

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE**

for teachers

# Business Studies

## Resource Booklet



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# Junior Cycle Terminology

## **Assessment Task (AT)**

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

## **Classroom-Based Assessments (CBA)**

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

## **Features of Quality** (Business Specification p. 21)

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.

## **Formative Assessment** (Framework p. 35-36)

The junior cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

## **Junior Cycle Profile of Achievement** (Framework p. 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

## **Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)**

### **Learning Intention:**

A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

### **Learning Outcomes:**

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

### **Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)**

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

### **Success Criteria (NCCA Glossary of Terms)**

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

### **Summative Assessment (NCCA Glossary of Terms)**

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

### **Unit of Learning**

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

# Rationale for the new Junior Cycle Business Specification

Young people are growing up in a globalised and dynamic world. New opportunities and challenges will emerge in their lifetimes that are virtually unimaginable today. Developing technologies, environmental and societal challenges, demographics, global competition and changing consumer demand will drive these changes. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.

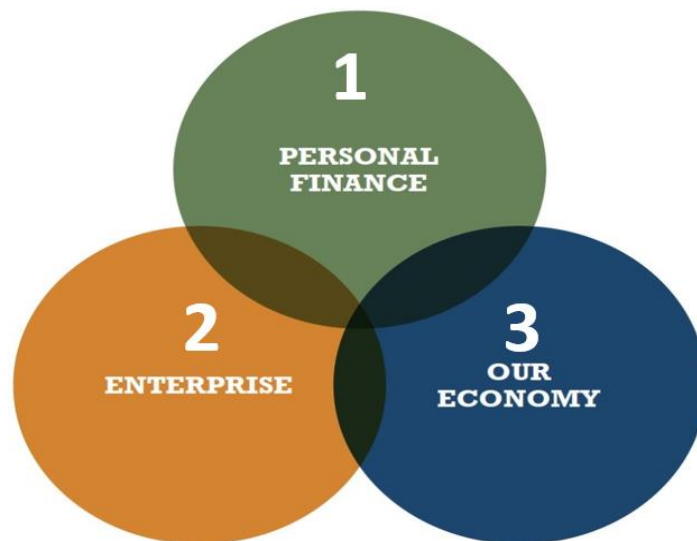
Business studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business studies also improves their knowledge and understanding of good business practice and of business as a productive activity.

Entrepreneurship enhances the quality of our collective and individual lives, often changing the way we work, communicate and live. Business studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions.

Business studies encourages students to develop skills for learning, skills for work and skills for life. It supports the development of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of students' numeracy, literacy and digital technology skills by providing a real-life context for their application.

Business studies explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens. They will be provided with a set of foundational skills, understandings and personal attributes, which will help them to engage with the dynamic business environment and fulfil their potential in their personal and professional lives, now and into the future.

## Strands



# Glossary of business terms

The terminology associated with business can often be confusing, with many words having several interpretations. This glossary is designed to clarify the terminology as used in the Junior Cycle Business Studies Specification to enable teachers and students to understand how the terms are interpreted and applied.

<b>Term</b>	<b>Interpretation</b>
<b>Business</b>	Any commercial, industrial or professional activity undertaken by an individual or a group.
<b>Business environment</b>	All of the factors, both internal and external, which influence the function of a business. It includes, for example, consumers, suppliers, competing companies, entrepreneurs, improvements in technology, laws, government activities, and market, social and economic trends.
<b>Company</b>	A commercial business or enterprise.
<b>Economic resources</b>	The factors used in producing goods or providing services. They are the inputs that are used to create things or help provide services including human resources and non-human resources, such as land, capital goods, financial resources, and technology.
<b>Economy</b>	A system of institutions and organisations involved in the production and distribution of goods and services.
<b>Enterprise</b>	The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.
<b>Entrepreneurship</b>	To act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.
<b>Organisation</b>	An organised group of people with a particular purpose, such as a company or a government department. It can be a for-profit or a non-profit organisation and can include everything from a small owner-operated company such as a family restaurant, to a multinational company.
<b>Digital technology</b>	A set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information, for example, mobile phones, apps, tablets and computers.
<b>Sustainability</b>	A process of balancing the social, economic, and environmental systems that are in constant interaction for the well-being of individuals now and in the future. There are three core pillars of sustainability: the social, the environmental, and the economic (people, planet, and profit).

**Sustainable development**

Development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It is a continuous, guided process of economic, environmental and social change aimed at promoting the wellbeing of citizens now and in the future.

**Globalisation**

A process of international integration emerging from the interchange of world views, products, services, ideas and other aspects of culture.

# Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

<b>Action verbs</b>	<b>Students should be able to</b>
<b>Analyse</b>	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appreciate</b>	recognise the meaning of, have a practical understanding of
<b>Assess</b>	judge, evaluate or estimate the nature, ability, or quality of something
<b>Calculate</b>	obtain a numerical answer showing the relevant stages in the working
<b>Classify</b>	group things based on common characteristics
<b>Compare</b>	give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout
<b>Complete</b>	finish making or doing; bring to a successful conclusion
<b>Conduct</b>	organise and carry out
<b>Consider</b>	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
<b>Construct</b>	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
<b>Convert</b>	change to another form
<b>Debate</b>	argue about a subject, especially in a formal manner
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Describe</b>	develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
<b>Develop</b>	progress or improve to become more mature, advanced, or elaborate
<b>Devise</b>	plan, create or formulate a procedure or system by careful thought
<b>Determine</b>	ascertain or establish exactly by research or calculation



<b>Differentiate</b>	recognise or ascertain what makes something different
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
<b>Distinguish</b>	make the differences between two or more concepts or items clear
<b>Evaluate (data)</b>	collect and examine data to make judgments 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 judgments about ideas, solutions or methods
<b>Evaluate (ethical judgement)</b>	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 ideas, solutions or methods
<b>Explain</b>	give a detailed account including reasons or causes
<b>Examine</b>	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Investigate</b>	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
<b>Interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Monitor</b>	observe and check the progress of something over a period of time; keep under systematic review
<b>Predict</b>	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
<b>Prepare</b>	make something ready for use or presentation
<b>Present</b>	promote or propose an idea; deliver or illustrate evidence; show something for others to examine
<b>Propose</b>	put forward a plan or suggestion for consideration

<b>Recommend</b>	put forward something with approval as being suitable for a particular purpose
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon
<b>Relate</b>	associate, giving reasons
<b>State</b>	provide a concise statement with little or no supporting argument
<b>Suggest</b>	propose a solution, hypothesis or other possible answer
<b>Understand</b>	have and apply a well-organised body of knowledge
<b>Use</b>	apply knowledge or rules to put theory into practice
<b>Verify</b>	give evidence to support the truth of a statement

# 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:*

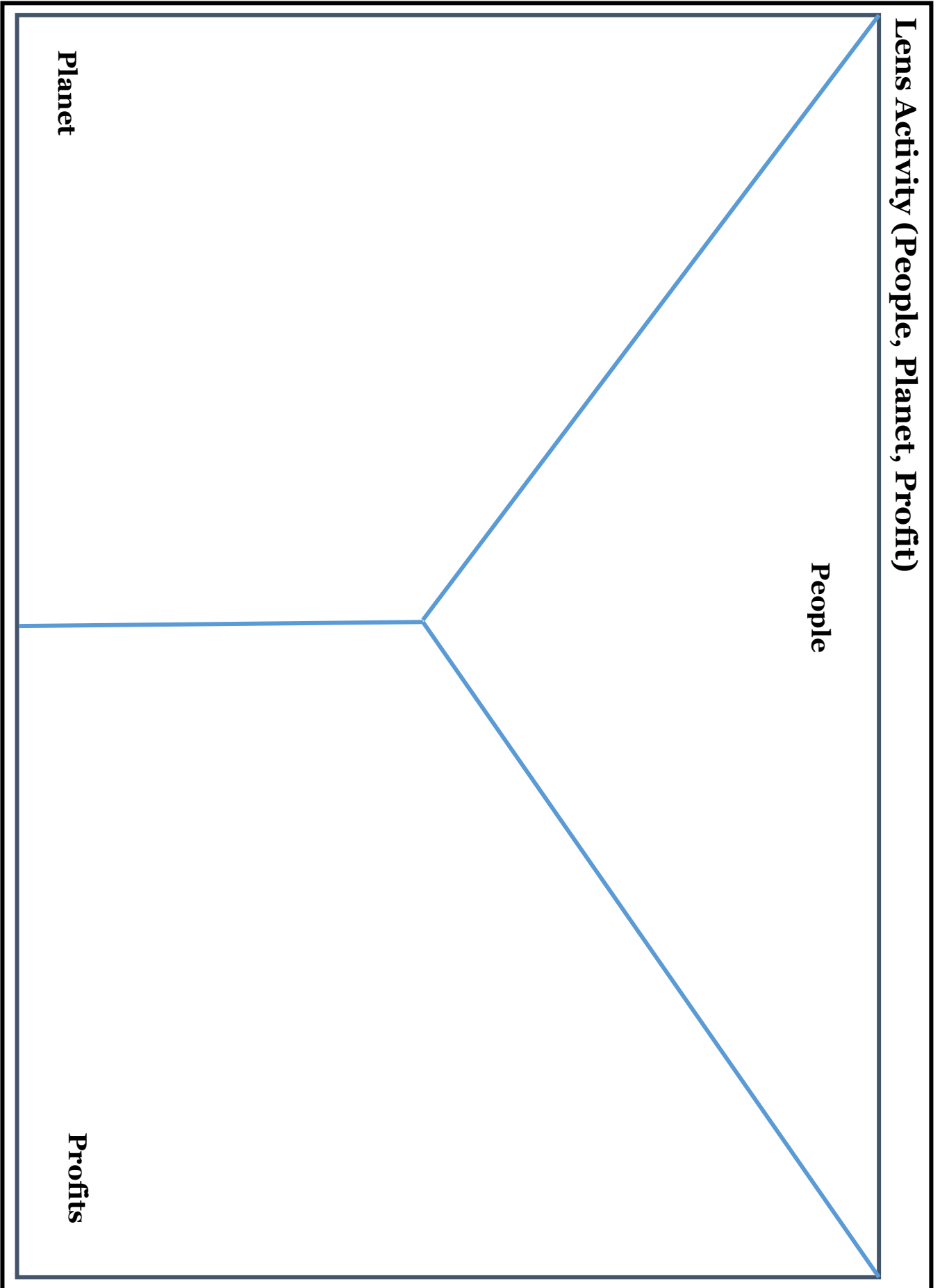
- 3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective
- 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development
- 3.7 Debate the implications of globalisation of trade, 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**

