An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

Business Studies

Resource Booklet Cluster CPD Day 2018-2019

www.jct.ie

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Business Studies Learning Outcomes

Strand one: Personal finance

Personal finance focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources. In this strand, students learn about managing their finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

ELEMENT: Managing my resources

Students should be able to:

1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society

1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements

1.3 Construct a personal financial lifecycle to identify financial needs at different life stages

1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise

1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks

1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks

ELEMENT: Exploring business

Students should be able to:

1.7 Distinguish between and appreciate their rights and responsibilities as consumers

1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers

1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour

1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour

ELEMENT: Using skills for business

Students should be able to:

1.11 Interpret a wage slip and calculate personal tax liability arising from employment

1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats

1.13 Monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats

Strand two: Enterprise

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. In this strand, students learn about being enterprising, the functions of an organisation and the business environment.

ELEMENT: Managing my resources

Students should be able to:

2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society

2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy

2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

ELEMENT: Exploring business

Students should be able to:

2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective

2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective

2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs

ELEMENT: Using skills for business

Students should be able to:

2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations

2.8 Devise and apply a marketing mix in order to promote a new or existing product or service

2.9 Develop a simple business plan for a new or existing product or service

2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes

2.11 Assess the importance of planning an organisation's cash flow, propose suitable sources of finance to manage expenditure and prepare a budget

2.12 Prepare a cash account to monitor income received and payments made by an organisation, evaluate its financial position and recommend a course of action; post figures to relevant ledgers and extract a trial balance

2.13 Prepare final accounts to assess the financial performance of an organisation at the end of a trading period, analyse and evaluate its financial position and recommend a course of action

Strand three: Our Economy

Our economy enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy. In this strand, students learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland's membership of the European Union (EU).

ELEMENT: Managing my resources

Students should be able to:

3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices

3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services

3.3 Evaluate how changes in the supply and demand of goods and services in different markets can affect prices

3.4 Differentiate between different sources of government revenue and government expenditure

ELEMENT: Exploring business

Students should be able to:

3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective

3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development

3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade

3.8 Discuss the economic and social benefits and challenges of Ireland's membership of the EU

ELEMENT: Using skills for business

Students should be able to:

3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy

3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view

3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoy the benefits and who bears the costs

Scan the QR Code to download the Specification for Business Studies

Checking In:

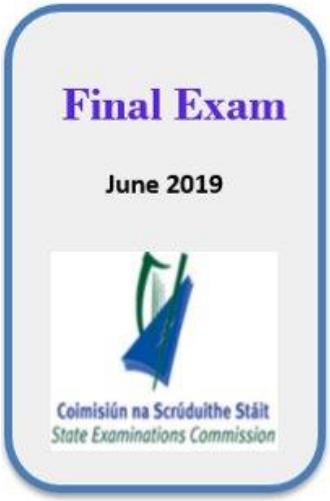
3. Three Ways We Have Used Professional Time In Our School:

2. Two Ideas I Have Tried Since Our Last CPD Session:

1. One Thing I Hope to Learn from Today's Cluster:

New grading system for Junior Cycle

GRADE	RANGE (%)
Distinction	≥90 to 100
Higher Merit	≥75 and <90
Merit	≥55 and <75
Achieved	≥40 and <55
Partially Achieved	≥20 and <40
Not Graded	≥0 and <20



Sample Question

Tom is a student working part-time for a construction company. He helps with brick-laying and making cement using the cement mixer. He was given a hard-hat and a high-viz jacket when he started and was shown around the construction site. He has had a few small injuries on the site but didn't want to tell his employer as the job is well paid and he wants to work in construction after college. He recently fell off some scaffolding as some of his colleagues were messing on the platform. He is not sure if he has grounds to make a complaint.

(a) Where can Tom find information on his employment rights? Name one option.

(b) From your understanding of employment rights, do you think Tom has grounds to make a complaint? Give a reason for your answer.

