

Junior Cycle Business Studies Draft Specification

For consultation

Contents

Introduction to junior cycle	5
Rationale	6
Aim	7
Overview: Links	8
Overview: Course	11
Progression	14
Expectations for students	15
Learning outcomes	15
Assessment in Junior Cycle Business Studies	21
Assessment for Certification	21

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 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 wellbeing 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 that are virtually unimaginable today will emerge in their lifetimes. Developing technologies, environmental and societal challenges, demographics, global competition, and changing consumer demand will drive these changes. Studying business can help to equip students with the understanding, skills and attitudes to participate fully in this dynamic 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 ICT skills by providing a real life context for their application.

Finally, 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 develop 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 in the future.

Aim

Junior Cycle Business Studies aims to develop students' understanding of the business environment and how they interact in it, to develop and consolidate their skills, to instil an enterprising attitude and make them more self-aware as learners.

More specifically, it aims to encourage all students to:

- be enthusiastic, curious about and responsive to the dynamic business world
- be active learners and apply their understanding and skills to their lives as citizens and consumers
- make responsible, ethical and informed decisions about managing financial resources
- develop an informed appreciation of entrepreneurship and its contribution to society and the economy
- appreciate the dynamics of Ireland's economy from a personal, business and government perspective
- understand the impact of, and engage with, ICT developments in the business environment.

Overview: Links

Business Studies supports a broad range of learning objectives at junior cycle. Tables 1 to 3 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 consider their consumer choices and understand how their choices impact 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 appreciate that the way people and enterprises make a living can change the society and landscape around them.
SOL 14: The student makes informed financial decisions and develops good consumer skills	Students will participate in a wide range of activities to plan their finances and develop their financial literacy in a variety of contexts and forms.
SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions	Students will engage with numerical data in a wide range of forms, to understand, analyse and surmise impacts and effects.
SOL 22: The student takes initiative, is innovative and develops entrepreneurial skills	Students will learn to appreciate entrepreneurship and will engage in a range of activities 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 present information through a range of digital tools and explore the potential of technology to change the conduct of business.

Table 2: Links between Junior Cycle Business Studies and Literacy and Numeracy

Literacy and Numeracy
<p>Business Studies can offer significant support for the development of students' literacy and numeracy skills. It gives students access to a world of knowledge and ideas, and situations outside their own experience, which can help to consolidate and extend all aspects of their literacy and numeracy learning.</p>
<p>Business Studies provides opportunities to learn the language and terminology of the business world. Students will encounter specialised terminology through topics in personal finance, enterprise and our economy.</p>
<p>Students will develop their literacy comprehension skills by accessing, exploring and actively engaging with information through traditional and digital media.</p>
<p>Students will engage in purposeful discussion and presentation of ideas and dispositions and in doing so develop their communication skills.</p>
<p>Students will learn and apply numeracy skills in a range of activities based on data and information from real-life situations.</p>
<p>Students will present and communicate numerical data in tabular or graphic forms using traditional and digital tools for different audiences.</p>
<p>Students will develop their numeracy skills as they compute, analyse and evaluate figures in finance and economics, drawing deductions and conclusions based on numerical data.</p>

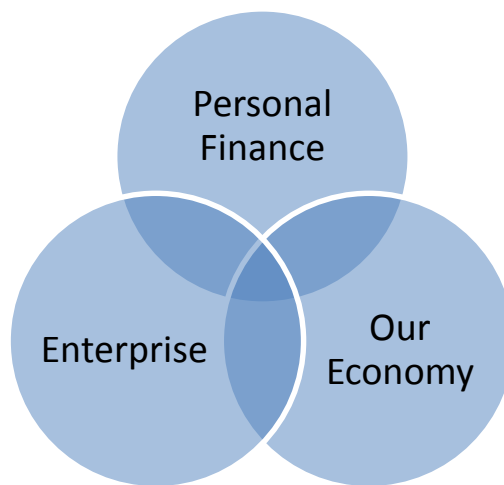
Table 3: Links between Junior Cycle Business Studies and other Key Skills