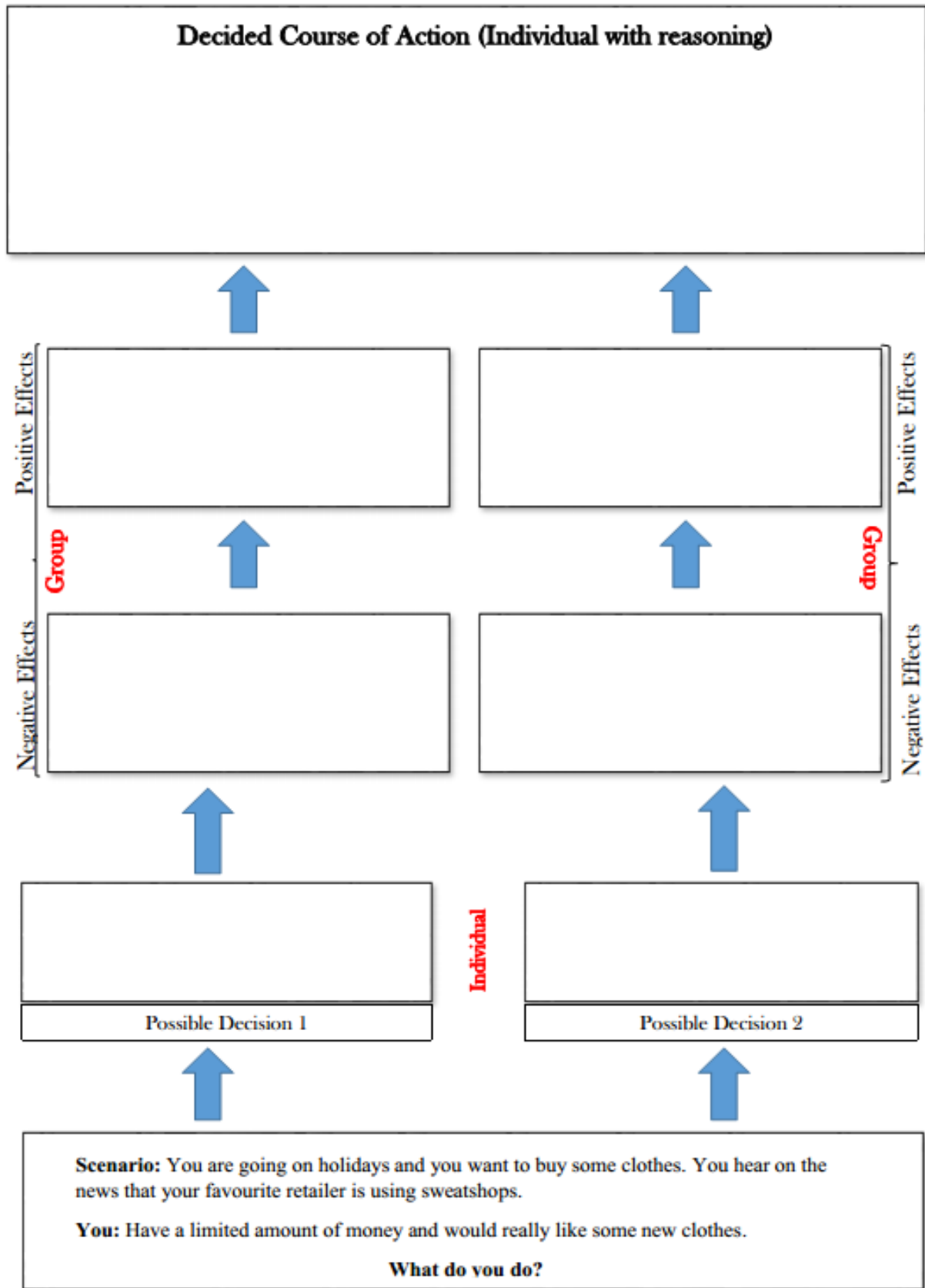
*Students should be able to:*

- 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 enjoys the benefits and who bears the costs

