

# Leaving Certificate Business

## Guidelines for Teachers

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## **F o r e w o r d**

The Minister for Education has asked the National Council for Curriculum and Assessment to revise the subject syllabuses for the Leaving Certificate programme in the context of the national programme of curriculum reform currently in progress. The process of revision is being implemented on a phased basis.

The revision of the Leaving Certificate is being conducted with particular reference to the need:

- to provide continuity and progression from the Junior Certificate programme;
- to cater for the diversity of aptitude and achievement among Leaving Certificate students' through appropriate courses at both Ordinary and Higher levels.
- to address the vocational dimension inherent in the various Leaving Certificate subjects.

Draft Teacher Guidelines are being developed in respect of each new syllabus, through the NCCA course committees, as an aid to teachers in the implementation of the new courses.

These guidelines are intended both as a permanent resource for teachers and as a resource for use in the in-career development programme for teachers. The guidelines provide suggestions in relation to the teaching of the new syllabus.

The guidelines are published jointly by the National Council for Curriculum and Assessment (NCCA) and the Department of Education.

## Introduction

### Introduction to the syllabus

The syllabus for *Business* replaces the former Leaving Certificate Business Organisation syllabus which was introduced into schools in 1978 and examined for the first time in 1980. The new syllabus has been developed in accordance with the recommendations of the NCCA's Senior Cycle Business Working Party (1990). The NCCA course committee was set up to revise the former Business Organisation syllabus taking into account:

- the length of the former syllabus
- the introduction of Junior Certificate Business Studies
- the need to increase the vocational emphasis within Leaving Certificate Business
- the range and abilities of candidates taking the existing Business Organisation examination.

### Changes in emphasis in the syllabus

The title of the new syllabus is *Business*. It has a new emphasis, structure, format and content. It emphasises the vocational dimension of the subject. The new syllabus provides a context for students to build from exemplars in their own lives and apply them to the wider business environment. It also ensures that the study of *Business* will contribute to a broad general education. The NCCA course committee has defined the parameters of the new syllabus in its three component elements:

- \* People in business
- \* Enterprise
- \* Business environment

The course committee was aware of the need to structure a course that provides some continuation from, and development of, the Ordinary and Higher Levels offered in Business Studies at Junior Certificate. The *Business* syllabus content is common to both Higher and Ordinary Levels. There are specific learning outcomes for Higher Level

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students stated in the syllabus document. The assessment of the syllabus reflects both levels.

The Leaving Certificate *Business* syllabus helps prepare students for participation in a changing business environment and develops an understanding of the role of enterprise and the overall environment in which business functions. The course committee believes that these additions to the existing syllabus will contribute to the preparation of students for the opportunities, responsibilities and experiences of adult and working life.

The committee was conscious of the level and age of Post-Junior Certificate students in preparing the depth and breadth of the new syllabus. The course was designed with mixed ability class groups in mind as in many schools, both Ordinary and Higher Level students are taught in the same class.

**These Guidelines do not attempt to cover all the issues which teachers will need to consider when planning for the introduction of the new syllabus. They are intended to give an overview of the direction of the new syllabus and an indication of the depth of treatment required; they will be further developed through the process of in-career training.**

The guidelines are intended to help teachers to:

- \* appreciate the philosophy behind the development of the syllabus
- \* understand the depth of treatment required in certain areas
- \* select appropriate resources and methodologies for the teaching of the new syllabus.

Business-related subjects in the past have made a major contribution to the curriculum in second-level schools and to the career prospects of many students. It is hoped that the new *Business Syllabus* will strengthen this contribution.

The *Business* syllabus and Guidelines for Teachers promote Business as a vocationally

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relevant and dynamic subject. The Guidelines have taken into account the comments and suggestions made during the wide consultation process. The course committee would like to thank all the teachers, professional bodies and organisations' who contributed to the ideas contained in these Guidelines.

## 1. New and Revised sections of the Syllabus

The new Business Syllabus is designed to be more integrated with a vocational dimension and an emphasis is on the importance of people skills in business.

Leaving Certificate *Business* comprises three sections:

- \* People in business
- \* Enterprise
- \* Business environment

### Revised and new sections of the course

- \* People in business
- \* Enterprise
- \* Management activities
- \* Business start-up /identifying business opportunities
- \* Community development
- \* Business and the economy
- \* Social responsibilities of business
- \* International trade / marketing

### Sections removed include:

- \* Office organisation
- \* Unit trusts and investment trusts
- \* Methods of transport
- \* Foreign trade documentation
- \* Stock Exchange
- \* Central bank
- \* Merchant bank

### Sections reduced include:

- \* Commercial bank
- \* Production planning and control
- \* Government t i n b u s i n e s s
- \* Sources of Finance
- \* Taxation

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- \* Insurance
- \* Retailer
- \* Wholesaler
- \* Mergers and take-overs
- \* Partnerships

These areas are not given specific treatment in the new course; however, they may impinge on certain areas of the new syllabus and may be mentioned in an applied context.

