

Linking Junior Cycle Business Studies with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Literacy & Communication	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	A5. Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom	2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
	Reading to obtain basic information	C1. Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby- names of family members	1.11 Interpret a wage slip and calculate personal tax liability arising from employment
		C4. Find key information from different forms of writing, e.g. locate factual information in forms/bills times and dates of appointments, menus, timetables, newspapers	2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes
	Using a range of writing forms to express opinions	D5. Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill a simple form, complete a diary entry	2.9 Develop a simple business plan for a new or existing product or service
Using suitable technologies for a range of purposes	F1. Identify three everyday uses of technology, e.g. for learning, working, and for fun	2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs	
Numeracy	Managing money	A5. Recognise the difference between using money to buy essential items and luxury items	1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society
		A6. Plan a personal budget for a week	1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats
		A7. Save a small amount of money each week to buy an item	1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks
	Using data for a range of different purposes	H2. Identify basic approaches to data collection, e.g. record sheets, tally system	2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
		H3. Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records	2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
		H4. Interpret basic data of two criteria, e.g. more/less of one class than another, bigger/smaller	2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
H5. Construct basic representations to communicate data with two criteria, e.g. drawing a pictogram /bar chart		2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations	
H6. Talk about /discuss information from basic data e.g. a pictogram, bar chart or trend graph	2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations		
Personal care	Developing good daily personal care	A6. Give two or three reasons to care for personal belongings, e.g. if I wash my clothes, they will last longer	1.7 Distinguish between and appreciate their rights and responsibilities as consumers
	Being able to manage stress	D1. Describe school/personal/community situations that are stressful	2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective
	Knowing how to stay safe	E2. Recognise when personal safety is threatened, e.g. bullying/harassment	2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
	Making personal decisions	H5. Explore the consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money	1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks
Living in a community	Developing good relationships	A7. Recognise the importance of respect in relationships	2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
	Resolving conflict	B4. Describe the characteristics of bullying behaviour	2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
		B6. Identify the steps for dealing with conflict, e.g. stop and do not react straight away, listen to advice from an adult	2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
	Using local facilities	C2. Identify familiar places and organisations in the local community	2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society
	Seeking help and advice	D1. Name the relevant agencies that offer support and advice to the public, e.g. Citizen Advice Centre, local information centre	1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
		D3. Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations	1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
		D4. Describe how to contact a range of people or organisations in their local area that can provide help and advice, e.g. local Garda station	1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
	Making consumer choices	E1. List two organisations that work on behalf of consumers	1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
		E2. Describe situations when an item needs to be brought back to a shop	1.7 Distinguish between and appreciate their rights and responsibilities as consumers
		E3. Describe what a guarantee is	1.7 Distinguish between and appreciate their rights and responsibilities as consumers
E6. Write a complaint or make a verbal complaint in a mock situation		1.7 Distinguish between and appreciate their rights and responsibilities as consumers	
Preparing for work	Finding out about work	B4. List possible jobs that they are interested in and find information on the requirements for the jobs	2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.