# Lens Activity



# Decision Tree



## Planning a Unit of Learning Using Learning Outcomes

**Personal Finance:**

**Enterprise:**

**Our Economy:**

**Learning Outcome(s)**

**Key Concepts:**

**Learning Experiences:**

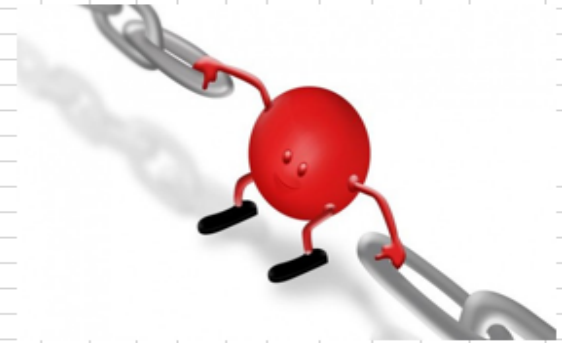
**Assessment:**

**Resources:**



# Making Links

Strand 1	No.	Learning Outcome	# of Links																						
Personal Finance	1.1	Review the personal resources	8	1.2	1.3	3.1	1.5	1.9	3.2	3.4	3.6														
	1.2	Income and expenditure	21	1.1	1.3	1.11	1.12	1.13	2.10	2.11	2.12	3.1	3.2	3.4	3.10	3.11	1.5	1.6	1.4	1.9	1.10	2.3	2.4	3.3	
	1.3	Personal finance life cycle	7	1.1	1.2	1.5	1.6	3.1	3.2	2.3															
	1.4	Key personal taxes	9	1.11	3.2	3.3	3.4	3.5	3.10	3.11	1.2	1.5													
	1.5	Savings and borrowing	14	1.3	1.8	3.2	1.1	1.2	1.12	1.13	2.11	3.5	1.4	1.10	1.11	3.4	3.9								
	1.6	Personal insurance, personal needs	7	1.3	1.11	1.2	1.12	1.13	2.1	3.1															
	1.7	Right and responsibilities of consumers	6	1.8	1.9	1.10	3.1	3.7	3.8																
	1.8	Services consumer agencies financial ins	4	1.5	1.7	1.9	1.10																		
	1.9	Ethics and sustainability of consumption	16	1.7	1.8	1.10	2.5	3.1	3.5	3.6	3.7	1.1	3.3	1.2	2.4	2.7	2.8	3.4	3.9						
	1.10	Globalisation technology consumer choice	11	1.7	1.8	1.9	2.6	3.1	3.7	3.8	2.7	1.2	1.5	2.8											
	1.11	Wage slip tax liability	10	1.2	1.4	1.6	3.4	3.5	2.3	1.5	1.12	1.13	2.8												
	1.12	Budget	8	1.2	2.11	3.4	1.5	1.6	1.13	1.11	2.3														
	1.13	Income & exp, bank statement	8	1.2	2.12	2.13	1.5	1.6	1.12	1.11	3.4														
Strand 2	No.	Learning Outcome	# of Links																						
Enterprise	2.1	Financial Social Cultural Enterprise role	8	2.2	2.5	3.2	1.6	2.3	3.4	3.5	3.6														
	2.2	Enterprise and the entrepreneur	9	2.1	2.3	2.4	3.2	3.6	2.9	3.1	2.7	2.8													
	2.3	Employment - work - volunteerism	10	2.2	2.4	3.1	3.10	3.11	1.11	2.1	1.2	1.3	1.12												
	2.4	Rights & responsibilities employers and e	8	2.2	2.3	3.4	2.5	3.6	3.11	1.2	1.9														
	2.5	Positive & negative impact of organisation	9	1.9	2.1	3.6	3.7	3.9	3.10	2.4	2.6	3.11													
	2.6	Digital technology - rewards & costs	5	1.10	3.7	2.5	2.7	2.8																	
	2.7	Market research	7	2.8	2.9	3.3	1.10	2.6	1.9	2.2															
	2.8	Marketing mix	8	2.7	2.9	2.6	3.3	1.9	1.10	1.11	2.2														
	2.9	Business plan	8	2.7	2.8	2.2	2.10	3.3	2.11	2.12	2.13														
	2.10	Business documents	8	1.2	2.11	2.12	2.13	3.2	3.4	2.9	3.5														
	2.11	Cashflow forecast	9	1.2	1.12	2.10	2.12	2.13	3.2	3.4	1.5	2.9													
	2.12	Cash book/ledgers/trial balance	7	1.2	1.13	2.10	2.11	2.13	3.2	2.9															
	2.13	Final accounts	6	1.13	2.10	2.11	2.12	3.2	2.9																
Strand 3	No.	Learning Outcome	# of Links																						
Our Economy	3.1	Scarcity and choice	14	1.1	1.2	1.3	1.9	1.10	2.3	3.2	3.3	3.10	3.11	1.6	1.7	2.2	3.6								
	3.2	Circular flow of income	18	1.2	1.3	1.4	1.5	2.1	2.2	2.10	2.11	2.12	2.13	3.1	3.4	3.5	3.9	3.10	3.11	1.1	3.6				
	3.3	Supply and demand	13	1.4	2.7	3.1	3.5	3.6	3.7	3.8	3.10	3.11	1.9	2.8	2.9	1.2									
	3.4	Government revenue and expenditure	18	1.2	1.4	1.11	1.12	2.4	2.10	2.11	3.2	3.5	3.8	3.9	3.10	3.11	1.1	2.1	1.5	1.9	1.13				
	3.5	Purpose of taxation: Financial, social, leg	12	1.4	1.9	1.11	3.2	3.3	3.4	3.9	3.10	3.11	1.5	2.1	2.10										
	3.6	Positive & negative of economic growth/s	14	1.9	2.2	2.5	3.3	3.7	3.9	3.10	3.11	1.1	2.1	2.4	3.1	3.2	3.8								
	3.7	Globalisation of trade	10	1.9	1.10	2.5	2.6	3.3	3.6	3.8	3.10	3.11	1.7												
	3.8	Ireland's EU membership	9	1.10	3.3	3.4	3.7	3.9	3.10	3.11	1.7	3.6													
	3.9	Economic indicators	10	2.5	3.2	3.4	3.5	3.6	3.8	3.10	3.11	1.5	1.9												
	3.10	Economic issues				Strand 1 - Personal Finance					Strand 2 - Enterprise					Strand 3 - Our Economy									
	3.11	Government economic policy				Strand 1 - Personal Finance					Strand 2 - Enterprise					Strand 3 - Our Economy									