Bloom's Taxonomy in the Business Studies Classroom

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Students can recall facts without necessarily understanding, can give basic information.	*Students can show understanding of facts and ideas, make sense of information*	*Students can use knowledge and information in new scenarios or in a different way*	*Students can break information into parts, find evidence to support this information, identify reasons or causes*	*Students can use evidence and analysis to suggest a solution, justify or argue against an approach or solution*	*Students can plan and produce or design something new*
Suggested Questioning	***Suggested Questioning***	***Suggested Questioning***	***Suggested Questioning***	***Suggested Questioning***	***Suggested Questioning***
Can you list...? ***Name...*** ***State ...*** ***What is?*** ***Outline...***	***How would you explain....?*** ***What example could you give of....?***	***What would happen if....?*** ***Which factors would you change if....?*** ***What can you use to explain?***	***What is the underlying theme/meaning....?*** ***Is the information based on fact or opinion....?*** ***What conclusions can you draw?***	***Using what you know how would you explain....?*** ***How could … be improved?*** ***What is your opinion on...?*** ***What would happen if...?***	***What might be a solution to....?*** ***How could you create/improve/ develop....?***
Possible Assessment	***Possible Assessment***	***Possible Assessment***	***Possible Assessment***	***Possible Assessment***	***Possible Assessment***
Flashcards ***Recall Facts*** ***Make a mindmap of the key words for a topic***	***Role Play*** ***Mindmap linking concepts and ideas*** ***Write a summary or report***	***Make a presentation to the class*** ***Jigsaw approach – explaining to others*** ***Case study***	***Analyse the results of a survey or research findings*** ***Draw a graph or infographic to explain information*** ***Conduct an investigation to identify impact/ costs/ advantages/ benefits etc.***	***Evaluate a policy /budget/ account*** ***Reflect on and evaluate assessment grade/feedback***	***Write a blog*** ***Devise a campaign (eg marketing) or an awareness-raising campaign***
Potential Digital Tools	***Potential Digital Tools***	***Potential Digital Tools***	***Potential Digital Tools***	***Potential Digital Tools***	***Potential Digital Tools***
(constructivist use) ***Wordle***	***(constructivist use)*** ***Popplet***	***(constructivist use)*** ***Storyboardthat***	***(constructivist use)*** ***Survey Monkey (or similar)***	***(constructivist use)*** ***Digital Portfolio (process-based)***	***(constructivist use)*** ***Animoto***

Working with Bloom's Taxonomy

Possible Effective Questions

- Tell me more about …
- What would happen if ….. ?
- I'd be interested in hearing more about …….
- What is another way you might ……. ?
- What part of the specification is this connecting with….. ?
- How is this assessing the Learning Outcome….. ?

Possible Sample Student-Centred Task 1

HOW MIGHT THIS ***SAMPLE*** TASK BE IMPROVED?

Learning Outcome:
3.11 **Evaluate** the benefits and costs of a government economic policy and **assess** who enjoys the benefits and who bears the costs

Key Concepts:

- Benefits and costs for the country in general, consider who benefits, who bears the costs - based on research and analysis
- Using the knowledge from previous LOs examine the policy to establish who the policy benefits (individuals, interest groups, government etc.) and who is responsible for the costs (financial and otherwise)
- Evaluating the benefits and costs of government economic policy and assessing who enjoys the benefits and who bears the costs, carrying out research.

Learning Intentions:
We are going to -

- learn how to research a government policy
- assess and appraise the benefits and costs of a government economic policy
- learn to analyse who enjoys the benefits of a government economic policy
- identify who bears the costs of a government economic policy

Overview of Task:
Students are completing this task having studied all other Learning Outcomes on the course. They have also been discussing economic policies that are currently in the news and have experience of completing research following the JCT research process poster.

Action Verbs:

Evaluate (ethical judgement) collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas; solutions or methods.

Evaluate (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about ideas, solutions or methods

Assess judge, evaluate or estimate the nature, ability, or quality of something.

Student Evaluation:
Students will work in pairs to prepare a presentation focusing on the benefits and costs of an Irish economic policy which they believe impacts on their local area including arguments for who benefits and who bears the costs. This will be presented orally using support materials of their choice.

