. Students will learn about the world of global business and how Ireland's open economy can benefit from international trade, while also recognising the associated challenges. Exploring the influence of technology and the potential of Foreign Direct Investment will also help to inform student understanding of the dynamic world of business.

Through engaging with this learning students will develop their ability to investigate, analyse and evaluate and will appreciate the significance of the national and international business environment while developing their business literacy. Students will have an opportunity to explore topical business issues and will be empowered to reach informed conclusions and apply their learning across their study of Leaving Certificate Business."

Primer Questions

What are the benefits of an Irish business sourcing foreign stock or raw materials?

Suggested prompts:

- Cost: Could sourcing abroad reduce unit costs?
- Quality/choice: Can overseas suppliers offer higher quality or a wider range?
- Reliability/scale: Would multiple international suppliers reduce risk of relying on an Irish supplier or support larger output if needed?
- Market fit: Could inputs from abroad help tailor products for different markets?

Can you think of any negatives of Ireland being a member of the EU for Irish businesses?

Suggested prompts:

• Competition: Do firms face stronger competition from larger or lower-cost EU sellers?
• Compliance: Do common EU rules or standards add costs or admin for businesses?
• Policy constraints: If the EU set the policies for all EU countries, some may not always suit Irish conditions
• Labour and infrastructure pressures: Does free movement add pressure to retain staff here that can move abroad without needing a permit / or allow for access to better skilled labour here from abroad?

How does technology allow Irish brands to compete internationally?

Suggested prompts:

• Trade: What tools improve logistics, tracking and inventory planning for cross-border sales?
• Work practices: How do cloud and video tools support remote collaboration with teams and clients abroad?
• Operations and marketing: Which platforms help research markets, target segments and sell online?
• Risks and limits: What new challenges come with digital operations?

• Information and communication technologies enable real-time shipment tracking and lower distribution costs; AI improves inventory forecasting.
• Cloud and video-conferencing tools support remote collaboration and flexible work with international partners.
• E-commerce and digital marketing platforms extend reach to global customers and allow targeted campaigns and market research.
• Note the limits: reliance on digital infrastructure increases exposure to cybersecurity and system risks.

Hook for the chapter – content in chapter PowerPoint to go with each

Starter Activity: FULFIL Bars – An Irish Success Story Goes Global -> handout

Purpose:
To introduce students to the real-world context of Irish businesses trading internationally and to build background knowledge for Learning Outcomes 5.1 to 5.5. The task familiarises students with terms such as *trading bloc* and *protectionism* before these are formally taught.

Watch the YouTube video on Fulfil's brand -> https://www.youtube.com/watch?v=zlx7nTnYC3A
Then
1. Students read the worksheet and underline key terms: *trading bloc*, *protectionism*, *opportunities*, *challenges*.
2. Use quick pair-share questions to check understanding (e.g. "What was FULFIL's USP?" "Why might the US market be attractive to an Irish brand?").
3. Summarise responses on the board under two headings: *Opportunities* and *Challenges*.

Suggested answers
USP / Opportunity Identified: Protein bars for general consumers rather than athletes.
Opportunities: Access to new customers, brand partnership, production scale, and global exposure.
Challenges: Customs duties, stricter food regulations, longer shipping routes, and exchange-rate risk.
Reward of Trade: Barry Connolly's buyout shows how successful expansion can lead to major personal and business returns.

Potential revision links
9.4 Evaluate and suggest ways of improving an existing marketing mix.
9.8 Conduct a STEEPLE analysis* to develop greater understanding of the external environment and identify issues of concern for a business.
11.1 Demonstrate an understanding of the importance of identifying competition in the market.
11.2 Use Porter's five forces model* to identify and analyse competition in the market and use these findings to identify the competitive advantage of a business.
11.3 Outline the strategies employed by a business to adapt or expand.
11.5 Conduct a cost-benefit analysis to analyse the implications of business expansion.