Strength of Link

Hot

Medium

Mild

# Overview of Assessment for Junior Cycle Business Studies

A detailed outline of assessment in Junior Cycle can be found in The Framework for Junior Cycle 2015 which can be accessed at <http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf> The information contained in this booklet is extracted from the Specification for Junior Cycle Business Studies (2015).

<http://www.curriculumonline.ie/getmedia/a00357e9-fa82-4f60-99f7-adae882eeb67/FINAL-NCCA-Specification-for-Jr-Cycle-Business-Studies-v5.pdf> In the Junior Cycle Business Studies classroom, a range of assessment approaches will be used to complement learning:

- Ongoing assessments, including routine teacher-designed tasks and tests
- Structured Classroom-Based Assessments (CBAs) for subjects conducted in second and third year
- A written Assessment Task for subjects that will be based on the second Classroom-Based Assessment and will be submitted to the SEC for marking along with the state-certified examination
- An externally assessed, state-certified examination at the end of third year

## Classroom-Based Assessment in JC Business Studies

There are two Classroom-Based Assessments in Business Studies They relate to suggested learning outcomes and are scheduled at particular times in the school calendar. Following the second of these assessments, students will complete an Assessment Task (AT) which is sent to the State Examinations Commission, along with the final examination script. The Classroom-Based Assessments for Business Studies are outlined in the table below.

Classroom-Based Assessment	Format	Timeframe
Business in Action: Enterprise Or Economics Or Finance	Group report on research findings after four areas of activity: Conducting research, evaluating information, developing action plans & reporting findings	End of second year
Presentation:  Business topic or business-related issue of local or personal relevance	Individual presentation of findings	Term 1 of third year

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the

formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students. Classroom-Based Assessment is not continuous assessment. Students prepare for the tasks over time, but the results of homework or tests done by the students in the course of their normal classwork do not add up to a final grade. The Classroom-Based Assessments are Common Level assessments. The teacher awards a descriptor for each of the assessments by reference to the Features of Quality shown in the guidelines.