Success Criteria:
I can:

- Identify an Irish economic policy that impacts on my local area
- Research and outline a current Irish economic policy showing my sources of information
- Show the benefits and the costs of this policy for Ireland
- Make an argument for who benefits and who bears the cost of this policy explaining the rationale for my conclusions

Formative Assessment:
Before presenting to the class student pairs will work with another pair to give each other feedback in line with the success criteria based on 'What worked well…' and 'Even better if…'
Students will reflect on their presentation in line with the success criteria.

What Works Well?	What Could be Improved?

This work is for CPD purposes only to stimulate discussion during the CPD

Possible Sample Student-Centred Task 2

HOW MIGHT THIS ***SAMPLE*** TASK BE IMPROVED?

Learning Outcome:
3.11 **Evaluate** the benefits and costs of a government economic policy and **assess** who enjoys the benefits and who bears the costs

Key Concepts:

- Benefits and costs for the country in general, consider who benefits, who bears the costs - based on research and analysis
- Using the knowledge from previous LOs examine the policy to establish who the policy benefits (individuals, interest groups, government etc.) and who is responsible for the costs (financial and otherwise)
- Evaluating the benefits and costs of government economic policy and assessing who enjoys the benefits and who bears the costs, carrying out research.

Learning Intentions:
We are going to -

- learn how to research a government policy
- assess and appraise the benefits and costs of a government economic policy
- learn to analyse who enjoys the benefits of a government economic policy
- identify who bears the costs of a government economic policy

Overview of Task:
Students are completing this task having studied all other Learning Outcomes on the course. They have also been discussing economic policies that are currently in the news and have experience of completing research following the JCT research process poster.

Action Verbs:

Evaluate (ethical judgement) collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas; solutions or methods.

Evaluate (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about ideas, solutions or methods

Assess judge, evaluate or estimate the nature, ability, or quality of something.

Student Evaluation:
Students will work in groups of 3 or 4 and design a poster for the classroom which focuses on the benefits and/or costs of a government economic policy.

Success criteria
Students will:

- Design an a3 poster for use in the classroom
- Ensure the content of the poster is 50% written and 50% visual content
- Pick between drawings, pictures or photos for the visual element
- Include 200 written words
- Credit their sources of research

Formative assessment
During the research process, before designing the poster, students in each group will engage in 'peer teaching' sharing and explaining their findings with the other group members. Other members of the group will feedback to each student on their findings.

After designing the poster students will engage in the exercise 'roll the die' where they will share with their peers where they are at.

1. **I want to remember**
2. **Something I learned today**
3. **One work to sum up what I learned**
4. **Something I already knew**
5. **I'm still confused about**
6. **An eureka moment I had**

What Works Well?	What Could be Improved?

This work is for CPD purposes only to stimulate discussion during the CPD

Task Design Considerations

	Not At All	Some what	Quite Well
Does the design of the task allow students the opportunity to demonstrate their achievement of knowledge and understanding, skills and values from the learning outcome(s) ?			
Could students achieve the knowledge and understanding, skills and values at different levels?			
Are the success criteria linked to the learning and are these shared with the students?			
Is the assessment consistent with the knowledge and understanding, skills and values in the learning outcome(s) and learning intentions			
Is there an opportunity for formative assessment?			

Task Design Success Criteria

The task allows students the opportunity to **demonstrate their achievement of knowledge and understanding, skills and values** from the learning outcomes

The students can **achieve** the knowledge and understanding, skills and values **at different levels**

There are clear **success criteria linked to the learning** and these are **negotiated/shared with students**

The **task is linked to** the knowledge and understanding, skills and values in the **learning outcome(s) and associated Learning Intentions**

There is an opportunity for **formative assessment**

Self-Audit of Assessment Practice: Using Success Criteria

Reflect on the statements below and rank your response with regard to using success criteria to support teaching learning and assessment on a scale of 1 to 5.