Useful business examples, stories, links, videos, resources…

Digital hub links/resources available on the teacher hub

PowerPoint

Class exams with solutions

Worksheet for the Introduction Hook

Kahoot / online quizzes for formative assessment

Flashcards

Suggested solutions to workbook

Suggested solutions to sample paper questions

Key information for the chapter:

Strand 1 Chapter 5	Irish business globally and internationally	3 weeks							
Learning Intention	**Learning Outcome**	**Pg**	**Mins**	**(HL Qs)**	**(OL Qs)**	**HL 1**	**HL 2**	**OL 1**	**OL 2**
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.1 Explain what is meant by a trading bloc and discuss why these are important for businesses in the Irish economy.	70-72	40	Q1	Q1		HL2 Q4 (b)	OL1 Q1 (a)	
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.2 Identify the trading blocs most relevant for Irish businesses.	72	10	Q1	Q1		HL 2 Q4 (b) (ii)		
the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.	5.3 Evaluate Ireland's membership of the EU from the perspective of the economy, businesses, and consumers.	73-75	40	Q2, Q3	Q2, Q3			OL1 Q3 (g)	OL2 Q3 (e)
the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.	5.4 Outline the factors to be considered when trading internationally.	76-77	40	Q4	Q4	HL1 Q2 (c)			
the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.	5.5 Explain why Irish businesses trade globally with reference to Ireland's open economy and compare the challenges and benefits of trading in an international environment.	78	30	Q5	Q5				
the significance of the balance of payments and balance of trade.	5.6. Distinguish between balance of payments and balance of trade and calculate both based on figures given.	79-82	40	Q6	Q6			OL1 Q1 (a)	
the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers.	5.7. Evaluate the impact of Irish organisations trading internationally, with a focus on both positive and negative impacts and the social and environmental impact of globalisation.	83-85	60	Q7	Q7				
the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers.	5.8. Explain how globalisation can increase interdependence* and evaluate the consequences of this for both businesses and consumers.	86-89	60	Q8	Q8		HL2 Q2 (d)		

the role played by technology in globalisation including trade, work practices, and how the business operates.	**5.9. Evaluate the role of technology in globalisation.**	**90-91**	**40**	**Q9**					
the concept of Foreign Direct Investment (FDI) and how Ireland attracts FDI (including human capital* development, pro-enterprise policy, access to markets, and research).	**5.10 Explain what is meant by Foreign Direct Investment and investigate how the Irish government promotes Foreign Direct Investment.**	**91-94**	**60**	**Q10, Q11**	**Q9, Q10**	**HL1 Q4 (a)**			
the opportunities and challenges of FDI for Ireland in terms of employment, revenue, research, infrastructure, and innovation.	**5.11 Outline the contribution of Foreign Direct Investment to the Irish economy.**	**95-96**	**40**	**Q12**	**Q11**	**HL1 Q4 (b) & Q3 (b)**			
		Total Time:	**460**	**Hours:**	**7.7**				

S1 Ch 5 Irish business globally and internationally (L.O. 5.1)

Textbook Pages: 70-72
Activity Book: HL Q1 | OL Q1
Time Allocation: 40 minutes

Learning Outcome	5.1 Explain what is meant by a trading bloc and discuss why these are important for businesses in the Irish economy.
Students Learn About	The importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers.
Sample Paper Q	**HL2 Q4 (b)** (i) Explain what is meant by the term trading bloc **OL1 Q1 (a)** (ii) T/F - The European Union (EU) is an example of a trading bloc; A tariff is a ban on specific goods being imported into a country
Create other potential Qs	Discuss why trading blocs are important for businesses in the Irish economy.

Specification Language Decoded

Explain: Provide a clear, detailed account with reasons or causes.
Discuss: Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence.

Know	Understand	Be able to do
• A *trading bloc* is a group of countries that allow free trade between them (no tariffs/trade barriers). • Know the types: free trade area, customs union, common market (EU as a common market).	• Why blocs matter in Ireland's context: larger market access, lower costs through removal of internal tariffs/checks, free movement of labour and capital, and common standards that simplify selling across member states. • That the EU can agree deals with other blocs to improve conditions for Irish businesses.	• Explain the term *trading bloc* • Give 2-3 supported reasons why membership of a bloc like the EU benefits firms operating in the Irish economy.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Scaffold Activity **Importance with reason + because + link to EU:** "Trading blocs matter for Irish businesses because _______________ because _______________; for example, in the EU this means _______________ (market size / standards / costs)." **Prompt bank (put on the board):** • Market size (sell to more customers) • Common product standards • No internal tariffs • Free movement of labour/capital	