### **Features of Quality for Classroom-Based Assessments**

The features of quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

**Exceptional** describes a piece of work that reflects all of the features of quality for the Classroom-based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

**Above expectations** describes a piece of work that reflects the features of quality for the Classroom-Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

**In line with expectations** describes a piece of work that reflects most of the features of quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

**Yet to meet expectations** describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated features of quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

### **The Assessment Task**

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based. In the case of business studies, this is the Presentation. The details of the Assessment Task are outlined in the table below.

Format	Student Preparation	Timeframe
The Assessment Task Students complete a specified written task which is sent to the SEC for marking	Linked to the Presentation	Following the completion of the second CBA (third year)

## The Final Examination

The final assessment will be offered at Common Level. There will be one examination paper. It will be linked to students' learning during their three years of engagement with the 37 Learning Outcomes in the Specification for Business Studies.

Format	Student Preparation	Timeframe
During the assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material	Maximum of 2 hours In any year the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes	At the end of third year  Common Level Exam

### Subject Learning and Assessment Review Meetings (SLAR):

- play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
- help to ensure consistency and fairness within and across schools in the assessment of student learning.
- help teachers to reflect on the evidence of work and to share the learning and teaching strategies supporting that work.

SLAR meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each SLAR meeting. Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a SLAR meeting with another school. Teachers will share the role of facilitation during SLAR meetings on a rotational basis.

## **Assessment for the JCPA**

The assessment of business studies for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-based Assessments, Business in Action and Presentation, and a final assessment. In addition, the second Classroom-Based Assessment will have a written Assessment Task that will be marked, along with the final assessment, by the State Examinations Commission.

### **Rationale for the Classroom-Based Assessments in business studies**

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessments that are set out in the specification. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

Junior Cycle Business Studies will have two Classroom-Based Assessments. The Classroom-Based Assessments will relate to the students' work during second and third year of junior cycle education.

Over the three years of junior cycle, students will be provided with opportunities to stimulate their curiosity and interest in the business environment. The Classroom-Based Assessments link to the priorities for learning and teaching in business. The Classroom-Based Assessments will provide an opportunity for students to:

- research information using a range of methods
- analyse data and evidence to make informed value judgements and decisions
- organise information and plan logically
- communicate clearly and effectively
- collaborate with others on tasks
- reflect on their contributions to the work and their own learning.

Through these Classroom-Based Assessments students will develop their knowledge, understanding, skills, and values, thereby achieving the learning outcomes across the strands.

### **Classroom-Based Assessment 1: Business in action**

Business in Action provides students with the opportunity to actively engage in a practical and authentic learning experience that reflects activities undertaken regularly in the business environment. Students will act as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. They will learn about, and make informed decisions about, their own resources and issues of social, cultural and global importance. These are essential skills required for life, work and further education.

Students are given three options from which to choose a Business in action project:

1. Enterprise in action
2. Economics in action
3. Finance in action.

Business in Action is a group project. It comprises four areas of activity: *conducting research; evaluating information; developing action plans* and *reporting findings*. Students should collaborate with classmates in order to complete the project but teachers should ensure that each student makes an individual contribution to the project, and produces evidence to meet the features of quality of this assessment.

Project option	Description
<p><b>Enterprise in action</b></p>	<p>Students are given an opportunity to engage in an enterprising activity. They can choose from the following:</p> <ul style="list-style-type: none"> <li>▪ Students can develop a product or service. The product or service can be one they devise or create themselves, which they identify as having a potential market, or one that already exists, which they identify as having the potential to expand its market.</li> <li>▪ Students can organise an enterprise event or activity (for-profit or not-for-profit). It can be a once-off event or one that is organised over a longer period of time. It can be undertaken for economic, social or cultural purposes.</li> </ul> <p>As part of this project, students will</p> <ul style="list-style-type: none"> <li>▪ carry out market research in order to assess the feasibility of their enterprise</li> <li>▪ evaluate their research findings</li> <li>▪ develop a business action plan based on their research findings which will describe the marketing mix to be applied and financial information for the enterprise</li> <li>▪ provide their chosen product, service, enterprise event or activity to their target market, where possible</li> <li>▪ record the inputs and outputs of the enterprise</li> <li>▪ make a recommendation as to the viability of the enterprise.</li> </ul>
<p><b>Economics in action</b></p>	<p>Students are given an opportunity to choose an economic trend, development, change or policy that is impacting positively or negatively on the Irish economy and society.</p> <p>As part of this project, students will</p> <ul style="list-style-type: none"> <li>▪ carry out research on their chosen economic issue</li> <li>▪ evaluate their research findings: the economic evaluation will include identifying and assessing the economic, social and environmental benefits and costs of the economic issue on different key stakeholders</li> <li>▪ demonstrate the use of relevant economic indicators and graphic representations to support their evaluation of the research findings</li> <li>▪ develop an action plan outlining economic policy changes that might maximize the resulting economic outcomes.</li> </ul>

