

Managing My Money and Making Responsible Decisions

Business Studies

Statement code no. BSTJC1

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...

One thing I did to improve...

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

Being An Ethical Consumer

Business Studies

Statement code no. BSTJC2

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...

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

Recording and Assessing the Finances of an Enterprise

Business Studies

Statement code no. BSTJC3

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"/>

Reflecting on my learning...

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Being Innovative & Enterprising

Business Studies

Statement code no. BSTJC4

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...

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Living in a Globalised World

Business Studies

Statement code no. BSTJC5

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...

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Area of Experience: Business Studies

Bus.Studies

I can:

BSTJC1 Managing My Money and Making Responsible Decisions - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BSTJC2 Being An Ethical Consumer - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BSTJC3 Recording and Assessing the Finances of an Enterprise - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BSTJC4 Being Innovative & Enterprising - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
BSTJC5 Living in a Globalised World - Draft	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1 The Business of Working Understand and discuss the elements of the business world with regard to employment, transport and different forms of retailer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 Personal Finance Manage personal finances in the areas of income, expenditure and budgeting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 Accounting Understand and use basic budgeting and accounting methods suitable for home, club, and company accounts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 Insurance Understand and explain the processes involved in personal and business insurance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Money and Banking Understand the various ways in which we use banks, and how money is used in our society	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6 Economic Awareness Understand and explain the ways in which economic activity affects our decision making on a personal and national level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7 Computers Be familiar with the basic computer skills that are needed by people in everyday life	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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