• Lower duplication of checks/paperwork **How to run (2 minutes):** 1. Display the frame and the prompt bank. 2. Students fill the blanks (aim for 1 clear idea). 3. Quick read-aloud from 2–3 students. **Model an answer on the board:** • "Trading blocs matter for Irish businesses **because they can sell to a larger market because internal tariffs are removed**; for example, in the EU this means **access to more customers at common standards**." • "Trading blocs matter for Irish businesses **because common rules reduce admin because firms don't need to meet different national standards**; for example, in the EU this means **lower compliance costs**."	

S1 Ch 5 Irish business globally and internationally (L.O. 5.2)

Textbook Pages: 72
Activity Book: HL Q1 | OL Q1
Time Allocation: 10 minutes

Learning Outcome	5.2 Identify the trading blocs most relevant for Irish businesses.
Students Learn About	The importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the Irish economy, businesses, and consumers
Sample Paper Q	**HL2 Q4 (b) (ii)** Identify one trading bloc, apart from the EU and Mercosur, that is relevant to Irish businesses.
Create other potential Qs	Ireland has a high volume of trade with the United States. What trading bloc is it a member of?

Specification Language Decoded

Identify: Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

Know	Understand	Be able to do
-	-	• Identify trading blocs most relevant for Irish businesses

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
-	-

Note

You could also cover the Regional Comprehensive Economic Partnership (RCEP)

15 Asia–Pacific countries:

- ASEAN's 10 members – Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam
- + 5 partners – China, Japan, South Korea, Australia, and New Zealand

Helps Irish business: Global Supply Chains

Irish multinationals (especially in tech, pharma, and agri-food) rely on supply chains running through Asia-Pacific manufacturing hubs such as China and Vietnam.

S1 Ch 5 Irish business globally and internationally (L.O. 5.3)

Textbook Pages: 73-75
Activity Book: HL Q2,Q3 | OL Q2,Q3
Time Allocation: 40 minutes

Learning Outcome	5.3 Evaluate Ireland's membership of the EU from the perspective of the economy, businesses, and consumers.
Students Learn About	the importance of trading blocs for Irish businesses, Ireland's membership of the EU and how this can impact on the **Irish economy**, **businesses**, and **consumers**.
Sample Paper Q	**OL1 Q3 (g)** Describe two benefits of EU membership to the Irish economy **OL2 Q3 (e)** Outline two benefits of Ireland's EU membership for Irish businesses
Create other potential Qs	Evaluate the benefits and limitations of Ireland's EU membership for consumers.

Specification Language Decoded

Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

R&R activity

Pg 74	**Economy** Ireland received a total of approximately **€2.26 billion** in EU investment and funding through the EU budget in 2023, along with an additional **€1.6 billion** in financing from the European Investment Bank (EIB) Group. The funding from the EIB was directed towards: Renewable energy Education Housing Innovation **Business** As of 2023, workers from other EU Member States make up approximately **10.1%** of the active labour force in Ireland. Information & Communication (ICT) is the highest % of non-national employees at over 34%, with health and hospitality also having high levels. **Consumers** Student answer – may find it difficult to return results on Google etc.. from Ireland, and also to not get redirected to .ie / Irish page to prevent searching for cheaper prices.

Know	Understand	Be able to do
• Key impacts of EU membership under three lenses:	• How each EU feature (free movement, common standards, euro) leads to a business or consumer effect, and why some	• Argue for and against Ireland's membership of the EU for each of economy, businesses, and consumers.

• Economy: Single Market access, EU funding, FDI; sovereignty trade-offs. • Business: free trade in the EU, labour mobility, euro currency; regulation and competition pressures. • Consumers: choice and prices, rights, freedom of movement.	impacts have limits (e.g. compliance costs; competition).	