<p style="text-align: center;"><b>Finance in action</b></p>	<p>Students are given an opportunity to identify and research a financial challenge for a consumer or an organisation (for-profit or not-for-profit). As part of this project, students will</p> <ul style="list-style-type: none"> <li>▪ investigate and research a chosen financial challenge</li> <li>▪ evaluate their research findings: the evaluation will comprise an analysis of the financial position of the consumer or organisation</li> <li>▪ suggest some causes for the financial challenge and identify the benefits and costs of the financial challenge to different key stakeholders</li> <li>▪ support their analysis with tabular and graphic representations</li> <li>▪ classify and describe the positive and negative impacts on the income and expenditure and/or the profit and loss position of a consumer or organisation</li> <li>▪ develop an action plan to address the financial challenge based on their evaluation of the research findings.</li> </ul>
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**Evidence of learning**

For successful completion of the Classroom-Based Assessment, students must submit a report on their research findings and action plan. The submitted report is the evidence of the students’ learning. The submitted report must be in a written format deemed appropriate by the teacher and students, taking into account a school’s unique context and the abilities and interests of the individual students.

Students will select the information which they feel is most relevant, reliable and of good quality to be included as evidence of their completed project. This assessment will be completed towards the end of year two.

## **Classroom-Based Assessment 2: Presentation**

This Classroom-Based Assessment has two priorities: to offer students the opportunity to apply their knowledge, skills and understanding to different real-life settings, and to develop their communication skills. During this Classroom-Based Assessment, students will apply course learning to their daily lives and the world of work, integrate theoretical ideas to practical contexts and begin to develop reflective skills. This Classroom-Based Assessment intends to build on the positive dialogue between students and teachers on business-related interests throughout the three years of study.

This Classroom-Based Assessment requires students to investigate and present on a business-related topic. The chosen topic may be directly related to specific course content or students may decide to study an issue of personal or local relevance, provided it is related to the business environment. In order to complete this Classroom-Based Assessment students will be expected to:

- undertake some original investigative work in order to find out more about the topic
- explain their interest in the topic
- evaluate what they have learned about the business environment as a result of their investigation
- reflect on how they see the world differently and how their behaviour has changed having engaged with the topic
- demonstrate the development of their communication skills through presentation.

Students are precluded from presenting on their Business in Action Classroom-Based Assessment.

The Presentation is an individual project. It comprises three areas of activity: *investigating*, *reflecting on learning* and *communicating*. Students may collaborate with classmates in gathering relevant information but teachers should ensure that each student is able to individually produce evidence to meet the features of quality of this assessment.

### **Evidence of learning**

For successful completion of the Classroom-Based Assessment, students must demonstrate evidence of their work through an individual presentation.

Students can use a range of different support materials and tools during their presentation such as digital technology, posters, graphic representations, financial accounts, interview questions or storyboards, taking into account a school's unique context and the abilities and interests of the individual students. The presentation will be completed during term one of year three.



## Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.

All students will complete both CBAs.

CBA	Completion of the assessment	SLAR <sup>1</sup> meeting
Business in action	Towards the end of second year	One review meeting
Presentation	End of first term in third year	One review meeting

## Assessing the Classroom-Based Assessments

More detailed material on assessment for reporting in Junior Cycle Business Studies, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in a separate assessment specification and guidelines. This will include, for example, the suggested length and formats for student pieces of work, and support in using ‘on-balance’ judgement in relation to the features of quality. The NCCA’s Assessment Toolkit will also include substantial resource material for use and reference in ongoing classroom assessment of junior cycle business studies, as well as providing a detailed account of the Subject Learning and Assessment Review process.

## Assessment Task

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for business studies. The Assessment Task links to the priorities of the Presentation, which offers students the opportunity to apply their knowledge, skills and understanding to different real-life settings and to develop their communication skills. The knowledge and skills developed by students during this Classroom-Based Assessment emerge from their growing awareness of the dynamics of the business environment.

The Assessment Task will assess the students in aspects of their learning, including their ability to evaluate new knowledge or understanding that has emerged through their experience of the Presentation.

## Inclusive Assessment Practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student’s performance in Classroom-Based Assessments. The accommodations, e.g. the support provided by a Special Needs Assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student’s learning throughout the year.

