



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Phase 2: Business Statements 2023/2024

1st Years

- **New
Statements
Only**

2nd Years

- **New
Statements
Only**

3rd Years

- **New
Statements
Only**

Introductory text for JCSP Statements Supporting The Junior Cycle Business Studies Statements

The statements below were 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.

Area of Experience: Business Studies

Bus.Studies

At Junior Cycle level I can:

BSTJC1

Managing My Money and Making Responsible Decisions

☐☐☐**BSTJC2**

Being An Ethical Consumer

☐☐☐**BSTJC3**

Recording and Assessing the Finances of an Enterprise

☐☐☐**BSTJC4**

Being Innovative & Enterprising

☐☐☐**BSTJC5**

Living in a Globalised World

☐☐☐

Work begun

☒☐☐

Work in progress

☒☒☐

Work completed

☒☒☒

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"/> | | | | |

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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"/> | | | | |
| 2. Suggest suitable sources of finance to manage an organisation's expenditure | <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"/> | | | | |
| 4. Recognise and complete key business documents that an organisation uses to manage transactions | <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"/> | | | | |
| 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"/> | | | | |
| 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"/> | | | | |
| 8. Describe the difference between the assets and liabilities of an organisation | <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"/> | | | | |

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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"/> | | | | |
| 2. Explain what an enterprising person is and give an example of one | <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"/> | | | | |
| 4. Give an account of the role of entrepreneurs in society | <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"/> | | | | |
| 6. Explain two negative impacts that enterprises can have on community | <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"/> | | | | |
| 8. Give a brief description of three rights and three responsibilities of an employee | <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"/> | | | | |
| 10. Give two reasons why an enterprise has to pay tax | <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"/> | | | | |
| 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"/> | | | | |

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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"/> |

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