

# Junior Cycle Business Studies

Assessment Task

December 2018



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# Introduction

Students complete a written Assessment Task to be submitted to the State Examinations Commission for marking as part of the state-certified examination for Business Studies. It will be allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is directly related to the nature and focus of Classroom-Based Assessment 2: Presentation.

The purpose of the Assessment Task is for students to undertake a focused reflection on their individual presentation for Classroom-Based Assessment 2.

The Assessment Task will assess the students in aspects of their learning including:

- Their ability to evaluate new knowledge or understanding that has emerged through their experience of the presentation
- Their capacity to reflect on the skills they have developed in undertaking the presentation
- Their ability to reflect on how their perspectives/viewpoints/opinions have been influenced by the experience of the presentation.

The Assessment Task is at a Common Level and the questions posed will take into account the broad cohort of students taking the assessment. It consists of two stages: firstly, discussing and reflecting on their presentations and their experience as presenters; and secondly, writing up and completing their Assessment Task booklet.

## Timing of Business Studies Assessment Task

The Business Studies Assessment Task will be completed during week of **Monday 10<sup>th</sup> to Friday 14<sup>th</sup> December 2018**.

The Assessment Task is completed over 80 minutes within a double class period or two single class periods. The 80 minute time period is divided into two stages: The first stage (40 minutes) is used for preparation purposes; the second stage (40 minutes) is used for writing up their response to the task.

**Note: A sample Assessment Task template can be viewed in Appendix 1.**

## Submission of booklets

The student's response is written into a pro-forma booklet and the school forwards the completed booklets for the Assessment Task in accordance with arrangements set out by the State Examinations Commission (SEC).

The mark awarded for the Assessment Task will be aggregated by the SEC with the mark awarded for the written examination to determine the overall grade for the state-certified final examination in Business Studies.

Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the timeframe scheduled for completion.

# Process for completing the Assessment Task

The Assessment Task is based on the second Classroom-Based Assessment for Junior Cycle Business Studies. This Classroom-Based Assessment, Presentation, has two priorities: to give students the opportunity to apply their knowledge, skills and understanding to real-life settings, and to develop their communication skills. The Presentation allows students to: develop their self-awareness as learners; to evaluate evidence and reflect on their values; to demonstrate how they can communicate competently using a range of tools prevalent in the business environment; and to make considered decisions and recommendations.

**Students must complete Classroom-Based Assessment 2: Presentation before completing the Assessment Task.**

## First stage (Class period 1): Discussion and reflection (40 minutes)

### **Discussion (Recommended time of approximately 20 minutes)**

Discussion will be based around the Features of Quality for Classroom-Based Assessment 2: Presentation (see Appendix 2).

The teacher will present the Features of Quality and ask students to discuss the features in relation to the student's individual presentation. The students should have their individual presentation notes and support materials available to them. The teacher can share the student self-reflection sheet with the students to help scaffold the discussion, if he/she chooses (see Appendix 3).

Students will use peer discussion to discuss their own work and provide feedback to their peers. Discussion can happen in pairs, small groups and/or as a whole class.

### **Reflection (Recommended time of approximately 20 minutes)**

Students should be given time to critically reflect on the Features of Quality and the discussion from their own perspective based on their individual presentation. The reflection should last for 20 minutes approximately. It is envisaged that this would be quiet reflection time. The students can note down points arising from the discussion on the Features of Quality and can also use the student self-reflection sheet as a prompt (see Appendix 3), if he/she so chooses.

### **Supporting the discussion on Features of Quality**

The teacher could get students to consider some of the following questions as stimulus for the discussion around Features of Quality in relation to the students' presentations.

- Communication Skills (includes, for example, expressing myself, using language, numbers and data, and presenting)
  - What would you consider are the strengths of your communication skills?
  - What aspect of your communication skills you would like to improve?
- Structuring the presentation
  - How did you structure your presentation?
  - Why did you apply this structure?
  - How effective did you find this structure?
- Knowledge and understanding
  - What new knowledge on your topic did you acquire?
  - Why do you consider this knowledge to be important?
- Supporting communication
  - What support material did you use?
  - Why did you choose this support material?
  - How effective did you find this support material?
- Self-reflection
  - What do you think are the strengths and weaknesses of your presentation overall?
  - Has your perspective or opinion on your topic changed as a result of completing the presentation?
  - How would you improve your presentation if you were to do it again?