### **Legislation in the revised syllabus**

A major concern of the course committee in relation to the former Business Organisation syllabus was the large amounts of legislation which were included. The committee agreed to a limited list of relevant legislation and this selected list is included in the appendix to the draft guidelines.

The stated pieces of legislation will be examined at both Higher and Ordinary Level with the emphasis on the application of the legislation.

Summaries of the legislation and its application in business will be the focus as opposed to a detailed knowledge of the actual text of the legislation.

As the *Business* syllabus is dynamic it is proposed that the Appendix should be amended as legislation evolves; however the committee proposes that when this review is taking place any additions of legislation to current business practice should be reflected by similar deletions in the existing list. This will ensure that the length of the syllabus is maintained.

The legislation will be indicated in the units of the guidelines where they are most relevant. However they may impinge on other units.

## 2. Syllabus Structure

### Section A

#### People in Business

##### (Unit 1)

##### **Introduction to people in business**

People and their relationships in business  
Conflicting interests and how they are resolved

### Section B

#### Enterprise

##### (Unit 2)

##### **Enterprise**

Introduction and definition of enterprise  
Entrepreneurs and enterprise skills

##### (Unit 3)

##### **Managing 1**

Introduction and definition of management  
Managers and management skills  
Management activities

##### (Unit 4)

##### **Managing 2**

Household and business manager  
Human resource management  
Changing role of management  
Monitoring the business

##### (Unit 5)

##### **Business in Action**

Identifying opportunities  
Marketing  
Getting started  
Expansion



**Section C**  
**Environment**

**(Unit 6)**

**Domestic Environment**

Categories of industry  
Types of business organisation  
Community development  
Business and the economy  
Government and business  
Social responsibilities of business

**(Unit 7)**

**International Environment**

Introduction to the international trading environment  
European Union  
International business

**Unit 1 People in Business**

**Introduction**

Business is primarily concerned with people and their relationships. This section introduces the main parties in business and their roles and it examines how they work successfully together. It also looks at areas where their interests may not coincide and how they may resolve such situations of conflict.

<p><b>Objective:</b> To enable students to understand the form and the dynamic nature of the relationships between the principal parties in business.</p>
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**1.1 People and their relationships in Business**

This includes the dynamic relationship between people in business and their competing business relationships. Other areas include the contractual and non-contractual relationships between people, the interdependence of the groups and the change in the relationships over time. The approach suggested is to focus on the relationship aspect and not to treat each sector in isolation.

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Examples: consumers' relationship with producers, entrepreneurs with investors, employers with employees.

The Law of Contract will feature in this section and will include offer and acceptance, consideration and intention to contract, remedies for breach of contract and termination of contract.

### 1.2 Conflicting interests and how they are resolved

Possible areas of conflict between parties in business.

Examples of conflicting interests and how they are resolved could include:

- \* Problem with consumer and retailer. (Dealing with the problem in a non legislative or legislative manner)
- \* Problem with producer and supplier on delivery of raw materials. (Dealing with the problem in a non-legislative manner)
- \* Employer / Employee relationship. (Dealing with possible problems)

### Some of the more important terms in Unit 1 include:

agreement	consideration	industrial relations
arbitration	consumer	investors
capacity to contract	cooperation	negotiation
conciliation	entrepreneurs	producers
	human relations	service industry

### Legislation:

Sale of Goods And Supply Of Services Act 1980

Industrial Relations Act 1990

Employment Equality Act 1977

Unfair Dismissals Act 1977

## **Unit 2 Enterprise**

### **Introduction**

Enterprise is the source of all business. Innovation is central to business development. This section looks at the nature of enterprise, characteristics of enterprising people and associated skills. Unit 2 also examines the application of enterprise in other areas of life and society.

Objective: To enable students to understand the importance of enterprise in business and the community.

#### **2.1 Introduction and Definition of Enterprise**

Enterprise in personal, business and public life as well as business start-up.

#### **2.2 Entrepreneurs and Enterprise Skills**

Application of enterprise skills to different situations.

Characteristics of entrepreneurs e.g. risk taking, decision making, adaptability.

Enterprise skills e.g. goal setting, assessment of risk and risk management, time management, innovation, decision making and human relations management.

Enterprise in action (home, school, work, leisure, local community, public service).

Role of enterprise in business start-up and existing business.