1	2	3	4	5
Never		**Sometimes**		**Always**

	My Rating
I share the success criteria with my students when I set assignments/task/work in my class	
In my class success criteria are linked to the learning intentions	
I have taken into account the learners (range of abilities/experience/prior learning) in designing the success criteria.	
Student friendly language is used when setting success criteria	
I ensure that the success criteria are clearly understood by all students	
I discuss the success criteria with my students and we agree them together	
The success criteria are revisited during my class lessons	
In my class success criteria are used as the basis for giving students feedback on tasks they are performing/performed	
Success criteria are used in my class to support peer and/or student self-assessment	

I will focus on:	**In our Subject Department we will focus on:**

My Student-Centred Task 1

You are a Teacher of a 2nd Year Business Studies Class. The Business Studies Department in your school have used some of its Professional Time and has collaboratively planned some of the following Units of Learning.

Units of Learning:
2.6 – Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs.

As a department you unpacked the learning outcomes and identified the following as being the key concepts:

Key Concepts:

- Identify different forms of Digital Technologies
- Explore their benefits to business
- Investigate current day advancements in technology and trends
- Analyse associated rewards and costs

You and your colleagues in the Business Department also outlined possible learning experiences that the students could engage in to develop key skills, and which also could create opportunities for Formative Assessment:

Possible Learning Experiences:

- Teacher – prompt questioning to identify prior knowledge
- Groups – Flipped classroom - research
- Groups – Research & group presentation to the class – teacher observe
- Class – Walking debate on rewards and costs

Learning Intentions:

1. Identify digital technologies that a Multi National Company may use.

2. Discuss the opportunities these technologies provide for Business.

3. Illustrate the benefits associated with the use of digital technology for a Business.

4. Outline the costs associated with the use of digital technology for a Business.

My Student-Centred Task 2

You are a teacher of a 2nd Year Business Studies Class. The Business Studies Department in your school have used some of its Professional Time and has collaboratively planned some of the following Units of Learning.

Units of Learning:

2.3 – Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each.

As a department you unpacked the learning outcomes and identified the following as being the key concepts:

Key Concepts:

- Employer and employee, volunteering
- Benefits of above to society
- Wages, salaries, piece rate, benefits and rewards of each
- CV, application forms

You and your colleagues in the Business Department also outlined possible learning experiences that the students could engage in to develop key skills, and which also could create opportunities for Formative Assessment:

Possible Learning Experiences:

- Teacher – prompt questioning to identify prior knowledge
- Groups – Research followed by peer questioning
- Class – Visit to a local business. Q & A session
- Class – Visit to the class by a volunteer. Q & A session

Learning Intentions:

1. Illustrate the difference between 'employment', 'work' and 'volunteerism', and identify the reward associated with each.

2. Evaluate the positive role which employment, work and volunteerism play for individuals, for the community and for the economy.

3. Identify career opportunities which may arise from volunteerism.

Scaffolding Your Student-Centred Evaluation Task

Outline of Student Evaluation: What could students say, make, write or do to show their learning?	
I want the success criteria to address:	How will the success criteria be co-created/shared with student's?
Opportunities for formative assessment:	
Teacher Reflection and Notes:	

The Parent's Perspective on Formative Assessment

Parents, students and teachers all have different roles in the partnership and want different things from the partnership to reflect these roles. Normally the parents need to know a lot more from the teacher than the teacher needs to know from the parent. If there is an effective learning-focused partnership between teachers, students and parents, then each of three will know a number of things:

The parents will know

- What the school and teacher are trying to achieve
- That the teacher takes the education of their child very seriously and is strongly motivated to do whatever is necessary to enable their child to learn
- That on a daily basis, the school works for the child

Parents want to know

- That their child is safe, happy and learning at school
- That their child feels respected, accepted and that he or she belongs
- That the teacher holds high expectations for their child's ability to learn
- That the teacher takes responsibility for the quality of teaching, the learning, and the student's achievements, and does not attempt to blame the parents for poor learning by their child
- What is being taught- from big picture to small picture; the school must deliver the national curriculum
- How it is being taught: Parents need to know the pedagogical approach the school uses and why they use it
- How he or she can provide support; the teacher and school need to be clear about how they would like the parents to support the teaching and learning and should help facilitate this for the parents or help them learn how to do it.
- How the school informs about progress and achievement; Most importantly, parents want to know how their child is showing growth

Absolum M. (2011), Clarity *in the Classroom- Using Formative Assessment for Building Learning- 'Chapter 10 Building Partnerships with Family' (p.202-303)*

Key Points from Reading:	**This Makes me Think:**

The Student Voice in Formative Assessment

Research conducted as part of the Erasmus + ATS2020 project in Irish schools with Junior Cycle students

School A:
Our teacher gave us feedback while we were working in our groups in the classroom. She came on to the tables and asked us questions about the work we had done and we could ask her questions. This was good because you didn't have to ask in front of the class. I liked it too because I did better in my homework. I think that is because I was clearer about what I was meant to be doing.