Other Key Skills		
Key skill	Key skill element	Student learning activity
Managing myself	Making considered decisions	Students will learn how to manage personal, business and social financial resources, and in doing so make informed decisions.
Staying well	Being positive about learning Being confident	Students' enthusiasm for and curiosity about the dynamic business world will be stimulated. Students will demonstrate a range of different skills and appreciate their own talents, abilities and intelligence.
Communicating	Using numbers and data Using digital technology to communicate	Students will compute, analyse and present figures and data based on real-life situations. Students will research, analyse and present their learning using digital technology.
Being creative	Implementing ideas and taking action	In enterprise, students will be generating ideas in a creative environment and be empowered to realise them.
Working with others	Developing good relationships and dealing with conflict	Students will collaborate and negotiate with others to explore views and develop projects on a range of contexts and activities.
Managing information and thinking	Gathering, recording, organising, and evaluating information and data Thinking creatively and critically	Students will investigate, analyse and source research material to make informed evaluations. Students will present and communicate findings and data using a range of different formats in consideration of their audience.

Overview: Course

Junior Cycle Business Studies focuses on improving students' understanding of the business environment and on developing skills for life, work and further study through three inter-connected strands: Personal Finance, Enterprise and Our Economy.

Figure 1: Strands of Junior Cycle Business Studies



Personal finance focuses on students developing a set of skills and knowledge that allows them to make informed decisions to manage their financial resources effectively and responsibly.

Enterprise makes the business classroom an active space where students apply their understanding, skills and values to an enterprise. It develops students' basic understanding of the financial, marketing and operational functions of an organisation.

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, an enterprise and the economy.

While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are marked 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 with reference to three elements:

- Managing resources
- Exploring business
- Using business skills

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. Figure 2 shows how, as students work through each of the strands, there will be a systematic development of their fundamental knowledge, their principles and values, and business-related skills through each of the elements.

Figure 2: The elements of the strands showing the integrated nature of the specification



Managing resources: Across the strands, the learning outcomes in this element focus on developing students’ awareness 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, enabling students to reflect on the

interconnectedness of business with the economy and society, and encouraging them to be active and responsible.

Using business skills: 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 engagement across the three years of junior cycle. 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 to 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 specific skills through student-centred activities, recognising that any one activity does not always require students to develop the full range of skills. As students progress, opportunities for more detailed and comprehensive activities can be included when students have developed the confidence and capacity to apply business skills in increasingly complex learning situations.

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 degree of freedom for teachers to facilitate learning in a way that reflects students' own choices, curiosity and entrepreneurial spirit. The achievement of learning outcomes should be planned for in ways that are active, stimulating and genuinely responds to students' real-life experience.

Progression

Primary Curriculum

At primary level, children begin to encounter and form a basic awareness of the economic world in which they live. While business isn't 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 children are provided with opportunities to 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 as they progress into post-primary education.

Senior Cycle

Significantly, too, there is a strong development of the understanding and skills required for business-related subjects in senior cycle. Mini-company formation features 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 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 in the subject specification. 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
- ahead of expectations
- has yet to meet expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases. Annotated examples of student work developed by teachers will be included alongside the specification.

Learning outcomes

Learning outcomes are statements that describe the 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 in 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 differentiation.

Strand One: Personal Finance

Personal finance focuses on students developing a set of skills and knowledge that allows them to make informed decisions to effectively and responsibly manage their financial resources. In this strand students learn about income and expenditure for an individual and household, and consumer issues and behaviour.

Elements	Learning Outcomes
Managing resources	Engaging with Personal Finance, students should be able to: 1.1 Construct a personal financial life-cycle to identify financial needs at different life stages 1.2 Prepare and analyse a budget for an individual/household, evaluate its financial position, recommend appropriate action and consider the costs, benefits and risks of their recommendation 1.3 Calculate income and expenditure data for an individual/household, present it graphically or as an account, and critically analyse data to evaluate the financial position examining the consequences of mismanagement of financial resources 1.4 Interpret a wage slip and demonstrate an understanding of personal tax liability arising from employment 1.5 Explain key personal taxes and charges and suggest why, and occasions when, they might arise.
Exploring business	1.6 Distinguish between and demonstrate an understanding of their rights and responsibilities as consumers 1.7 Discuss the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how consumers contribute to sustainable development through consumer behaviour 1.8 Discuss and evaluate how globalisation impacts on consumer choice and behaviour