#### **Some of the more important terms in Unit 2 include:**

decision making

human relations

reactive

enterprise

innovation

risk management

entrepreneurs

intrapreneurs

SWOT (strengths, weaknesses, opportunities and threats)

entrepreneurship

networking

goals

planning

time management

proactive

## Unit 3                      **Managing 1**

### **Introduction**

This section introduces the concept of management. It examines management as a planning and control process. Since management is largely implemented through people, there is a focus on the management skills of communication, organisation and motivation.

**Objective:** To enable students to understand the importance of management in business and the community.

### **3.1 Introduction and Definition of Management**

Broad definition of management.

### **3.2 Managers and Management Skills**

Characteristics of managers e.g. an organisational and systematic approach to work.

Management skills e.g. leading, motivating and communication.

Leadership: to include the ability to achieve results through people. Authoritarian and democratic leadership, directing and delegation.

Motivation theories e.g. the classic theories McGregor, Theory X and Theory Y and Maslow's hierarchy of needs.

Communication e.g. the importance in co-ordinating and building on the strengths of **the** people in the firm and barriers to effective communication.

Communication skills and methods: to include internal, external, verbal, written, visual and electronic. Factors to consider when deciding on methods of communication.

Communication methods to include internal, external, verbal, written, visual and electronic.

Factors to consider when deciding on methods of communication.

### **3.3 Management Activities**

Planning to include general and specific objectives and strategic and tactical planning.

Organising structure of organisation, formal and informal staffing, span of control and teamwork.

Controlling to include setting standards and using feedback.

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### Some of the more important terms in Unit 3 include:

agenda	electronic mail	management	quality control
chairperson	information technology	modem	secretary
control	internal & external	motivation	stock control
credit control	communication	minutes	span of control
co-ordination	internet	objectives	terms of
delegation	leading	organization	reference
EDI electronic		structure	
data interchange		planning	

### Legislation:

\* Data Protection Act 1988

## Unit 4 Managing 2

### Introduction

Management applications are the themes of this unit. It looks at those functions which are common to the management of both the household and the business. It examines organisational applications, including human resource management, and the changing role of management.

Objective: To enable students to understand management as it applies to the household and the business.

### 4.1 Household and business manager

Finance: to include simple household and business cash flow, main sources of finance, cost of" finance, current account and applying for a loan.

Insurance: to include principles, risks, and costs, and types of insurance.

Taxation: to include an outline of the main types, basic income tax computations, and principal tax forms.

### 4.2 Human Resource Management

Functions of human resource management to include recruitment, selection and the employer and employee relationships.

Teamwork people development, performance appraisal and reward, career planning.

### 4.3 Changing Role of Management

Managing new relationships. Empowerment of workers. Total quality management.

Managing new technologies. The impact of technology on personnel, business costs, and business opportunities.

### 4.4 Monitoring the Business

Use, understanding and interpretation of accountancy and business data.

Basic final accounts and balance sheet. This is to include basic trading profit and loss account and balance sheet. Use of spreadsheets in preparing final accounts. Basic ratio analysis profitability, liquidity ratios and debt / equity ratios.

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### Some of the more important terms in Unit 4 include;

acid test	loan	selection
current and savings A/Cs	net margin	shares
dismissal	net pay	spreadsheet
empowerment	net profit	teamwork
form 12	overtime	Top Quality Management TQM
gross margin	performance appraisal	training and development
gross pay	personnel	utmost good faith
gross profit	P45, P60, P21	working capital
indemnity	proposal form	working capital ratio (current ratio)
insurable interest	recruitment	
job description	retaining earning	
job sharing	redundancy	
	R.O.I.(return on investment)	

### Legislation:

Industrial Relations Act 1990

## Unit 5 Business in Action

### *Introduction*

This unit views business as a living, dynamic entity. It examines a business start-up from the generation of the initial idea to the development of the business plan. There is a focus on the relationship between the business and its clients and on how the business must develop in response to changes in the market place.

**Objective:** To enable students to understand the stages involved in setting up a business enterprise.

### 5.1 Identifying Opportunities

Sources of opportunities

Internal and external, idea generation, brainstorming

New product and service development process. Product screening, concept development, feasibility study, prototype development and testing.

Techniques - desk research, field studies

Definition and reasons for carrying out market research.

### 5.2 Marketing

Identifying opportunities. Examines how business ideas may be identified and should help students understand the contribution of marketing to the successful implementation of a product or service from the prototype stage to the completed product or service.

Students should also see how marketing is vital in business in fulfilling the role in identifying, anticipating and satisfying customer needs. The marketing section focuses on the customer with an emphasis on marketing objectives, strategy and tactics as well as the development of the marketing mix. The student should be able to apply basic techniques of market research to a specific product or service.

The marketing concept includes an emphasis on customer needs.

The marketing strategy to include segmentation and target market.



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Developing the marketing mix: product, price, promotion and place.