School B:
Reflecting on the grades that you got for tests and projects was really handy. Like, before I would just get back my test and go – oh yeah- Ok- I got a B or whatever. When we learned how to reflect on our grades it made you think about why you got the grade. Like before, I would just throw it into my bag and not look at it but now I was looking at it, seeing what I did well and seeing what I could have done better. That helped me to see where my weaknesses were so that I could try to improve.

School C:
Reflecting on my learning in these classes definitely helped me to improve. We also set goals for ourselves and we would reflect on how well we had prepared and then we would compare this to the feedback that we got from the teacher. We spent a bit of time in each class at the start reflecting on the previous class and this helped if you wanted to ask questions about things you weren't sure of.

School D:
When the teacher gives us feedback he picks out some things that we did well and some things that we could have done better. Sometimes, he makes us go and find the things that we think we did well and the things that we could have done better by looking at the success criteria for the work. This is good because it makes it clear to me as to what he wants us to do so I have a better chance of doing better.

Key Points from Reading:	**This Makes me Think:**

The Teacher Voice in Formative Assessment

Research conducted as part of the Erasmus + ATS2020 project in Irish schools with Junior Cycle students

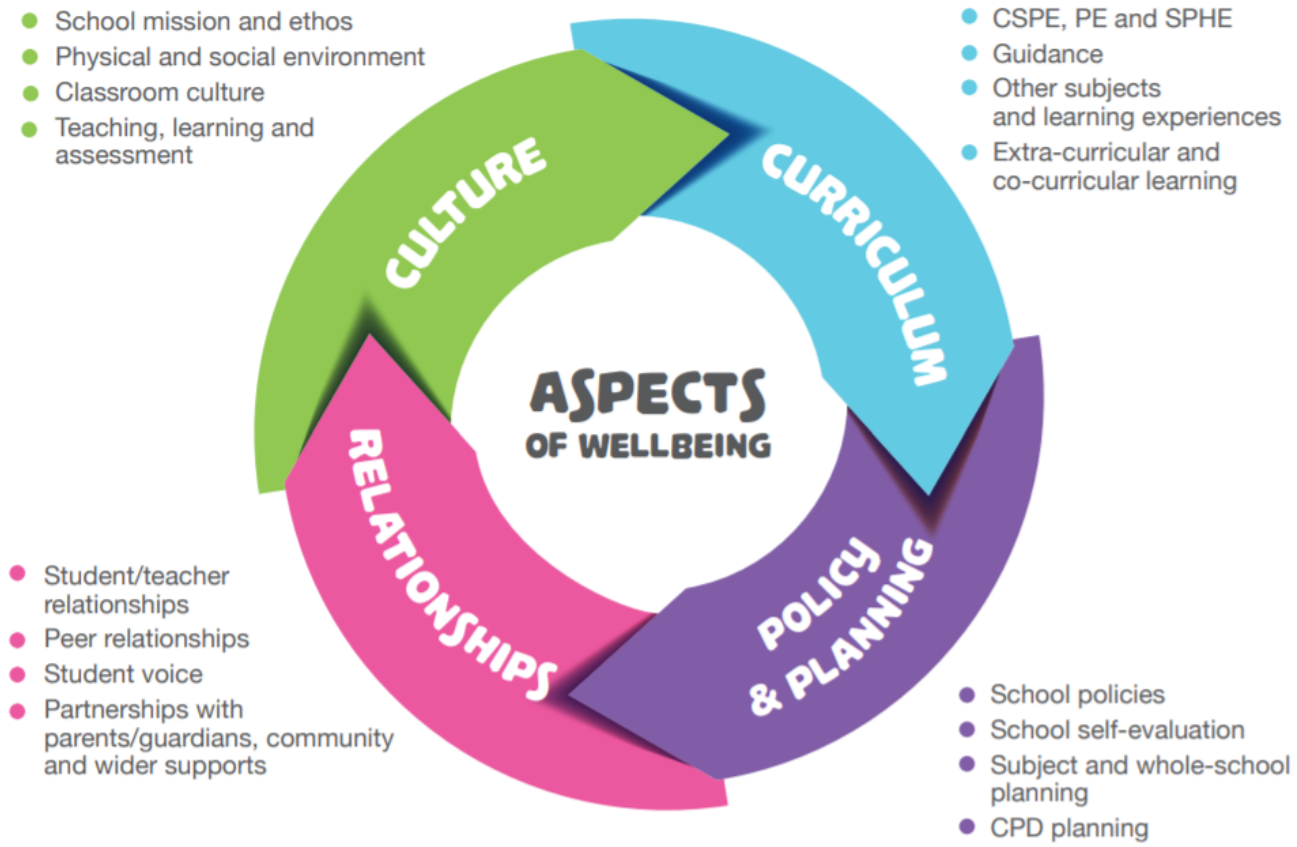
School A:
So the formative feedback really allowed students for the first time ever to see that they were moving. It wasn't about moving from 50% to 60%, but more about improving and moving towards perfection. This helped to move the learning forward for each individual student and ultimately made each student more responsible for their own learning.
We also really tried to get parents involved through the use of technology – so for example when we were doing a topic like the consumer, we would let parents know and try to get them involved and asking questions as well. Reflection also helped the students to be more aware of what they were learning, and not just what but how they were learning and how they learned best.

