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.
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

1 The Business of Working
Understand and discuss the elements of the business world with regard to employment, transport and different forms of retailer

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

3 Accounting
Understand and use basic budgeting and accounting methods suitable for home, club, and company accounts

4 Insurance
Understand and explain the processes involved in personal and business insurance

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

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

7 Computers
Be familiar with the basic computer skills that are needed by people in everyday life
## Managing My Money and Making Responsible Decisions

### Business Studies

**Statement code no. BSTJC1**

<table>
<thead>
<tr>
<th>I can:</th>
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<tbody>
<tr>
<td></td>
<td>I have begun</td>
</tr>
<tr>
<td>1. List my needs and wants of managing my money</td>
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<tr>
<td>2. Identify different sources of income and expenditure</td>
<td>〇〇〇</td>
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<tr>
<td>3. Read and prepare a budget</td>
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<td>4. Make responsible decisions based on a budget</td>
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<tr>
<td>5. Complete a wage slip to calculate my take home pay</td>
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<tr>
<td>6. Calculate overtime payments in the workplace</td>
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<tr>
<td>7. Investigate as part of a group four different personal taxes and charges and give examples of when these apply</td>
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<tr>
<td>8. Calculate the necessary taxes and charges I owe as an employee e.g. PAYE, PRSI, USC, etc</td>
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<tr>
<td>9. Name 3 different financial institutions in Ireland</td>
<td>〇〇〇</td>
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<tr>
<td>10. Explain two different services offered by financial institutions</td>
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<tr>
<td>11. Compare the interest rates offered by different financial institutions for my savings</td>
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<tr>
<td>12. Identify two reasons for saving money and borrowing money</td>
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<tr>
<td>13. Name three different types of personal finance</td>
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<tr>
<td>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.</td>
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</table>

### 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:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
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<tbody>
<tr>
<td>1. Explain the term consumer</td>
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<tr>
<td>2. State three rights I have as a consumer</td>
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<tr>
<td>3. State three rights I have as an online consumer</td>
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<tr>
<td>4. State two responsibilities I have as a consumer</td>
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<tr>
<td>5. Name the three forms of redress</td>
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<tr>
<td>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</td>
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<td>7. Describe three benefits of fair trade</td>
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<tr>
<td>8. Explain what ethics means in business</td>
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<td>9. Research product symbols that help me make an ethical consumer decision</td>
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<tr>
<td>10. Research a current consumer issue in the media and discuss the ethical and/or sustainable issues involved</td>
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<tr>
<td>11. Express my opinion on a consumer sustainability issue in a classroom debate</td>
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</table>

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed......because...
I can:

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

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed......because...
**Being Innovative & Enterprising**

**Business Studies**

**Statement code no. BSTJC4**

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</table>

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

**Reflecting on my learning...**

**One thing I did well...**

**One thing I did to improve...**

**I really enjoyed......because...**
<table>
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1. Explain the term globalisation

2. Describe the benefits, challenges and effects that globalisation has on consumers

3. Explain how scarcity of economic resources can lead to making choices

4. Explain how changes in supply and demand of goods and services can affect prices

5. State three benefits arising from Ireland’s membership of the EU

6. Discuss two challenges arising from Ireland’s membership of the EU

7. Explain the term inflation

8. List two sources of government revenue and two sources of government expenditure

9. Give three benefits and two costs of a government economic policy

10. Carry out research as part of a group on a current economic issue and present what I have found

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

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

### Learning Targets

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

**Refer also to:** English, Home Economics, Civic Social and Political Education, Art, Maths, Environmental and Social Studies, Information Technology and Computer Software
At Junior Certificate level the student can:

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

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

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

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies
At Junior Certificate level the student can:

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

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

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

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies
At Junior Certificate level the student can:

Understand and explain the processes involved in personal and business insurance

### Learning Targets

- **This has been demonstrated by your ability to:**

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

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 ☒ ☒ ☒
At Junior Certificate level the student can:

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

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

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

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

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

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

Refer also to: Maths, Home Economics, English, Art, Information Technology and Computer Software, Civic Social and Political Education, Environmental and Social Studies
At Junior Certificate level the student can:

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

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

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