

# **Support Material Document to Accompany JCT Business Studies Screencast on**

## ***“Designing Effective Assessment Activities or Tasks for the Junior Cycle Business Studies Class”***

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## Sample Assessment Task 1

**Question 1. What works well?**

**Question 2. What could be improved?**

### Learning Outcome:

3.11 **Evaluate** the benefits and costs of a government economic policy and **assess** who enjoys the benefits and who bears the costs

### Key Concepts:

- Benefits and costs for the country in general, consider who benefits, who bears the costs - based on research and analysis
- Using the knowledge from previous LOs examine the policy to establish who the policy benefits (individuals, interest groups, government etc.) and who is responsible for the costs (financial and otherwise)
- Evaluating the benefits and costs of government economic policy and assessing who enjoys the benefits and who bears the costs, carrying out research.

### Learning Intentions:

We are going to -

- learn how to research a government policy
- assess and appraise the benefits and costs of a government economic policy
- learn to analyse who enjoys the benefits of a government economic policy
- identify who bears the costs of a government economic policy

### Overview of Task:

Students are completing this task having studied all other Learning Outcomes on the course. They have also been discussing economic policies that are currently in the news and have experience of completing research following the JCT research process poster.

### Action Verbs:

**Evaluate** (ethical judgement) collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas; solutions or methods.

**Evaluate** (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about ideas, solutions or methods

**Assess** judge, evaluate or estimate the nature, ability, or quality of something.

**Student Evaluation:**

Students will work in pairs to prepare a presentation focusing on the benefits and costs of an Irish economic policy which they believe impacts on their local area including arguments for who benefits and who bears the costs. This will be presented orally using support materials of their choice.

**Success Criteria:**

I can:

- Identify an Irish economic policy that impacts on my local area
- Research and outline a current Irish economic policy showing my sources of information
- Show the benefits and the costs of this policy for Ireland
- Make an argument for who benefits and who bears the cost of this policy explaining why I think this

**Formative Assessment:**

Before presenting to the class student pairs will work with another pair to give each other feedback in line with the success criteria based on ‘What worked well...’ and ‘Even better if...’

Students will reflect on their presentation in line with the success criteria.

What Works Well?	What Could be Improved?

*This work is for CPD purposes only. It has been designed to stimulate Subject Department Discussion in conjunction with the JCT Business Studies Task Design Screencast*

## Sample Assessment Task 2

**Question 1. What works well?**

**Question 2. What could be improved?**

### Learning Outcome:

3.11 **Evaluate** the benefits and costs of a government economic policy and **assess** who enjoys the benefits and who bears the costs

### Key Concepts:

- Benefits and costs for the country in general, consider who benefits, who bears the costs - based on research and analysis
- Using the knowledge from previous LOs examine the policy to establish who the policy benefits (individuals, interest groups, government etc.) and who is responsible for the costs (financial and otherwise)
- Evaluating the benefits and costs of government economic policy and assessing who enjoys the benefits and who bears the costs, carrying out research.

### Learning Intentions:

We are going to -

- learn how to research a government policy
- assess and appraise the benefits and costs of a government economic policy
- learn to analyse who enjoys the benefits of a government economic policy
- identify who bears the costs of a government economic policy

### Overview of Task:

Students are completing this task having studied all other Learning Outcomes on the course. They have also been discussing economic policies that are currently in the news and have experience of completing research following the JCT research process poster.

### Action Verbs:

**Evaluate** (ethical judgement) collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas; solutions or methods.

**Evaluate** (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about ideas, solutions or methods

**Assess** judge, evaluate or estimate the nature, ability, or quality of something.

**Student Evaluation:**

Students will work in groups of 3 or 4 and design a poster for the classroom which focuses on the benefits and/or costs of a government economic policy.

**Success criteria:**

Students will:

- Design an a3 poster for use in the classroom
- Ensure the content of the poster is 50% written and 50% visual content
- Pick between drawings, pictures or photos for the visual element
- Include 200 written words
- Credit their sources of research

**Formative assessment** During the research process, before designing the poster, students in each group will engage in ‘peer teaching’ sharing and explaining their findings with the other group members. Other members of the group will feedback to each student on their findings. After designing the poster students will engage in the exercise ‘roll the die’ where they will share with their peers where they are at.

1. I want to remember
2. Something I learned today
3. One work to sum up what I learned
4. Something I already knew
5. I’m still confused about
6. An eureka moment I had

What Works Well?	What Could be Improved?

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## Junior Cycle Business Studies Task Design Checklist

Unit of Learning	Task Title	Brief Description of Task

KEY ELEMENTS OF EFFECTIVE TASK DESIGN	YES	NO
The task allows students the opportunity to <b>demonstrate their achievement of knowledge and understanding, skills and values</b> from the learning outcomes.		
The students can <b>achieve</b> the knowledge and understanding, skills and values <b>at different levels</b> .		
There are clear <b>success criteria linked to the learning</b> and these are <b>co-created with students</b> .		
The <b>task is linked to</b> the knowledge and understanding, skills and values in the <b>learning outcome(s) and associated Learning Intentions</b> .		
The Task provides an opportunity for <b>formative assessment</b> (Questioning / Discussion / Feedback / ongoing Reflection).		
Review Date	_____	