



An Roinn Oideachais  
agus Scileanna

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# **Junior Cycle Business Studies**

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## **Curriculum Specification**

# Contents

Page 3

## Introduction to junior cycle

Page 4

## Rationale

Page 5

## Aim

Page 6

## Overview: Links

Statements of Learning  
Key Skills

Page 9

## Overview: Course

Progression from primary to senior cycle

Page 13

## Expectations for Students

Strand one: Personal finance  
Strand two: Enterprise  
Strand three: Our economy

Page 17

## Assessment & Reporting

Assessing the Classroom-Based Assessments  
Assessment Task  
The final examination

Page 23

## Appendix 1

Glossary of business terms

Page 25

## Appendix 2

Glossary of action verbs

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# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social well-being of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning, and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

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.



5

Junior Cycle  
Business Studies

**Aim**

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# Aim

Business studies aims to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

# Overview: Links

Tables 1 and 2 on the following pages show how junior cycle business studies is linked to central features of learning and teaching in junior cycle.

**Table 1: Links between junior cycle business studies and the statements of learning**

## STATEMENTS OF LEARNING

The statement	Examples of relevant learning
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	Students will evaluate their consumer choices, understanding how their choices impact positively and negatively on their community and the wider world.
SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.	Students will examine the extent to which an organisation can impact on the economy, people and environment in which it is based.
SOL 14: The student makes informed financial decisions and develops good consumer skills.	Students will manage their financial resources, understanding the benefits to shop wisely and ethically, while evaluating financial risks.
SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions.	Students will use numerical and graphical data to analyse and problem-solve topics and questions in order to make effective decisions.
SOL 22: The student takes initiative, is innovative and develops entrepreneurial skills.	Students will conduct market research in order to appreciate entrepreneurship and to inspire curiosity and innovation.
SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students will access, communicate and/or present information using digital technology and explore its impact on how business is conducted.

## KEY SKILLS

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. Figure 1 below illustrates the key skills of junior cycle. There are opportunities to support all key skills in this course, but some are particularly significant.

**Figure 1: The elements of the eight key skills of junior cycle**



Table 2 below identifies some of the elements that are related to learning activities in business studies. Teachers can also build many of the other elements of particular key skills into their classroom planning.

**Table 2: Links between junior cycle business studies and key skills**

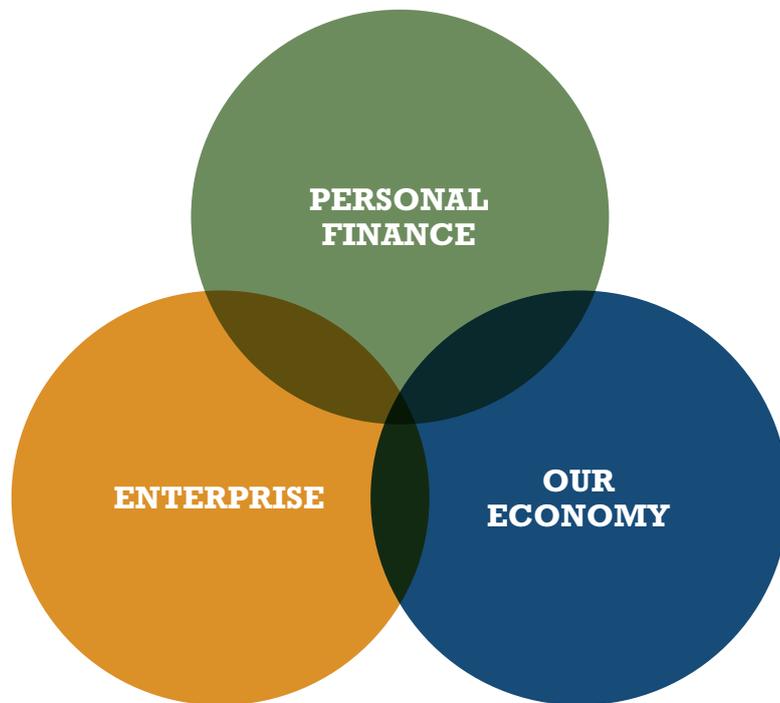
**KEY SKILLS**

<b>Key skill</b>	<b>Example of key skill element</b>	<b>Examples of associated student learning activities</b>
Being creative	Implementing ideas and taking action	Students will generate ideas on products/services in a creative environment and will be empowered to realise these ideas.
Being literate	Exploring and creating a variety of texts, including multi-modal texts	Students will access and engage with oral, written and multi-modal texts in conducting project research and in presenting their findings.
Being numerate	Seeing patterns, trends and relationships	Students will evaluate how the prices of particular goods and services are determined, understanding the interaction of demand and supply.
Communicating	Using digital technology to communicate	Students will interact through social media and other digital technology in order to explore relevant business issues.
Managing information and thinking	Gathering, recording, organising, and evaluating information and data	Students will prepare financial accounts, assess the financial position and present their analysis in tabular and/or graphic formats.
Managing myself	Making considered decisions	Students will evaluate risks associated with saving and borrowing money and make informed and responsible financial decisions.
Staying well	Being positive about learning	Students will discuss current issues in the business environment and their enthusiasm for and curiosity about business will be stimulated.
Working with others	Developing good relationships and dealing with conflict	Students will collaborate and negotiate with others in the classroom to explore views and complete tasks in a range of contexts and activities.

# Overview: Course

The specification for junior cycle business studies focuses on improving students' understanding of the business environment and on developing skills for life, work and further study through the three inter-connected strands: Personal finance, Enterprise and Our economy.

