

**St. Nathy's College**

**Subject Department Plan**

**Junior Certificate Business Studies**

**2009 - 2010**

## **Subject Aims**

- To contribute to a balanced and appropriate general education at the Junior Cycle level - leading to the personal and social development of each student.
- To develop, in each student, habits and methods of investigation, analysis and problem solving at an appropriate.
- To familiarise each student with technological developments in the business environment.
- To encourage initiative and develop self-reliance in each student.
- To provide each student with an appropriate level of economic/business literacy.
- To develop in each student a positive attitude to the creation of wealth and its distribution.
- To provide a foundation for students which could lead to employment/further studies in the business field.

## **Subject Objectives**

- To encourage in students an interest in, and a positive attitude towards, the business world and to enable them to acquire a knowledge and an understanding of commercial activities and to provide an introduction to the structures and functions of business institutions and their inter-relationships.
- To develop in students skills of communication, use of technology and recording of information and transactions.
- To enable students to apply oral and written communication skills to business activities and to develop the vocabulary necessary for further progress in the business world.
- To enable the students to develop skills in numeracy, neatness and accuracy in respect of recording transactions, summarising these and interpreting the results.
- To develop the skills of accurate keyboarding.
- To develop in students an understanding of the new information technologies and, as far as possible, to enable them to establish a practical and useful skill in the use of computers and office technology.
- To enable students to integrate knowledge and skills in a practical and useful way and in particular in applying them to realistic business/personal situations.
- To encourage students to apply business knowledge and skills to the commercial aspects of their own lives and that of their households.

**Subject Co-ordinator :** Mr. B. Foy

**Subject Teachers :** Mr. M. Daly  
Mr. B. Foy  
Ms. K. Munnelly

**Time Allocation :**

	<b>Subject Band</b>	<b>Teacher</b>	<b>Class Time (per week)</b>
First Year	Band 1	Ms. K. Munnelly	1 hr 55 min
	Band 2	Mr. B. Foy/Mr. M. Daly	1 hr 50 min
	Band 4	Ms. K. Munnelly	1 hr 50 min
Second Year	Band 3	Ms. K. Munnelly	2 hr 35 min
Third Year	Band 1	Mr. B. Foy	2 hr 25 min
	Band 3	Ms. K. Munnelly	2 hr 35 min

**Options Structure :**

Classes are generally of mixed ability - Higher Level course is pursued until the Mock examinations in Third Year - at that stage students wishing to follow Ordinary Level course can do so using past examination papers.

**Timetabling :**

First Year - three class periods per week (1 double, 1 single)  
Second Year - four class periods per week (1 double, 2 single)  
Third Year - four class periods per week (1 double, 2 single)

**Grouping of Pupils :**

First Year - students are allocated to their class groups based on their subject choices  
- classes are generally of mixed ability.  
Second Year - students are allocated to their class groups based on their subject choices  
- classes are generally of mixed ability.  
Third Year - students remain in the same groups as in Second Year.

### **Student Access to Subject/Level :**

- First Year - students choose from a range of subjects, of which Business Studies is one. This choice is made in the latter half of Sixth Class in Primary School. There is no restriction on access to the subject. Parents sign a form acknowledging their child's choice of the subject. Generally, all students who choose the subject for First Year are accommodated.
- Second Year - towards the end of First Year, students reduce the number of subjects by choosing again - three subjects from a choice of five. Only students who have studied Business Studies in First Year can study it in Second Year. Parents sign a form acknowledging their child's choice of the subject. Generally, all students who choose the subject are accommodated.

### **Class Organisation :**

Subject is taught in general classrooms, usually one seat behind each desk with desks in pairs, or two seats behind one table. This arrangement encourages paired work if required, and allows for group work, as tables and desks are not in a fixed position.

### **Textbooks and Course Materials :**

Textbook : Studies in Business by Mairead Roche and Des Cusack, plus workbook.

Sufficient for the three-year course for both levels.

### **Planning for Students with Special Needs :**

Students with special needs are allowed to study the subject - general school policy allows for provision of readers, tapes etc. for such students at the State Examinations.

Students are facilitated in the use of laptop computers if they have writing or reading difficulties.