## **The final examination**

There will be one examination paper at a Common Level, set by the State Examinations Commission (SEC). The examination will be no longer than two hours in duration and will take place at the end of third year. During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material. In any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

**SAMPLE: Business Studies First Year Department Plan (2016/2017)**

<b>August – Mid-Term</b> Approx 8.5 weeks	<b>November – Christmas</b> Approx 7 weeks	<b>January – Mid Term</b> Approx 6 weeks	<b>February - Easter</b> Approx 6 weeks	<b>Easter – Summer</b> Approx 6 weeks
<b>Unit of Learning 1</b>	<b>Unit of Learning 3</b>	<b>Unit of Learning 4</b>	<b>Unit of Learning 5</b>	<b>Unit of Learning 7</b>
“Resources”	“Planning Income and Expenditure”	“Ethical and Global Consumerism”	“Entrepreneurship”	“Supply and Demand”
<b>Learning Outcomes</b> Our Economy: 3.2 Personal Finance:1.1 Personal Finance: 1.3	<b>Learning Outcomes</b> Personal Finance: 1.2 Personal Finance:1.11 Personal Finance: 1.12	<b>Learning Outcomes</b> Personal Finance: 1.9 Personal Finance:1.10	<b>Learning Outcomes</b> Enterprise: 2.1 Enterprise: 2.2	<b>Learning Outcome</b> Our Economy:3.3
<b>Unit of Learning 2</b>			<b>Unit of Learning 6</b>	
“Being a Consumer”			“Scarcity and Choice”	
<b>Learning Outcomes</b> Personal Finance: 1.7 Personal Finance: 1.8			<b>Learning Outcomes</b> Our Economy: 3.1	

## Sample Unit of Learning – Ethical and Global Consumerism

### **Learning Outcomes:**

Personal finance: 1.9

Personal finance: 1.10

### **Key Concepts**

Ethics and Sustainability; impact of the individual consumer; and effect of globalisation on consumer choice and behaviour.

### **Learning Experiences:**

1.9 - (Group) Activating Prior Knowledge around Ethics and Sustainability – developing our understanding

1.9 / 1.10 - (Individual & Group) Ethical Decision Case using adapted decision tree model

1.9 / 1.10 - (Group) Walking Debate exploring ethical and sustainability impact of individual choices

1.9 - (Group & Individual) Case Based Learning – sustainability

1.10 - (Group with individual components) Research Project – Developments in technology & the consumer – presentation of work

### **Assessment:**

1.9 - (Group) Prompt Questioning to activate prior knowledge

1.9 / 1.10 - (Individual & Group) Observation of group discussion and questioning of decisions, seeking rationale and justifications and observations, questioning and peer assessment (challenging each other's positions) during walking debate

1.9 - (Group & Individual) Questioning and discussion around case study

1.10 - (Group with individual components) Sharing Success Criteria for the research project, self-assessment and providing ongoing feedback. Presentation of findings within groups through a jigsaw activity.

### **Possible Resources:**

<https://youtu.be/i-7u7Y52sPM> Video 1 for Decision Tree Activity (Broader view of ethics and sustainability in consumerism)

<https://youtu.be/2ANaj8atgos> Video 2 for Decision Tree Activity (edited video of Bangladesh Clothing Industry)

[https://youtu.be/Gn7IoT\\_WSRA](https://youtu.be/Gn7IoT_WSRA) (Containerisation cartoon - development of global market)

<https://youtu.be/B5NiTNochjo> (Cartoon explanation of sustainability)

<http://www.crokepark.ie/stadium/sustainability> Sustainability Case Study

<http://www.sustainability.com/case-studies>

[http://www.jct.ie/wholeschool/cpdsupports\\_strategies\\_for\\_teaching.php](http://www.jct.ie/wholeschool/cpdsupports_strategies_for_teaching.php)

<https://prezi.com/> -Prezi

<https://www.jct.ie> -Decision Tree Template

<http://www.irishtimes.com/life-and-style/fashion/a-slow-revival-is-ethical-clothing-coming-back-into-fashion-1.1651132>

<http://www.irishexaminer.com/breakingnews/world/dont-panic-but-the-world-may-be-heading-for-a-chocolate-deficit-720446.html>

## Sample Roadmap for teachers of business studies

Spring 2016

- CPD Day One : Introducing the Business Studies Specification
- All Business Studies Teachers to receive one full day of CPD

Spring-Summer 2016

- Try some of the strategies with your current class groups
- Embed formative assessment into your teaching
- Begin to build a collection of useful resources

Ongoing

- Familiarise yourself with the Specification for Business Studies
- Begin to think about local businesses and business-related issues that can be used in teaching
- Share your feedback and ideas with your colleagues

May 2016/August  
2016

- As a department, consider the learning outcomes that you wish to teach for 2016 -2017
- Plan for the best use of your 8 hours of planning time for 2016-2017
- Ensure new teachers are registered with JCT for CPD Day 2, Autumn 2016

Ongoing

- Develop sample units of learning and share with your colleagues
- Combine units of learning to make a term plan



# Notes

# Notes

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[www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)