Using business skills	<p>1.9 Evaluate the services provided by consumer agencies and financial institutions to assist and support customers</p> <p>1.10 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks</p> <p>1.11 Identify appropriate types of insurance for particular personal needs and demonstrate an understanding of their costs, benefits and risks.</p>
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Strand Two: Enterprise

Enterprise makes the business classroom an active space, where students apply their understanding, skills and values to an enterprise. It develops students' basic understanding of the financial, marketing and operational functions of an organisation. In this strand, students learn about entrepreneurship, employment, marketing and finance for a business.

Elements	Learning Outcomes
Managing resources	<p><i>Engaging with Enterprise, students should be able to:</i></p> <p>2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society</p> <p>2.2 Differentiate between employment, work and volunteerism, describing the features, benefits and rewards of each</p> <p>2.3 Distinguish between the rights and responsibilities of employer and employee from a legal, social and ethical perspective</p> <p>2.4 Analyse the business documents that an enterprise uses to manage its transactions</p>
Exploring business	<p>2.5 Describe the skills and characteristics of being enterprising and demonstrate an understanding of the contribution that entrepreneurship makes to our economy and our society</p> <p>2.6 Discuss the challenges and opportunities of information and communications technology for an enterprise</p> <p>2.7 Summarise and assess the impact on a local community of one enterprise from an economic, social and environmental perspective</p>
Using business skills	<p>2.8 Identify an entrepreneurial opportunity and design a marketing plan in order to promote that product or service</p> <p>2.9 Conduct market research on a business opportunity. Analyse, interpret and communicate the research findings using relevant terminology and representations</p> <p>2.10 Identify the different financial needs of an enterprise, assess the importance of planning the cash flow, propose suitable sources of finance to manage expenditure and prepare a cash flow forecast</p> <p>2.11 Develop a simple business plan</p> <p>2.12 Prepare appropriate accounts to monitor income received and payments made</p>

	<p>by an enterprise, assess its financial position and report their findings in an appropriate way, fit for purpose and audience</p> <p>2.13 Prepare appropriate accounts to assess the financial performance of an enterprise at the end of a trading period, evaluate its financial position and report their findings in an appropriate way, fit for purpose and audience</p>
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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, an enterprise and the economy. In this strand, students learn about the demand and supply of goods and services, the role of the government in managing the economy, trade, employment and the European Union (EU).

Elements	Learning Outcomes <i>Engaging with Our Economy, students should be able to:</i>
Managing resources	3.1 Demonstrate an understanding of how scarcity of economic resources results in individuals having to make choices and identify the consequences of these choices
Exploring business	3.2 Evaluate how changes in the supply and demand of goods and services in different markets can affect price 3.3 Explain the role of households, firms (profit and not-for-profit) and the government in the Irish economy and their role in the distribution of economic resources 3.4 Identify and differentiate between different sources of government revenue and government expenditure, exploring the purpose of taxation from a financial, social and ethical perspective 3.5 Discuss the implications of globalisation of trade, demonstrating an understanding of the benefits and challenges of international trade 3.6 Discuss the economic implications of Ireland's membership of the EU, demonstrating an understanding of the benefits and challenges of membership
Using business skills	3.7 Identify and evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs 3.8 Demonstrate an understanding of inflation, employment rates, interest rates and economic growth and the relevance of these key economic indicators for individuals and the economy 3.9 Use their knowledge, and information from a range of media sources, to interpret, evaluate and discuss current economic issues and present an informed view

Assessment in Junior Cycle Business Studies

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 test and certify 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 certification purposes, assessment of any kind can improve learning by exerting a positive influence on the curriculum at all levels. To do this it must reflect the full range of curriculum goals.

Assessment in Junior Cycle Business Studies will optimise the opportunity for students to become active and reflective participants in their learning. This rests upon teachers providing learners with opportunities to set clear goals and targets in their learning and upon providing quality, focused feedback to support their learning. Providing focused feedback on their learning to students is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and to motivate them to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades to provide detailed feedback that focuses not just on how the student has done in the past but on the next steps for further learning.