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Provide a three-part frame on mini whiteboards: 1. Judgement: "Overall, EU membership benefits Ireland's **[economy/business/consumers]** because …" 2. Evidence/Reason: "This is supported by … (Single Market access / EU funding / euro / labour mobility) which leads to …" 3. Limitation: "However, a limitation is … (e.g. compliance costs, competition, sovereignty)." Students complete one lens only, then pair-check for a clear judgement + evidence + limitation.	

Note

S1 Ch 5 Irish business globally and internationally (L.O.5.4)

Textbook Pages: 76-77
Activity Book: HL Q4 | HL Q4
Time Allocation: 40 minutes

Learning Outcome	5.4 Outline the factors to be considered when trading internationally.
Students Learn About	the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including **taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.**
Sample Paper Q	**HL1 Q2 (c)** Outline three factors that Grá Chocolates should consider before expanding into the international market.
Create other potential Qs	-

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information.
International trade: The movement or exchange of goods or services between two jurisdictions or across borders. In considering international trade it is important to be mindful of the potential of trade on the island of Ireland between the Republic of Ireland and Northern Ireland.

R&R activity

Pg 77	Could be done on Butler's Chocolates – prompt why they need to adapt anything, and use the case study and online research to check against list from the chapter (**taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture)**

Know	Understand	Be able to do
• The core factors: **taxes and tariffs**, **increased costs** (transport, storage, marketing, staffing), **exchange rate fluctuations**, **varying regulation**, **increased competition**, and **language/culture adjustments**.	• How each factor changes decisions for an Irish business entering a non-EU market, for example how tariffs or differing product standards can raise costs or require product/packaging changes.	• Apply relevant factors for a given Irish business and briefly illustrate each with a concrete example that shows the likely impact on costs, pricing or marketing.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Give students a template with three boxes labelled **Factor → What it is → Example for our business**. Pre-fill one example for "Taxes and tariffs" to model concise outlining. Students complete two further factors and then write **one linking sentence** that states how the chosen factors together affect pricing or entry	Use the R&R on page 77 to push students to research another Irish business and discover how each factor may impact on them when selling to non-EU countries.

timing. This keeps responses at outline level while ensuring relevance to the case.	

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.5)

Textbook Pages: 78
Activity Book: HL Q5 | OL Q5
Time Allocation: 30 minutes

Learning Outcome	5.5 Explain why Irish businesses trade globally with reference to Ireland's open economy and compare the challenges and benefits of trading in an international environment.
Students Learn About	the international business market and why organisations based in Ireland may choose to expand internationally and the factors to be considered including taxes and tariffs, costs, exchange rates, regulation, competition, and language/culture.
Sample Paper Q	None
Create other potential Qs	Explain two benefits and two challenges of international trade for Irish businesses in an open economy.

Specification Language Decoded

Explain: Provide a clear, detailed account with reasons or causes.
Compare: Give an account of the similarities and/or differences between two (or more) items or situations, referring to both (all) of them throughout

Know	Understand	Be able to do
• Ireland is a **small open economy**; key **benefits** of trading globally include increased sales (larger markets), economies of scale, identifying new opportunities, and risk reduction/diversification; key **challenges** include tariffs/taxes, higher costs, exchange-rate risk, varying regulation, increased competition, and language/culture adjustments.	• How the **open-economy context** links each benefit/challenge to business outcomes (e.g. larger markets → higher potential sales and scale; exchange-rate movements or regulatory differences → pricing and compliance impacts).	• Compare benefits to challenges for Irish businesses trading internationally.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Sentence starters: "As a small open economy, accessing larger markets **helps Irish firms because…**" "Entering some markets **can be costlier because** ___ (e.g. tariffs, shipping, local marketing)."	Students can do a mini-case study and produce a poster showing benefits/challenges for a named Irish SME that exports of their choice.

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.6)

Textbook Pages: 79-82
Activity Book: HL Q6 | OL Q6
Time Allocation: 40 minutes

Learning Outcome	5.6. Distinguish between balance of payments and balance of trade and calculate both based on figures given.
Students Learn About	the significance of the balance of payments and balance of trade.
Sample Paper Q	**OL1 Q1 (a)** c (ii) T/F - An increase in exports by EverGlow Organics Ltd will improve Ireland's balance of payments.
Create other potential Qs	(i) Distinguish between the balance of trade and the balance of payments. (ii) Using the figures below, calculate (a) the balance of trade and (b) the balance of payments. State "surplus" or "deficit" and show workings. Visible Exports €120bn; Visible Imports €110bn; Invisible Exports €65bn; Invisible Imports €85bn.

