

## 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](http://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](http://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.

# 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"/>

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

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