School B:
Giving each student feedback can be time consuming. To be honest, it was daunting at first as I was concerned about the workload. Now I try to give feedback as they go in class, with questions to check where they are at and to see that they understand and I listen in on the conversations that they have during groupwork or think-pair-share. I give written feedback periodically and try to focus on highlighting something they did well, something that could be better and then I give them some pointers on how to improve. The combination of oral and written feedback works well and I can see more progress in the students. Showing them how to improve makes the feedback more effective.

School C:
I found that combining student reflection with feedback was more effective than just giving the students feedback. I tried a number of ways to do this. So when I gave written feedback I would give the students some time at the start of the class the next day to read the comments and to ask me questions if they needed to. I also asked them to set a new goal for themselves based on the feedback that I gave them and this helped a lot because each student had their own goal. Another thing I tried was using a colour code - I highlighted something good in their work in green and then asked them to say why it was good and then I used orange for something that needed to be improved and again they had to say why this needed to be improved.

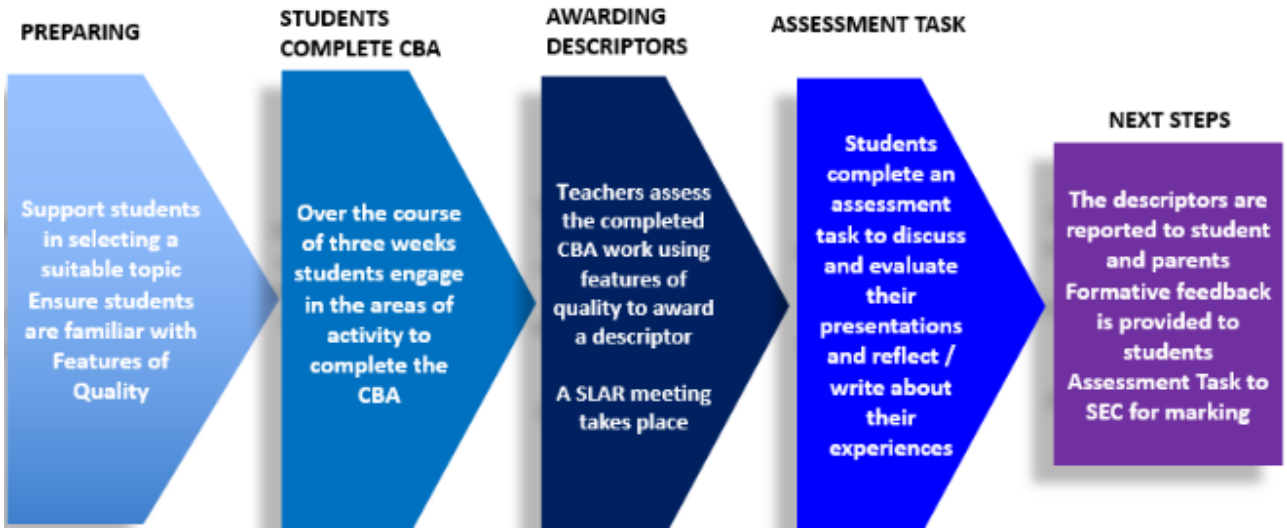
Key Points from Reading:	**This Makes me Think:**