Assessment for Certification

Junior Cycle Business Studies will have two assessment components in the assessment for certification: a school work component and a final assessment. The schoolwork component will carry 40% of the marks available and the final assessment will carry 60%. The school work component comprises a research project with digital presentation and a reflection assignment, developed over the second and third years of junior cycle and the tasks will relate to the students' work during that time.

The assessment tasks in the schoolwork component

The **research project and digital presentation** can be linked to the development of students' awareness and understanding of business and the business environment, economics or personal finance; the integration of enterprising skills and attitudes; their competence in using technology for effective communication; and their ability to work with others during collaborative activities.

The **reflection assignment** entries emerge through engagement with a broad range of contemporary economics and business-related issues. The assignment may be presented in a range of formats.

Mark weighting for the assessment components

The following tables are based on the total mark available being 400.

School work components	40%	160 marks
Final assessment	60%	240 marks

Timing and mark weighting for the school work components

Component	Marks	Submitted	Moderation meeting
Research project	80 marks	End of Year 2	End of Year 2
Digital presentation	40 marks		
Reflection assignment	40 marks	Term 1 of Year 3	Not applicable

Rationale for the assessment tasks

Over the three years of junior cycle, students will have opportunities to stimulate their curiosity and interest in the business environment. The assessment tasks link to the priorities for learning and teaching in business. It is envisaged that through the assessment tasks they will actively engage in practical and authentic learning experiences that reflect activities undertaken regularly in the business environment. They will act as consumers, entrepreneurs, managers and decision-makers as they analyse data and information, express viewpoints and make judgements, plan and conduct research, use technology, communicate and reflect on their learning. They will learn about, and make informed decisions about, their own resources and issues of social, cultural and global importance. Through

these assessment tasks they will develop their knowledge, understanding, skills, and values, thereby achieving the learning outcomes across the strands.

Research project and digital presentation

Students are given three options from which to choose their research project:

Option one: An entrepreneurial opportunity

Students are given an opportunity to choose a product, service or business activity, one they devise or develop themselves or one that already exists, that is of interest or importance to them. They carry out an exploration over time in order to assess the future potential of their idea. The project will comprise of a description of the research undertaken and an analysis of their research findings, the development of a business plan for the idea and a recommendation as to the viability of the business idea. The digital presentation enables students to demonstrate the development of their communication skills in a variety of formats used in the business environment.

Option two: A current economic trend, development or change

Students are given an opportunity to choose an economic trend, development or change that is impacting on the Irish economy and society. The project will comprise of a description of the research undertaken and an analysis of the research findings. The project will also include a suggested action plan outlining economic policy changes that might maximize the resulting economic outcomes. The digital presentation enables students to demonstrate the development of their communication skills in a variety of formats used in the business environment.

Option three: A current financial challenge for a consumer or a business

Students are given an opportunity to choose a financial challenge for a consumer or a business. The project will comprise of a description of the research undertaken and an analysis of the research findings. The project will also include a financial plan that will facilitate the consumer or business in making rational decisions to deal with the challenge. The digital presentation enables students to demonstrate the development of their communication skills in a variety of formats used in the business environment.

The research project and digital presentation will give students an opportunity 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 learning.

The learning outcomes listed below are among those that might be assessed through the research project and digital presentation:

Personal finance	Enterprise	Our economy
1.2, 1.3, 1.6, 1.7, 1.8, 1.10, 1.11	2.8, 2.9, 2.10, 2.11, 2.12	3.1, 3.2, 3.5, 3.7, 3.9

There are three aspects to the assessment of the research project and digital presentation:

- Research and evidence-based judgement [40 marks]
- Preparation of plan [40 marks]
- Communication [40 marks]

The research project and digital presentation promotes student engagement through:

- Thinking about and deciding on the area of focus for their chosen option
- Choosing the most appropriate technology with which to communicate findings
- Possibilities for student collaboration, including a group presentation in which each group member has a contribution. While students may communicate as part of a group, each student will be awarded an individual mark. There is no provision for awarding a group mark.