Specification Language Decoded

Distinguish: Make the differences between two or more concepts or items clear **Calculate:** Obtain a numerical answer showing the relevant stages in the working.

R&R activity

Pg 80	Value of goods exported to the EU: €108.7bn Value of total goods exported: €196bn 108.7/196 = **55.5%** Student answers. More imports from Asia than US Large trade surplus (€55.8bn) ...

Know	Understand	Be able to do
• Definitions of **visible/ invisible** exports and imports with Irish examples. • **BoT formula** and **BoP formula** and what surplus/deficit mean.	• Why BoT uses **visible only**, while BoP uses **total trade (goods + services)**. • How a change in any export/import category affects the overall BoP result.	• **Distinguish** BoT vs BoP clearly in one sentence each. • **Calculate** BoT and BoP from figures (including multi-step items: deriving visible values from totals; using a given surplus/deficit to back-solve missing figures). Show workings and label surplus/deficit.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities

Pre-filled calculations to scaffold answers.	

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.7)

Textbook Pages: 83-85
Activity Book: HL Q7 | OL Q7
Time Allocation: 60 minutes

Learning Outcome	5.7. Evaluate the impact of Irish organisations trading internationally, with a focus on both positive and negative impacts and the social and environmental impact of globalisation.
Students Learn About	the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers
Sample Paper Q	None
Create other potential Qs	

Specification Language Decoded

Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods
Globalisation: The growing interdependence and interconnectedness of the world's economies, cultures and populations arising from cross-border trade in goods, services, digital technology and movement of investment, people, data, and information.

R&R activity

Pg 85	Case For Data Centres **Q4 2024 -> c16,000 direct** data-centre jobs and c**27,000 incl. contractors** **Why is Ireland attractive?** **Cool climate** (lower operating costs/energy) **Talent, English-speaking EU base, stable policy & tax regime**; deep tech cluster already in-market Case AGAINST data centres DCs used **~22% of all metered electricity in 2024** (up from **21% in 2023**; **5% in 2015**) Since 2015, DCs account for **~88% of Ireland's total increase in electricity demand** **Planning & local authority warnings:** pressure on **grid, water, and land use**; councils highlight cumulative impacts around Dublin DCs could reach **~30% of electricity by 2032**, intensifying decarbonisation challenges / meaning Ireland may struggle to hit its climate targets.

Know	Understand	Be able to do
• Key **positive** impacts (market access, FDI/innovation, competitiveness) and **negative** impacts (financial, political, cultural risks; competition).	• How a specific globalisation feature (e.g. scale, cross-border supply) can **help** Irish firms (lower average costs, new customers) **and** create **costs/risks**	• Give an overall judgement/ conclusion on the impact of international trade (specifically on political risks, financial risks, and cultural barriers)

	(emissions, volatility, standards compliance).	

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Support Strategies (develop one idea): "Statement–Evidence/Explain–Limitation/ consequence" frame Provide a three-line writing frame on mini whiteboards: 1. **Statement:** "Overall, globalisation **[benefits/creates challenges for]** Irish businesses because …" 2. **Evidence/Explain:** "For example, **[market access/FDI/competition]** leads to … (use the example from p. 83)." 3. **Limitation/consequence:** "However, a limitation is … which links to a **[social/environmental]** consequence: …" Students complete one clear idea only, then pair-check that all three parts are present (judgement, evidence, limitation/consequence).	

