

Draft Business Studies Statements

The following statements comprise draft statements developed with input from a number of practicing Business Studies teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new junior cycle Business Studies specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new specification may be accessed in full at www.curriculumonline.ie . In addition, support for teaching of the junior cycle Business Studies specification may be accessed through the Junior Cycle for Teachers (JCT) Business Studies team at www.jct.ie

It is important to note that the statements below offer a sample approach for the creation of junior cycle Business Studies statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course or are required for the classroom based assessments.

Teachers are encouraged to engage with these statements as a possible approach to creating Business Studies statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

Managing My Money and Making Responsible Decisions

Business Studies

Statement code no. BSJC1

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. List my needs and wants of managing my money					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Identify different sources of income and expenditure					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Read and prepare a budget					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Make responsible decisions based on a budget					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Complete a wage slip to calculate my take home pay					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Calculate overtime payments in the workplace					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Investigate as part of a group four different personal taxes and charges and give examples of when these apply					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Calculate the necessary taxes and charges I owe as an employee e.g. PAYE, PRSI, USC, etc					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Name 3 different financial institutions in Ireland					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Explain two different services offered by financial institutions					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Compare the interest rates offered by different financial institutions for my savings					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Identify two reasons for saving money and borrowing money					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Name three different types of personal finance					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. Research online and present to my class two suitable sources of finance for a specific purpose (e.g. purchasing a car, renovating a house etc.) and outline the benefits and the costs/risks of each source.					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

- 1.
- 2.

One thing I did to improve...

- 1.
- 2.

I really enjoyed.....because...

- 1.
- 2.

Being An Ethical Consumer

Business Studies

Statement code no. BSJC2

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Explain the term consumer					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. State three rights I have as a consumer					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. State three rights I have as an online consumer					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. State two responsibilities I have as a consumer					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Name the three forms of redress					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Research online as part of a group the relevant services and agencies for consumers and use this information to present my findings to the class					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Describe three benefits of fair trade					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Explain what ethics means in business					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Research product symbols that help me make an ethical consumer decision					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Research a current consumer issue in the media and discuss the ethical and/or sustainable issues involved					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Express my opinion on a consumer sustainability issue in a classroom debate					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

- 1.
- 2.

One thing I did to improve...

- 1.
- 2.

I really enjoyed.....because...

- 1.
- 2.

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Explain three sources of finance and give an example of what each one is used for	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Suggest suitable sources of finance to manage an organisation's expenditure	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Prepare a budget for an organisation and comment on it	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Recognise and complete key business documents that an organisation uses to manage transactions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Prepare a cash account to keep track of the income and expenditure of an organisation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Make a judgement based on a cash account of an organisation and suggest possible actions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Calculate an organisation's profit or loss at the end of a trading period and comment on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Describe the difference between the assets and liabilities of an organisation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Work as part of a group to create a simple business plan for a new or existing product/service	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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One thing I did to improve...

- 1.
- 2.

I really enjoyed.....because...

- 1.
- 2.

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Research, describe and give an example of a social, cultural and financial enterprise	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Explain what an enterprising person is and give an example of one	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. List five qualities of an enterprising person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Give an account of the role of entrepreneurs in society	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Describe three positive impacts that enterprises can have on a community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Explain two negative impacts that enterprises can have on community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Describe the difference between employment, work and being a volunteer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Give a brief description of three rights and three responsibilities of an employee	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Outline three rights and three responsibilities of an employer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Give two reasons why an enterprise has to pay tax	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Name and describe two types of taxes that an enterprise may have to pay	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Design as part of a group, using ICT, a marketing mix to promote a new or existing product/service	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

- 1.
- 2.

One thing I did to improve...

- 1.
- 2.

I really enjoyed.....because...

- 1.
- 2.

Living in a Globalised World

Business Studies

Statement code no. BSJC5

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Explain the term globalisation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Describe the benefits, challenges and effects that globalisation has on consumers					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Explain how scarcity of economic resources can lead to making choices					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Explain how changes in supply and demand of goods and services can affect prices					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. State three benefits arising from Ireland's membership of the EU					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Discuss two challenges arising from Ireland's membership of the EU					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Explain the term inflation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. List two sources of government revenue and two sources of government expenditure					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Give three benefits and two costs of a government economic policy					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Carry out research as part of a group on a current economic issue and present what I have found					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

- 1.
- 2.

One thing I did to improve...

- 1.
- 2.

I really enjoyed.....because...

- 1.
- 2.