The research project enables students to demonstrate the development of their practical competence and understanding of their chosen area of focus, their analytical and critical thinking skills, communication skills and their ability to work with others, in a way that cannot be assessed in a written examination.

Assessing the research project and digital presentation

Features of quality

The features of quality related to student work on the research project and digital presentation are set out below. The features of quality are the criteria that will be used to assess the student's work.

	Distinction	Higher Merit	Merit	Achieved	Partially achieved
	The student work has the following features of quality				
Research	Demonstrates use of an excellent range of well-considered research methods. There is comprehensive documentation that displays a very clear and logical structure that provides a very convincing argument for pursuing the project/implementing the policy or strategy. There is clear evidence of how the student engaged in the project and the student's reflections are of excellent quality.	Demonstrates use of a range of well-considered research methods. The research process is well documented with a very clear and logical structure which provides a convincing argument for pursuing the project/implementing the policy or strategy. There is clear evidence of how the student was engaged in the project and the student provides good reflections on involvement.	Demonstrates use of a range of research methods. There is good documentation of the research process, displaying a clear and logical structure with a sound argument for pursuing the project/implementing the policy or strategy. It includes evidence of the student's engagement in the project and reflection upon that engagement.	Demonstrates use of at least two research methods. There is documentation of the research process, describing a logical structure and some argument for pursuing the project/implementing the policy or strategy. There is evidence of how the student engaged in the project with some reflection on it.	Demonstrates use of a research method to collect data. There is limited documentation of the research process describing the structure with some argument for pursuing the project/implementing the policy or strategy. There is evidence of the student's engagement in the project but no reflection upon involvement.

Preparation of business plan/action plan/financial plan	<p>The plan is complete, comprehensive and well presented. It describes how the student fully engaged in the planning process and the student's reflections on the proposed enterprise/outcome are of excellent quality</p>	<p>The plan is complete and presented in an organised and clear manner. It demonstrates how the student was engaged in the planning process and provides good reflections on the proposed enterprise/outcome</p>	<p>The plan is largely complete and presented in an organised and clear manner. There is evidence of the student's engagement in the planning process and some reflection on the proposed enterprise/outcome</p>	<p>The plan has some omissions but overall is complete and is presented in an organised manner. There is some evidence of how the student engaged in the planning process but limited reflection on the proposed enterprise/outcome</p>	<p>The plan provides a very basic summary of information although its presentation lacks clarity. There is some evidence of engagement in the planning process but narrow reflection on the proposed enterprise/outcome</p>
Communication of findings	<p>The medium of communication chosen is used effectively and the presentation displays a high level of creativity with a comprehensive knowledge of the project</p>	<p>The medium of communication chosen is used effectively and the presentation shows creativity with a high level of knowledge of the project</p>	<p>The medium of communication chosen is used to good effect but is not fully exploited and the presentation shows a good knowledge of the project</p>	<p>The medium of communication chosen is appropriate but not used to its full potential and the presentation displays some knowledge of the project</p>	<p>The medium of communication chosen is used in a basic manner and there is a limited knowledge of the project displayed in the presentation</p>

Marking

The research project and digital presentation is marked out of a total of 120 marks. The marking schemes below draw directly from the features of quality for the project and presentation and should be used as reference points when assessing the student's work. No grade is awarded for achievement below 20%.

The awarding of marks in each row of the grid is based on the professional judgement of the teacher. Each of the sets of features of quality are considered in turn, working up from the partially-achieved level to the highest grade level that fully matches the student's work. Once a level has been reached that doesn't fully match the work, no higher levels are considered.

Grid showing the breakdown of marks for market research and presentation and communication skills

	Distinction (90-100%)	Higher Merit (75-89%)	Merit (55-74%)	Achieved (40-54%)	Partially Achieved (20-39%)	Total
Research	(36-40)	(30-35)	(22-29)	(16-21)	(8-15)	40
Preparation of business plan	(36-40)	(30-35)	(22-29)	(16-21)	(8-15)	40
Communication of findings	(36-40)	(30-35)	(22-29)	(16-21)	(8-15)	40

Reflection assignment

The reflection assignment will help students to integrate course learning into their daily lives, apply theoretical ideas to practical contexts and begin to develop reflective skills. It aims to promote a positive dialogue between students and teachers on business-related interests. The reflection assignment can be in written, digital, audio or visual form.

The reflection assignment entries will be completed by the end of term one of year 3. Students will record their reflections, observations and analysis on a minimum of four business-related issues. For the purpose of assessment for certification, students will choose two entries that they consider best illustrate their learning.

The selected pieces of student work should be presented as a draft by the students to the teacher during ongoing assessment, learning and teaching activities. Feedback, in the form of prompts for improvement of work which is to be presented for certification, can be given to students. This must be general rather than specific. Students can use this feedback to improve the work that they present for certification.

Each reflection entry should:

- Name the topic
- Identify some new information, knowledge or understanding gained through their study of the topic
- Reflect on a skill developed while learning about this topic
- Evaluate how the learning has impacted on their opinions, attitudes or behaviour
- Include questions or concerns the student may still have
- Reflect on how the chosen topic has influenced his/her own life and his/her future.

The learning outcomes listed below are among those that might be assessed through the reflection assignment:

Personal finance	Enterprise	Our economy
1.1, 1.7, 1.8	2.1, 2.5, 2.6, 2.7	3.4, 3.6, 3.7, 3.9

Assessing the reflection assignment

Features of quality

The features of quality related to student work on the reflection assignment are set out below. The features of quality are the criteria that will be used to assess the student's work.

	Distinction	Higher Merit	Merit	Achieved	Partially achieved
	The student work has the following features of quality				
Reflection Journal	The work demonstrates an excellent level of understanding and awareness of contemporary business issues. The entries show informed and considered personal insights on the topics and there is clear evidence of a capacity to reflect on how the learning is influencing the student's skills, attitudes, opinions and/or behaviour.	The work demonstrates a high level of understanding of contemporary business issues. The entries show considered and personal insights on the topics and there is some evidence of a capacity to reflect on how the learning is influencing the student's skills, attitudes, opinions and/or behaviour.	The work demonstrates a high level of understanding of contemporary business issues. It contains personal insights on the topics and not simply a summary of information or of other peoples' views. The work displays a limited capacity to reflect on how the learning is influencing their skills, attitudes, opinions and/or behaviour.	The work demonstrates some understanding of contemporary business issues. There are some personal insights on the topics. The entries provide very limited reflection on how the learning is influencing the student's skills, attitudes, opinions and/or behaviour.	The work demonstrates some understanding of contemporary business issues however there are very few personal insights on the topics. The entries show little evidence of reflection on how the learning is influencing their skills, attitudes, opinions and/or behaviour.

Marking

The reflection assignment is marked out of a total of 40 marks. Marking is based on the features of quality for the assignment. The grid should be used as a reference point for marking. No grade is awarded for achievement below 20%.

The awarding of marks is based on the professional judgement of the teacher. The features of quality are considered in turn, working up from the partially-achieved level to the highest grade that fully matches the student's work. Once a level has been reached that doesn't fully match the work, no higher levels are considered.

Grid showing the breakdown of marks for the reflection assignment

	Distinction (90-100%)	Higher Merit (75-89%)	Merit (55-74%)	Achieved (40-54%)	Partially Achieved (20-39%)	Total
Reflection journal	(36-40)	(30-35)	(22-29)	(16-21)	(8-15)	40

Support material in the Assessment and Moderation Toolkit

The material on Junior Cycle Business Studies included in the **Assessment and Moderation Toolkit** will contain details of the practical arrangements relating to the assessment of the school work component including, for example, the suggested length and formats for student pieces of work, and the moderation process involved.

Final Assessment

The final assessment will carry 60% of the marks available.

The Final Assessment
<p>Students will sit a two-hour examination. They will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material.</p> <p>In any year, the learning outcomes to be assessed will constitute a sample from the tables of learning outcomes.</p> <p>The final assessment will take place at the end of 3rd Year. It will be offered at a common level and will be set and administered by the State Examinations Commission.</p>

Reasonable Accommodations

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 the assessment task, so that he or she can demonstrate his or her level of achievement. The accommodations (e.g. the use of Irish Sign Language, 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 students' learning throughout the school year.