How is Wellbeing Supported by Teaching, Assessment and Learning?



https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf

CBA2: The Process



Presentation: Potential Topics

- Field visit to a local enterprise
- Investigation of a business-related story in the media
- Leaders in the Irish business field
- Investigation of the impact of an organisation on a community
- Consumerism
- Investigation of a current economic issue
- Careers in business

NOTE: The student may decide to study an issue of **personal or local relevance**, provided it is **related to the business environment**.

Business Studies Guidelines for the Classroom-Based Assessments and Assessment Task (page 22)

Features of Quality: CBA 2 (Presentation)

Exceptional
■ The student communicates eloquently and very confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well-structured. ■ The support material chosen displays creativity and is used very effectively to captivate the audience. ■ The student's reflections on the topic are of excellent quality, demonstrating clearly how the student's point of view has developed or evolved over time.
Above Expectations
■ The student communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well-structured. ■ The support material is well-chosen to interest the audience, displaying some creativity. ■ The student's reflections on the topic are of very good quality.
In Line with Expectations
■ The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places. ■ The support material chosen is appropriate but not used to its full potential. ■ The student displays an ability to reflect on their own perspective of the topic.
Yet to Meet Expectations
■ The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure. ■ The support material chosen is used in a basic manner. ■ The student's reflections on the topic are narrow and of poor quality.

Resources for CBA2

Features of Quality for Presentation CBA2	Notes
Exceptional ▪ The student communicates eloquently and very confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well structured. ▪ The support material chosen displays creativity and is used very effectively to captivate the audience. ▪ The student's reflections on the topic are of excellent quality, demonstrating clearly how the student's point of view has developed or evolved over time.	**Communication:**
Above Expectations ▪ The student communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well-structured. ▪ The support material is well-chosen to interest the audience, displaying some creativity. ▪ The student's reflections on the topic are of very good quality.	**Support Materials:**
In Line with Expectations ▪ The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places. ▪ The support material chosen is appropriate but not used to its full potential. ▪ The student displays an ability to reflect on their own perspective of the topic.	**Reflection on Research:**
Yet to meet Expectations ▪ The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure. ▪ The support material chosen is used in a basic manner. ▪ The student's reflections on the topic are narrow and of poor quality.	
LEVEL OF ACHIEVEMENT - best fit, on balance judgement:	

Student Presentation - Reflection on Action

How has this activity changed the way I think about this topic?

Thinking about my preparations for the Presentation did I do everything I could to prepare regarding the Features of Quality?

If I were to revisit this Presentation in the future, what would I do differently? Why?

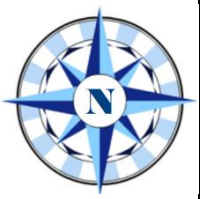
Has this Presentation made me want to learn more about this topic? Why?

Do I think that the information that I presented has the potential to influence others?

What Feedback Would You Give This Student on his/her Work?

Compass Points: Considering Opinions

- Helps student to consider a topic from different perspectives and explore the various sides of an idea before taking a stand and expressing an opinion.
- Compass Points supports students in exploring the pluses and minuses about the topic to decide areas where more information is needed, rather than just having students make a pro and con chart about a topic.
- By having students figure out what excites them, worries them and what information they need to collect about a topic they can then 'decide' on how to proceed with the steps necessary for gathering the information.