Area of Experience: Business Studies

Bus.Studies

At Junior Certificate level the student can:

- | | |
|--|--|
| 1 The Business of Working | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and discuss the elements of the business world with regard to employment, transport and different forms of retailer | |
| 2 Personal Finance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Manage personal finances in the areas of income, expenditure and budgeting | |
| 3 Accounting | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and use basic budgeting and accounting methods suitable for home, club, and company accounts | |
| 4 Insurance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and explain the processes involved in personal and business insurance | |
| 5 Money and Banking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand the various ways in which we use banks, and how money is used in our society | |
| 6 Economic Awareness | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand and explain the ways in which economic activity affects our decision making on a personal and national level | |
| 7 Computers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Be familiar with the basic computer skills that are needed by people in everyday life | |

Work begun | Work in progress | Work completed

The Business of Working

Bus.Studies

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Explain and discuss the elements of the business world with regard to employment, transport and different forms of retailer

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Explain what we mean by 'Work' and 'Employment' | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | List the duties of an employer and an employee | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Describe the different types of groups into which workers fit | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Name the different people or groups who look after the rights of workers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Draw a simple chart following the production and selling of a good | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Recognise the importance of the different ways in which we transport (move) goods | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Describe what we must think of when choosing how we transport different goods, e.g. ice-cream and cattle | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Describe and give examples of the job of a producer, wholesaler and retailer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | List the different types of retailer and give examples of the goods and services they sell | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Give examples of how businesses try to sell their goods or services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Investigate some goods or services and show why they sell well | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Survey your class/year group or school to compare some of these popular products | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Home Economics, Civic Social and Political Education, Art, Maths, Environmental and Social Studies, Information Technology and Computer Software

Work begun | Work in progress | Work completed

Personal Finance

Bus.Studies

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Manage personal finances in the areas of income, expenditure and budgeting

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Name different sources of income | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Work out the income from different part-time jobs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give reasons why people save | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 List ways of saving, including banks, building societies, An Post and credit unions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Read a wage slip, picking out income before and after tax | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 List the main household bills | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Read and understand bills and dockets | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 List income and expenditure and identify priorities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Prepare a personal budget | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Prepare a household budget using a calculator | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Find the cost of the main items in personal and household budgets | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Understand what rights you have as a consumer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Write a letter of complaint to a company or service provider using your knowledge of your consumer rights | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Accounting

Bus.Studies

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Understand and use basic budgeting and accounting methods involved in home, club, and company accounts

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Plan a basic budget for yourself for one week | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Record your income and spending for one week | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Understand the difference between a profit and a loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Using the accounts of a business, work out whether the company is making a profit or a loss | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Understand and list a business's assets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Understand and list a business's liabilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Record the assets and liabilities of a business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain the duties of the different people who run a club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Explain the duties of the different people who run a farm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Describe the different kinds of companies that offer services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Record the income and expenditure of a club and a farm or service provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Insurance

Bus.Studies

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Understand and explain the processes involved in personal and business insurance

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Understand what insurance means | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Describe the different rules of insurance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give examples of how these rules can affect your life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | List the companies who insure people and businesses | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | List the items that people insure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand the ways in which people insure themselves e.g. cars, houses, personal, life, property etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand the ways in which businesses insure themselves e.g. theft, accidents, liability, property, etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | List some of the factors that insurance companies take into account when insuring people or businesses | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Describe what a premium is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Fill out an insurance application and claim form | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe the work of an actuary, a risk assessor, an insurance salesperson and a broker | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Understand what is meant by assurance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Money and Banking

Bus.Studies

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Understand the various ways in which we use banks and how money is used in our society

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Identify a local credit union, bank and building society | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | List the services offered by a bank, building society or credit union | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Explain what is meant by a lodgement and a withdrawal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Read and fill in the most important documents needed for managing money | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Know what an ATM is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Describe how shops deal with a customer who wants to pay by laser or credit card | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Find out the interest rate in your local bank, credit union, building society or other source of lending | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Work out how much you would have to pay if you borrowed €500 from each of these sources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Explain what HP means | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Work out the difference between buying something on HP with a bank loan or with cash | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Economic Awareness

Bus.Studies

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Understand and explain the ways in which economic activity affects our decision making on a personal and national level

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | List the factors of production | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Explain what scarcity means | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | List one of the factors of production and explain how its scarcity affects our decision making (choices in life). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Locate on a map the countries that we trade with | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Find out what currencies and languages these countries have | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Show how you can change the Euro into another currency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Describe how to change non-Euro currency into Euro | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain how we measure and compare one country's success to another's | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Compare, using graphs, figures and bar charts, the success of two or more different countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain how the Government gets the money to run the country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Explain how the Government spends money when it runs the country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies

Work begun | Work in progress | Work completed

Computers

Bus.Studies

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Be familiar with the basic computer skills that are needed by people in everyday life

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Be able to switch the computer on and off properly and check for viruses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Recognise and name the main parts of a computer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Show how to use the keyboard and the mouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Show responsibility for and tidy up equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Insert and access a CD Rom or floppy disk application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Save on the hard drive and the A drive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Retrieve and print off work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Write your e-mail address | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Access specific information on the Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Locate a school home page | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Prepare and send an e-mail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Be aware of the need for security when using e-mail and the Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Access a business site and print off information from the site | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Maths, English, Civic Social and Political Education, Information Technology and Computer Software, Environmental and Social Studies

Work begun | Work in progress | Work completed