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.8)

Textbook Pages: 86-89
Activity Book: HL Q8 | OL Q8
Time Allocation: 60 minutes

Learning Outcome	5.8. Explain how globalisation can increase interdependence* and evaluate the consequences of this for both businesses and consumers
Students Learn About	the social and environmental consequences of globalisation* including political risks, financial risks, and cultural barriers.
Sample Paper Q	**HL2 Q2 (d)** Outline three challenges that consumers in Ireland face as a result of the country's reliance on globalisation.
Create other potential Qs	Evaluate the social and environmental consequences of globalisation for an economy Explain two ways globalisation can increase interdependence for businesses Outline the political risks, financial risks, and cultural barriers that globalisation creates for Irish businesses

Specification Language Decoded

Explain: Provide a clear, detailed account with reasons or causes.
Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods
Interdependence: Interdependence arises when one group becomes dependent on other groups to provide resources, goods and services.
Globalisation: The growing interdependence and interconnectedness of the world's economies, cultures and populations arising from cross-border trade in goods, services, digital technology and movement of investment, people, data, and information.

R&R activity

Pg 87	**Task 1: Identify another product similar to the iPhone** **Briefing:** • Remind students that the iPhone example in the textbook (p. 87) shows how globalisation links multiple countries in a single supply chain. • Ask them to choose a comparable global product — e.g. Samsung smartphone, Nike runners, PlayStation console, or Tesla car — and trace where its components are designed, manufactured, and assembled. • Encourage use of reliable online sources (company websites, supply chain articles, or short videos). • Focus students on identifying *at least three countries* involved and what each contributes (design, raw materials, assembly, logistics). **Task 2: Research an industry negatively affected by dependence on global supply** **Briefing:** • Ask students to search for two real examples where a shortage or disruption affected a business or industry (e.g. semiconductor shortage in car manufacturing; shipping delays in retail; pandemic PPE shortages).

	• They should record: (1) what was disrupted, (2) why, and (3) what the impact was on businesses and consumers.

Know	Understand	Be able to do
• Definitions: globalisation; interdependence (as used on pp.86–89). • Mechanisms that create interdependence in the text: (i) specialisation and trade, (ii) cross-border supply chains, (iii) capital and data flows. • Consequences identified in the chapter for stakeholders: businesses (access to inputs/markets; economies of scale; exposure to disruption/currency/standards) and consumers (choice/price/innovation; risk of shortages/price volatility; ethical and sustainability considerations).	• How a disruption in one part of a global supply chain impacts Irish businesses' production, delivery times and pricing (link to the R&R stimulus on p.87). • How the same mechanisms lead to consumer outcomes in Ireland (greater choice and competitive prices versus availability and volatility risks). • How to form a balanced evaluation as modelled in the chapter: clear judgement → evidence from the scenario/text → limitation.	• Explain how globalisation creates interdependence between economies. • Discuss the main consequences of interdependence for Irish businesses and consumers using evidence from the textbook. • Make an overall judgement on the impact of interdependence, considering both positive and negative effects.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
	• Research task: Choose a recent example of supply chain disruption and explain how it shows interdependence. • Evaluate whether interdependence benefits consumers in the long term, giving one supported reason.

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.9)

Textbook Pages: 90-91
Activity Book: HL Q9
Time Allocation: 40 minutes

Learning Outcome	5.9. Evaluate the role of technology in globalisation.
Students Learn About	The role played by technology in globalisation including trade, work practices, and how the business operates.
Sample Paper Q	None
Create other potential Qs	Analyse how technology has impacted business trading globally in terms of **trade**, **work practices**, and **how the business operates**.

Specification Language Decoded

Explain: Provide a clear, detailed account with reasons or causes.
Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

R&R activity

Pg 90	**Teacher Info:** Q1. Freelancers often struggled to **find clients or gain visibility** for their work. Fiverr solved this by creating a **global online marketplace** where individuals can build profiles, upload examples of their work, and be easily discovered by clients searching for specific skills. Another common challenge was **payment security and late payments**. Fiverr addresses this by **managing all transactions through its own system**. Payments are held in escrow until the freelancer completes the work, which protects both sides and reduces the risk of non-payment. Finally, freelancers frequently faced difficulties **managing client communication and project details**. Fiverr's platform includes **built-in messaging, order tracking, and clearly defined "gigs"** with agreed terms, so expectations are clear before work begins and disputes are less likely. Q2. 1. **AI search and matching:** Fiverr uses AI to match clients' job briefs with the most relevant freelancers. 2. **AI tools for freelancers:** Some services offer AI-assisted writing, image generation, and code suggestions that help freelancers deliver faster. 3. **AI category expansion:** Fiverr now lists dedicated "AI Services" (e.g. Chatbot development, AI art prompts, automation consulting). Q3. 1. **Competition with lower-cost labour:** Irish freelancers or small agencies may lose work to overseas workers offering similar skills at cheaper rates.

	2. **Pressure on wages / job security:** Increased gig-style work could reduce stable employment in creative or tech sectors. 3. **Tax and regulation issues:** Freelance work completed online may fall outside standard Irish employment protections or taxation systems. **Examples that might be given:** **Graphic design / digital marketing** – heavily represented on Fiverr, easy to outsource internationally. **Programming / web development** – project-based tech work can be completed remotely. **Writing / content creation / translation** – language-based tasks often outsourced to lower-cost countries.

Know	Understand	Be able to do
• Examples of technologies that support globalisation as outlined in the textbook: information and communications technology (ICT), artificial intelligence, logistics software, e-commerce platforms, and digital marketing tools. • How technology supports trade (faster logistics, data tracking), work practices (remote collaboration, cloud systems), and business operations (automation, global reach). • Key terms: e-commerce, digital infrastructure, logistics, innovation, cybersecurity.	• How advances in technology reduce barriers to global trade by improving communication, production, and distribution efficiency. • How technology enables Irish businesses to connect with global customers and partners, while also creating new risks such as cybersecurity threats or dependency on digital systems. • That evaluation requires both benefits and limitations, supported by evidence from the text and R&R examples.	• Discuss the impact of technology on how Irish businesses trade, work, and operate in international markets. • Give an overall judgement on the role of technology in globalisation, recognising both opportunities and challenges.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Give a list of technologies driving globalisation e.g. Zoom, Shopify, Google Ads, Fiverr and paired explanations of what they do to match up	Encourage short independent research: identify a global company that relies heavily on digital infrastructure (e.g. Amazon, Ryanair, TikTok) and summarise how technology underpins its international success.

Note

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S1 Ch 5 Irish business globally and internationally (L.O. 5.10)

Textbook Pages: 91-94
Activity Book: HL Q10, Q11 | OL Q9, Q10
Time Allocation:

Learning Outcome	5.10 Explain what is meant by Foreign Direct Investment and investigate how the Irish government promotes Foreign Direct Investment.
Students Learn About	the concept of Foreign Direct Investment (FDI) and how Ireland attracts FDI (including human capital* development, pro-enterprise policy, access to markets, and research).
Sample Paper Q	**HL1 Q4 (a)** Outline two reasons why a business such as Dexcom, would locate in Ireland.
Create other potential Qs	Explain three ways the Irish government attracts Foreign Direct Investment in to Ireland Explain what is meant by Foreign Direct Investment in an Irish context

Specification Language Decoded

Explain: Provide a clear, detailed account with reasons or causes.
Investigate: Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions
Outline: Give the main points; restrict to essential points of information.
Human capital: The competencies embodied in people, invested in, and developed to help them to be more productive and realise their potential.

R&R activity

Pg 93	Research Task from IDA website
Pg 94	Research Task using recent figures – available on revenue.ie, gov.ie, CSO, IFAC, Irish Times

Know	Understand	Be able to do
• What FDI is • The combination of factors that attract FDI (government policies, skilled workforce, and strategic location…) • The role IDA Ireland (state agency) in attracting FDI	• How each factor benefits multinational companies choosing Ireland (e.g. low corporate tax reduces costs; skilled labour improves productivity; EU access removes trade barriers). • That government agencies and policies work together to make Ireland competitive for global firms.	• Explain what FDI means and give one relevant Irish example. • Describe reasons why Ireland attracts FDI, linking each to a government policy or support.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities

Note

S1 Ch 5 Irish business globally and internationally (L.O. 5.11)

Textbook Pages: 95-96
Activity Book: HL Q12 | OL Q11
Time Allocation: 40 Minutes

Learning Outcome	5.11 Outline the contribution of Foreign Direct Investment to the Irish economy
Students Learn About	the opportunities and challenges of FDI for Ireland in terms of employment, revenue, research, infrastructure, and innovation.
Sample Paper Q	**HL1 Q4 (b)** Outline two opportunities and two challenges of Foreign Direct Investment (FDI) for Ireland.
Create other potential Qs	Outline the opportunities FDI brings to Ireland in terms of employment, revenue and research

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information.

