9B. **FARMING**

Farming is a system with Inputs, Processes and Outputs.

In the box below, circle **three** Inputs on a farm.

<table>
<thead>
<tr>
<th>Harvesting</th>
<th>Capital</th>
<th>Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour</td>
<td>Ploughing</td>
<td>Tractor</td>
</tr>
<tr>
<td>Sowing</td>
<td>Wool</td>
<td>Milking</td>
</tr>
</tbody>
</table>
3C. Primary Economic Activity

Examine the map above and answer each of the following questions.

(i) Name the country labelled X.

(ii) Name the source of energy most associated with country X.

(iii) Describe two positive impacts that the exploitation of this source of energy has on country X.

(10)
11. ECONOMIC ACTIVITIES

Examine the photographs above.
State whether each of the photographs A, B and C represent primary, secondary or tertiary economic activity.

A. __________________________

B. __________________________

C. __________________________

B. Fishing

(i) Explain two reasons for the over-exploitation of fish.

(ii) Describe two measures that are used to prevent the over-exploitation of fish.

(10)

9A. SECONDARY ECONOMIC ACTIVITIES

Indicate which three of the workers listed in the table below are employed in secondary economic activities, by circling the correct answers.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Farmer</th>
<th>Factory worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brewer</td>
<td>Forestry worker</td>
<td>Hairdresser</td>
</tr>
<tr>
<td>Miner</td>
<td>Baker</td>
<td>Dentist</td>
</tr>
</tbody>
</table>
C. Economic Activity - Exploitation of Peat

(i) Describe **two** different ways in which technology has aided the exploitation of peat.

(ii) Explain **two** reasons why there is limited commercial peat production in blanket bogs.

(12)

C. Fishing

(i) Explain **two** reasons for the over exploitation of fish.

(ii) Describe **two** measures that could be used to prevent the over exploitation of fish.

(10)
A. Farming

A farm can be viewed as a system, involving inputs, processes and outputs. Answer each of the following questions with reference to any mixed farm that you have studied.

(i) Name two farm inputs.

(ii) Describe two processes that take place on the farm.

(iii) Name two outputs from the farm and state how each may be used.

(10)

10B. Farming

The box below contains inputs, processes and outputs on a farm.

Circle three outputs on a farm.

| ploughing | labour | cutting silage |
| tractor   | spraying | calves |
| capital   | slurry | wheat |
13. **ECONOMIC ACTIVITY**

Which one of the following lists are all examples of people involved in tertiary economic activity?

- Miner, farmer, Garda, shopkeeper.  
- Baker, nurse, fisherman, doctor.  
- Hairdresser, bank official, forestry worker, plumber.  
- Dentist, tour guide, taxi driver, teacher.  

Tick (✓) the correct box.

13. **FARMING**

The box below contains inputs, processes and outputs on a farm.

Circle **three** processes on a farm.

<table>
<thead>
<tr>
<th>calves</th>
<th>cutting silage</th>
<th>fertilisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>milking</td>
<td>ploughing</td>
<td>crops</td>
</tr>
<tr>
<td>tractors</td>
<td>milk</td>
<td>maize</td>
</tr>
</tbody>
</table>

12

5. **INDUSTRY**

Which of the following groups are all examples of people involved in secondary economic activity?

- Dentist, farmer, Garda, taxi driver.  
- Teacher, insurance official, nurse, journalist.  
- Bank official, miner, shopkeeper, plumber.  
- Baker, factory worker, cabinet maker, brewer.  

Tick (✓) the correct box.
3. **ECONOMIC ACTIVITIES**

A. **Fishing**

The table shows fish catches (tonnes) in the Celtic Sea.

<table>
<thead>
<tr>
<th></th>
<th>Plaice</th>
<th>Cod</th>
<th>Herring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>1,212</td>
<td>12,035</td>
<td>18,800</td>
</tr>
<tr>
<td>2002</td>
<td>646</td>
<td>9,356</td>
<td>10,550</td>
</tr>
<tr>
<td>2007</td>
<td>406</td>
<td>4,287</td>
<td>8,268</td>
</tr>
</tbody>
</table>

(i) Describe the trend indicated by the figures in the table.
(ii) Explain the term ‘overfishing’.
(iii) Explain two reasons why overfishing occurs in Irish waters.

B. **Secondary Industry**

(i) Name one manufacturing industry you have studied.
(ii) Describe this industry referring to its inputs, processes and outputs.

C. **Ordnance Survey Map and Tourism**

Using the **ORDNANCE SURVEY MAP** provided, explain two reasons why tourists might go to Carrick-on-Suir on their holidays.

5. **ECONOMIC ACTIVITIES**

The box below contains a number of primary, secondary and tertiary economic activities. Circle three primary economic activities that appear in the box.

```
teacher     baker     factory worker   fisherman
lawyer      shop assistant farmer    taxi driver
garda       mine worker    mechanic   tourist guide
```
A. The depletion of a resource.

The graph shows a decline over time in herring catches in part of the Celtic Sea.

(i) Calculate the decline in the herring catch between the year of maximum catch and the year of minimum catch.

(ii) Explain two reasons for the decline in fish stocks in Irish waters in recent years.

(iii) The Irish Government and the European Union try to conserve fish stocks to prevent their depletion or further reduction. Describe two ways in which this might be achieved.
The pie charts labelled A and B show the percentages of people that work in primary, secondary and tertiary activities in a *developed* country and in a *developing* country.

Use the pie charts to answer the questions below.

(i) Calculate the percentage of people who work in primary activities in country A ______

(ii) Which pie chart – A or B - represents the *developed* country? ________________

(iii) Which of the following is a *developing* country: Germany or Mali ________________
The map shows part of the Middle-East.

Use the map to answer the following questions:

(i) Name the country labelled X

(ii) Name the source of energy with which country X is associated

(iii) Is the type of energy associated with country X renewable or non-renewable?

Which of the following are all examples of people involved in tertiary activities?

Tick (√) the correct box.

- Hairdresser; teacher; farmer; truck driver; doctor.
- Priest; pop singer; chimney sweep; taxi driver; teacher.
- Taxi driver; professional footballer; shipyard worker; miner; travel agent.
- Forestry worker; shopkeeper; mechanic; solicitor; bakery worker.
The diagrams show percentage employment by sector in Country A (a slowly developing country) and Country B (a developed country). The statements below relate to the diagrams. Not all of the statements are correct.

1. Most workers in Country A are employed in primary activities.
2. Secondary activities employ more than 10% of workers in Country A.
3. Secondary and tertiary activities combined employ more than 90% of the workforce in Country B.
4. Secondary activities alone employ a greater percentage of workers in Country B than do secondary and tertiary activities together in Country A.
5. Secondary activities employ 39% of the workforce in Country B.

The **correct** statements are:

Tick (√) the correct box.

1, 3, 4

2, 3, 4

1, 3, 5

3, 4, 5