## Second stage (Class period 2): Completion of assessment task booklet and submission (40 minutes)

### **Completion of the assessment task booklet (Recommended time of approximately 35 minutes)**

The completion of the assessment task booklet can be done during the next timetabled Business Studies class period you have with the class group. The writing up of the booklet should last for 35 minutes approximately.

As before, students can have their presentation notes, their presentation support materials and their student self-reflection sheet with them while completing the booklet.

Students complete the booklet independently, whilst teachers supervise without intervention/assistance, except where support is required to remove barriers to learning, in line with the supports available to the student(s) throughout the school year.

A sample assessment task template is included in these guidelines (see Appendix 1).

### **Submission (up to 5 minutes)**

Students label their answer booklets clearly and the teacher follows school procedures for storing/submitting booklets to the State Examinations Commission.

# Checklist for teachers

## **Before:**

- Have a copy of the Features of Quality for Classroom-Based Assessment 2 available to you and the students
- Have copies of the student self-reflection sheet available for the students, if you so choose
- Ensure students have their individual presentation notes and support materials available to them.

## **During the First Stage (Class Period 1):**

- Allow time for class/group/peer discussion based on the Features of Quality for Classroom-Based Assessment 2
- Allow time for quiet reflection on students' individual presentations and support materials.

## **During the Second Stage (Class Period 2):**

- Supervise as students write their answers into the booklet.

## **After:**

- Gather all clearly labelled booklets and then follow established school procedures for storing/submitting material to the SEC.

Note: If your students are completing the Assessment Task during a double class, the same steps outlined above apply but are completed back to back over 80 minutes of one double class period.

# Appendix 1: Sample assessment task template

## Section A: Reflecting on my knowledge and understanding

Give the title of your presentation

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Give a brief overview of some new knowledge you learned on the topic of your presentation.

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Explain why you feel this new knowledge is important.

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**Section C: Self-reflection**

Write a response to either (a) **or** (b). Place a tick in the box next to your choice.

(a) Explain how your perspective or opinion on your topic has changed as a result of completing the presentation.

**OR**

(b) Describe how you would improve your presentation if you were to do it again.

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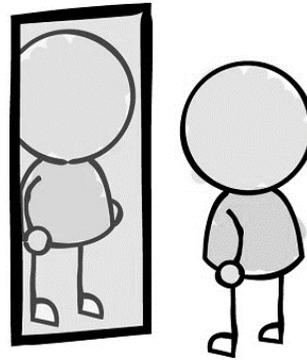
## Appendix 2: Features of Quality for Classroom-Based Assessment 2

Features of Quality: Presentation
<p><b>Exceptional</b></p> <ul style="list-style-type: none"><li>▪ The student communicates eloquently and confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well-structured.</li><li>▪ The support material chosen displays creativity and is used very effectively to captivate the target audience.</li><li>▪ The student’s reflections on the topic are of excellent quality, demonstrating clearly how the student’s point of view has developed or evolved over time.</li></ul>
<p><b>Above expectations</b></p> <ul style="list-style-type: none"><li>▪ The student’s communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well-structured.</li><li>▪ The support material is well-chosen to interest the audience, displaying some creativity and supporting the oral presentation.</li><li>▪ The student’s reflections on the topic are of very good quality.</li></ul>
<p><b>In line with expectations</b></p> <ul style="list-style-type: none"><li>▪ The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places.</li><li>▪ The support material chosen is appropriate but not used to its full potential.</li><li>▪ The student displays an ability to reflect on their own perspective of the topic.</li></ul>
<p><b>Yet to meet expectations</b></p> <ul style="list-style-type: none"><li>▪ The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure.</li><li>▪ The support material chosen is used in a basic manner.</li><li>▪ The student’s reflections on the topic are narrow and of poor quality.</li></ul>

## Appendix 3: Student self-reflection sheet

### Communication skills

- What would you consider are the strengths of your communication skills?
- Is there an aspect of your communication skills you would like to improve? If so, how would you go about improving this aspect?



Knowledge  
and  
understanding

- What new knowledge on your topic did you acquire?
- Why do you consider this knowledge to be important?

### Self-reflection

- What do you think are the strengths and weaknesses of your presentation overall?
- Has your perspective or opinion on your topic changed as a result of completing the presentation?
- How would you improve your presentation if you were to do it again?

### Supporting your presentation

- What support material did you use?
- Why did you choose this support material?
- How effective did you find this support material?

### Structuring your presentation

- How did you structure your presentation?
- Why did you apply this structure?
- How effective did you find this structure?