	What excites you? What interests you about this topic? What is positive about it?	My Thoughts:
	What worries you about this topic? What is negative about it? What concerns you?	My Thoughts:
	What else do you need to know? What would help you to make your mind up or form an opinion?	My Thoughts:
	What is your current stance? What should your next steps be ?	My Thoughts:

http://pz.harvard.edu/resources/compass-points

T-Chart Thinking

What I Found During My Research:	This Makes Me Think:

The smart farming revolution - how technology will change farmers' lives

Another agricultural transformation is about to unfold and it will be driven by data, drones and automated machinery

'I'm about to calve. Can you please bring me into the shed?" - This is a standard text message farmers will receive from cows in just seven years' time, a leading computer scientist has claimed. As the age of 'smart farming' advances, Dr Peter Mooney, senior research fellow at the Department of Computer Science at Maynooth University, says farmers need to "open their minds" to open-source farming.
From email alerts that a heifer has drifted from the herd, or that a calf is struggling with an abnormal cough in the middle of the night, to driverless tractors applying manure in a specific way, Mr Mooney says the dawn of the next agricultural revolution is upon us.
"The first agricultural revolution was when man stopped being a hunter-gatherer and tried to investigate animals and make crops.

https://www.independent.ie/business/farming/machinery/the-smart-farming-revolution-how-technology-will-change-farmers-lives-35427873.html

Noxious diesel emissions may be higher than we think

True survey claims real-world emissions from diesels in excess of permitted limits

Since the public first found out about the diesel emissions scandal, car makers across the world have been trying to convince us that diesel engines that meet the official emissions regulations, without any cheating software, can be as clean as we need them to be, and even as clean as a petrol-engined car.
A new survey, based on real-world observed emissions, claims to debunk that, and says emissions of noxious diesel gases, specifically harmful nitrogen oxides (NOx) are far higher in the real world than in the lab, even with regulations-compliant cars.

https://www.irishtimes.com/life-and-style/motors/noxious-diesel-emissions-may-be-higher-than-we-think-1.3584363

CBA2 Key Dates 2018/2019

CBA 2 (2018)	Three week window within 12th November to 7th December 2018. (Latest date for award of provisional descriptors Monday 17th December)
Assessment Task:	Set by NCCA. Completed in school 10th – 14th December 2018. Assessed by the SEC
SLAR	Completed by Friday 21st December 2018

CBA1 Key Dates 2019

CBA 1 (2019)	Four week window within Monday 4th March to Friday 12th April 2019
Provisional Descriptors	Latest date 3rd May 2019
SLAR	Latest date for completion 10th May 2019

Acceptable Usage Policies and Storing Student Work

During their Junior Cycle journey, students may produce work themselves and store it online or may have work recorded and stored by their teachers. In Business Studies, this occurs for example as part of CBA2, the Presentation.

In all instances teachers and schools are required to act in accordance with the school's Acceptable Usage Policy (AUP). The school's AUP must be cognisant of data and child protection guidelines. Boards of Management, School Management and teaching staff all have a role to play in the safe recording and storage of student work.

Section 1.13.2 of the Child Protection Procedures sets out the duties relating to 'data controllers' and states that the Data Protection Acts 1988 and 2003 "requires both data controllers and data processors to protect the data they keep, and imposes on them a special duty of care in relation to the individuals about whom they keep such data." (pg 12)

Some Frequently Asked Questions regarding AUPs are dealt with at https://www.webwise.ie.

Online Safety

In addition, webwise offer a range of information and free education resources addressing a range of internet safety issues which may be of interest to teachers and schools wishing to address these issues.

NCCA – Focus on Learning Assessment Toolkit

https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning

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www.jct.ie

NOTES

Reflecting on the Day

One Thing I learned today that I did not already know
One Thing I think will benefit my teaching and the learning in my classroom
One Thing I Will Bring back to my Subject Department

Contact Details

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Armagh Road,

Monaghan.

www.metc.ie

Director's office:

LMETB,

Chapel Street,

Dundalk.

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@jct_Business

For all queries please contact: *info@jct.ie*

Useful websites: www.jct.ie www.curriculumonline.ie www.ncca.ie www.juniorcycle.ie http://schoolself-evaluation.ie

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers