

# 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