

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.

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...

One thing I did to improve...

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