**Figure 2: The strands of junior cycle business studies**



## 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.

## 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. It develops students' basic understanding of the financial, marketing and operational functions of an organisation.

## 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.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of Personal finance, Enterprise and Our economy. To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to three elements:

- Managing my resources
- Exploring business
- Using skills for business.

These elements describe a three-fold focus for learning in the business classroom. Each element particularly focuses on the goals of the learning process, that is, the acquisition of new knowledge, skills and values. As the students progress through each of the strands, there will be a systematic development of their fundamental knowledge, their principles and values, and key skills through each of the elements.

**Figure 3: The integrated nature of strands and elements**



## MANAGING MY RESOURCES

Across the strands, the learning outcomes in this element focus on developing students' awareness, knowledge and understanding of the fundamentals of personal finance, enterprise and economics.

## EXPLORING BUSINESS

This element focuses on the context for business, looking at the themes of globalisation, sustainable development and consumerism. It enables students to reflect on the interconnectedness of business to the economy, society and environment, and encourages them to be active and responsible.

## USING SKILLS FOR BUSINESS

This element broadens students' understanding by enabling them to proactively apply their knowledge and skills to their own lives and in the dynamic business environment.

Junior cycle business studies has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The Classroom-Based Assessments will be set at a common level and there will be a common level externally-assessed final assessment.

In planning a course, the teacher will take account of the need to provide a wide range of opportunities for students to have meaningful and stimulating learning experiences across a broad range of contexts. The business environment is a dynamic one, and contemporary references to business and current affairs should be incorporated into the business classroom.

Planning needs to consider curriculum progression in terms of skills development and the development of the knowledge and understanding of the fundamental concepts. Teachers can plan to focus on the development of key skills through student-centred activities, recognising that any one activity does not always require students to develop the full range of key skills. Opportunities for more detailed and comprehensive activities can be included when students have developed the confidence and capacity to apply key skills in increasingly complex learning situations. All students, including those with a specific physical or learning need, should be enabled to participate in the learning activities of business studies with their peers at the appropriate level and with due consideration to health and safety requirements.

Business studies can facilitate students to pursue their individual interests. This specification aims to maintain a balance between the depth and breadth of the subject. This affords a reasonable degree of freedom for teachers to facilitate learning in a way that reflects students' own choices, curiosity and entrepreneurial spirit. Achieving learning outcomes should be planned in a way that is active, stimulating and genuinely responds to students' real-life experience.

## Progression from primary to senior cycle

### PRIMARY CURRICULUM

At primary level, children begin to encounter and form a basic awareness of the economic world in which they live. While business is not a stand-alone subject within the primary curriculum, in its strands, elements and outcomes, the specification for junior cycle business studies can progress related learning that has taken place at primary level. The primary mathematics curriculum develops the child's mathematical skills in the areas of problem-solving, representing mathematical ideas in different modes, and reasoning. Within the Social, Environmental and Scientific Education (SESE) curriculum area children are provided with opportunities to further develop their understanding of people living and working in the local community and beyond, as well as developing their knowledge of trade and development issues. Such awareness, knowledge and skills are addressed and developed in the study of business in post-primary education.

### SENIOR CYCLE

Significantly, there is a strong development of the understanding and skills required for business-related subjects in senior cycle. Mini-company formation, enterprise and social innovation competitions and school banks feature in the Transition Year (TY) programmes of many schools. Schools are also availing of TY to offer students work experience and workplace investigations. There are strong links to the syllabuses for Leaving Certificate business, accounting and economics, with students building on their financial, business and economic understanding and skills from junior cycle. Furthermore, business studies prepares students for the Leaving Certificate Vocational Programme (LCVP). The LCVP combines academic study with a focus on enterprise, the community and preparation for working life. As part of the programme students undertake a module in Enterprise Education which involves recognising and learning about enterprise skills, entrepreneurial activities and local business organisations. It is also beneficial for students who opt for the Leaving Certificate Applied (LCA) as it prepares students for the transition from the world of the school to that of adult and working life. As part of the LCA, students undertake and complete a significant task of a practical and/or enterprising nature over an extended period of time.

# Expectations for Students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers.

The examples will include work that is

- in line with expectations
- above expectations
- exceptional

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases.

## Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied business studies in junior cycle. The learning outcomes set out in the following tables apply to all students. As set out here, they represent outcomes for students at the end of their three years of study. **The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning of business studies up to the end of junior cycle.**

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Junior cycle business studies is offered at a common level. The examples of student work linked to learning outcomes will offer commentary and insights that support different standards of student work.

## 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

# Assessment & Reporting

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in junior cycle business studies will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle. To support this, teachers and schools will have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching and assessment support material, including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students
- thinking about assessment: ideas, research and reflections
- a glossary.

The contents of the Assessment Toolkit will include a range of assessment supports, advice and guidelines that will enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

## 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**

Enterprise in Action	<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>
Economics in Action	<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>
Finance in Action	<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).</p> <p>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>

### 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 context and the talents 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
- their capacity to reflect on the skills they have developed, and to apply them to unfamiliar situations
- their ability to reflect on how their value system has been influenced through the experience of the Presentation.

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<sup>1</sup> Subject Learning and Assessment Review

### 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.

# Appendix 1

## 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.

Term	Interpretation
<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.

Term	Interpretation
<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).
<b>Sustainable development</b>	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 well-being of citizens now and in the future.
<b>Globalisation</b>	A process of international integration emerging from the interchange of world views, products, services, ideas and other aspects of culture.

# Appendix 2

## 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.

Action verbs	Students should be able to
<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

Action verbs	Students should be able to
<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>Action verbs</b>	<b>Students should be able to</b>
<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