Special Needs Assistants accompany students in their classes.

### **Cross-Curricular Planning :**

There are links between Business Studies and the following subjects :

- LCA Maths - completion of business documents, lodgement/withdrawal forms.
- Home Economics - consumer education
- Geography - distance tables for transport

### **Subject Planning for a Culturally Diverse Society :**

Students from non-English speaking countries are allowed to choose the subject. School policy arranges for students with very little English to spend one year learning English only, before allowing them to enter classes to study other subjects.

### **Effective Teaching Methodologies :**

- Workbook
- Worksheets
- Revision Book
- Past Examination Papers
- Overhead Projectors
- Blackboard
- Use of paired work/group work.

### **Provision for Health and Safety Requirements :**

- School's general policy re Health and Safety - Safety Statement
- Classroom telephones, allowing instant access to general Office
- School Journals - allowing contact between school and parents, and outlining school policy on Health and Safety
- Accident/Incident Report sheets.
- Provision of information to teachers concerning any conditions that a student in a class may have
- Fire drills

## **Curriculum Content :**

### **First Year (2009-2010)**

- Household - Income, Expenditure, Budget, Accounts
- National Budget
- Consumer
- Communications / Business Letters
- Information Technology
- People at work
- The Employer
- Book-keeping : Cash Book / Analysed Cash book, Ledger  
Petty Cash Book  
Business Documents, with posting to accounts  
Day Books and Ledgers

### **Second Year (2009-2010)**

- Industrial Relations
- The Economic Framework
- Chain of Production
- Distribution
- Delivery Systems
- Foreign Trade
- Insurance
- Marketing
- Forms of Business Ownership
- Financial Institutions - Investing, Borrowing, Household Records
- Further Book-keeping - Business Documents  
General Journal  
Petty Cash Book  
Full Book-keeping Exercises

### **Third Year (2009-2010)**

- Trading, Profit and Loss Accounts and Balance Sheets
- Adjustments to Final Accounts and Balance Sheets
- Reporting on and Analysis of Final Accounts and Balance Sheets
- Control Accounts
- Accounts of Clubs/Service Firms/Farms
- Examination Preparation - Section A - Revision of Examination Papers

## **Homework Procedures :**

Homework is assigned for the following purposes :

- To consolidate work done in class
- To enable students to work on their own
- To encourage self-directed study
- To assist in a teacher's ongoing assessment of a student's work
- To promote learning of important concepts of the subject
- To ensure that students get practice in working out questions involving accounts etc.

Homework given to students is recorded in the student's School Journal, which is signed by parents each night to acknowledge homework given.

Teachers encourage the production of good quality homework by

- discussing answers in class
- providing sample answers, especially of accounts questions
- allowing time in class for preparation/discussion of homework
- ensuring that students record homework in the School Journal

## **Assessment/Examination Procedures :**

Teachers carry out regular assessment of their students throughout each of the three years of the programme - usually in the confines of the classroom.

There are formal timetabled examinations for all students at Christmas, and for all First and Second Years at Summer.

There are timetabled mock examinations for Third Years students in the Spring of that year.

The results of such assessments are recorded by teachers in their own record books. The results from the formal timetabled examinations are sent home to parents in the form of a Report twice-yearly, after Christmas, and at the beginning of the Summer holidays.

Results of ordinary class assessments may be entered in a student's School Journal for a parent's information.

Assessment provides important information to a teacher regarding a student's progress at a subject. It may influence the way in which a teacher approaches the teaching of a topic, taking into account the ability of a student to understand a subject. Assessment can be a great support to a teacher when deciding how to approach the teaching of the subject.

**Record Keeping Procedures :**

- Teachers maintain records for each class concerning attendance.
- Teachers maintain records for each student regarding subject progress.
- School records are kept concerning attendance, discipline.
- School progress record books are maintained, containing examination results.

**Reporting Procedures :**

- School has it's own reporting procedure ie.

Class Teacher -> Class Tutor -> Year Head

Year Head -> Senior Management (through Year Head meeting).

- Incident Report Sheets, completed by teacher in the event of a student being hurt, injured, or becoming ill while on the school premises.
- School Journal.