R&R activity

Pg 96	**Pg 96 – Reflect & Research (Optional Extension)** *Note: This task is more economics-based and may not suit all students.* FDI data for 2023: CSO – Foreign Direct Investment Annual 2023 **Examples of factors that could impact future FDI in Ireland** **1. Problems with housing and infrastructure** Many international companies say it's becoming harder to find housing for staff and suitable sites for offices or factories in Ireland. This could make Ireland less attractive for new investment. **2. Changes in global tax and trade rules** New worldwide tax rules and tensions between major economies may lead some multinationals to spread their investment across different countries, meaning Ireland could receive a smaller share. **Likely impacts on Ireland** • **Employment:** FDI-related job growth could **slow down** if fewer new firms set up or expand. • **Revenue:** Corporation tax receipts will likely **stay high**, but may **fall slightly** if MNCs shift parts of their operations elsewhere. • **Research:** Investment in **data-heavy or high-tech projects** may slow unless Ireland increases energy and data-centre capacity.

Know	Understand	Be able to do
• The main **opportunities** FDI brings to Ireland — jobs, exports, innovation, and tax revenue.	• These change due to both Ireland's decisions and external	• Outline opportunities and challenges of FDI for Ireland in terms of employment, revenue,

• The main **challenges** FDI can create — over-reliance on MNCs, pressure on housing and infrastructure, and exposure to global changes.	factors (e.g. Trump, wars, inflation, global markets..)	research, infrastructure, and innovation.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities

Note

Links to cross-cutting themes:

Entrepreneurial Thinking:	Learning Outcomes 5.4 and 5.5 highlight how Irish businesses identify new opportunities in global markets and adapt to challenges such as competition, regulation and changing demand. Case examples like Butlers Chocolates and Flipdish show how innovation, problem-solving and risk-taking support growth internationally.
Ethics and Sustainability:	Learning Outcomes 5.7 and 5.8 encourage students to think critically about the ethical and environmental effects of global trade. They consider how globalisation and FDI create both benefits and costs for people and the planet, linking to issues such as working conditions, supply chains, and Ireland's climate responsibilities.
Digital Transformation:	Learning Outcome 5.9 explores how technology enables Irish businesses to trade and operate globally. Through examples like Fiverr, students see how digital platforms, e-commerce and AI tools connect global markets while also creating new challenges around data protection, security and fair competition.
Business and Financial Literacy:	Learning Outcomes 5.6, 5.10 and 5.11 build understanding of Ireland's open economy, trade balances and the role of multinational companies in generating employment and tax revenue. Students interpret real data from sources such as the CSO and Revenue to link business activity to Ireland's economic performance.

Assessments

Formative	Summative	AAC (Investigative Study)
• Quick quizzes or Kahoots to reinforce key terms	End-of-chapter test combining short structured questions and one higher-order evaluation item (e.g. "Evaluate Ireland's EU membership for business and consumers"). Class exam and workbook questions can be used as evidence of understanding.	Possible connections include the impact of technology on global operations, the role of ethics in supply chains, or how government policy attracts investment

What examples/resources have we used before that we can adapt for this chapter?

E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
Did students demonstrate a clear understanding of how Ireland's open economy connects to global trade and FDI?	Were support strategies effective in helping all students access higher-order tasks such as evaluation and analysis?
Were the learning activities and examples (e.g. EU membership, globalisation, technology) engaging and accessible for all learners?	Did extension opportunities allow stronger students to deepen understanding through research or data interpretation?
3. Resource Use and Gaps	**4. Connections and Continuity**
Were the PowerPoints, worksheets and case studies sufficient to meet learning outcomes, or is additional visual or data material needed?	Did students make clear links between this chapter and earlier topics such as trade, competition, or economic indicators?
Are there any areas (for example, FDI data or technology examples) where updated or simplified resources would improve understanding?	How effectively did this content prepare students for later learning in finance, operations or the Investigative Study?