- \* Product to include design, package, brand and product life cycle.
- \* Price to include discounts, competition and break-even chart.
- \* Promotion to include advertising and its functions and types of media.  
sales promotion, definition and types, Public Relations, - definition and types  
- personal selling.
- \* Place to include channels of distribution, definitions of retailer and wholesaler and franchising.

### 5.3 Getting started

Getting started examines the considerations involved in setting up a business enterprise. It looks at why individuals wish to set up their own firms and ways of overcoming obstacles. It is envisaged that a wide variety of practical information available could be utilised. The emphasis in sources of finance section should be on the use of information to make informed decisions between alternatives.

Finance options to include:

**Three** short term, **three** medium term and three long term sources (both internal and external) e.g. equity, loans, venture capital and grants.

Working capital management.

Basic cash flow statement and tax implications. (PAYE, PRSI, VAT)

Ownership options to include:

Choosing forms of ownership and implications of choice.

Basic introduction to sole trader, partnership and Limited company.

Production options to include types of production, job, batch and mass.

Business Plan to include purpose, importance and layout.

**5.4 Expansion**

Reasons for expansion

Finance for expansion to include equity and loan capital.

Short and long term implications of expansion.

Three methods of expansion home and abroad to include growth and acquisition/takeover.

**Some of the more important terms in Unit 5 include:**

acquisition	desk research	personal selling
advertising	equity	product life cycle
batch and mass production	exporting	prototype
branding	feasibility study	public relations
break even	job	questionnaire
business plan	limited liability	retailer
cash flow statement	marketing mix	sales promotion
channels of distribution	market research	take-over
	multples	wholesaler
	own brands	working capital
		management

**Legislation:**

Consumer Information Act 1978

## **Unit 6 Domestic Environment**

Business does not operate in a vacuum. It is part of the wider economic system. This section looks at the different types of industry and business in the context of the local and national economy. It also examines the relationship between business and government.

Objective: To enable students to understand the interaction between business firms, the local community, the Government and the economy.

### **6.1 Categories of industry**

Agriculture, manufacturing, services and natural resources, an overview of their relative importance to the economy and changing trends.

### **6.2 Types of business organisation**

Choosing between alternatives.

Types of Business include sole trader, partnership, private limited company, public limited companies, alliances, franchising, co-operatives, transnationals, state-owned enterprises and indigenous firms. Choosing between alternatives. The regulations of forming a private limited company only.

Changing trends in ownership and structure in the Irish economy.

Examples: Co-operative to PLC and semi-state body to PLC.

Setting up, opportunities and risks attached (limited liability), differences.

Implications of choice.

### **6.3 Community Development**

Local community and business - how the local community benefits from local business.

Community development incorporating local community initiatives. Leader programmes,

County Enterprise Boards, F.A.S. community enterprise schemes.

**6.4 Business and the economy**

The impact of the economy on business. The general impact of economic variables like inflation, exchange rates and levels of unemployment on business costs. Example: The impact of a strong Irish punt on trading abroad.

**6.5 Government and business**

An introduction to the Government's role in business; the Government's role in creating a climate for enterprise. Taxation and interest rates, infrastructural development and industrial policy and its impact on business. Role of the Government as employer. Privatisation.

**6.6 Social responsibilities of business**

Business ethics. Codes of ethics for business.

The environmentally conscious company, opportunities and costs.

Socially responsible business and the positive contribution of business to local areas (sponsorship sports, art, culture). The impact of business on the economy, on the community and on the local environment.

**Some of the more important terms in Unit 6 include:**

articles of association	indigenous firms	PLC
business ethics	industrial policy	sole trader
categories of industry	inflation	state enterprise
community enterprise	interest rates	
co-operatives	limited liability	
exchange rates	memorandum	
grants and subsidies	privatisation	

**Legislation:**

\* Companies Act 1990 (as it relates to Private Limited company formation only).

## Unit 7 International Environment

### Introduction

Ireland is open to economic, social and cultural trends from abroad and the international environment has a major impact on Irish business. This section introduces the international trading environment and developments in international business. It also focuses on Ireland's membership of the European Union.

**Objective:** To enable students to understand the opportunities and challenges facing Irish business in the international environment.

### 7.1 Introduction to the international trading environment

Ireland as an open economy.

Reasons for international trade.

Introduction to the effects of the changing world on Irish business.

Increased competition arising from free trade as a result of changes in trade agreements, deregulation and political developments.

Opportunities arising from access to new markets and the challenges to be met.

### 7.2 European Union

This includes an overview of the development and implications of E.U. policies.

An introduction to the following policies:

Social Charter, Common Agricultural Policy and Common Fisheries Policy.

Competition policies and Monetary union.

An introduction to the following institutions:

European Commission, Council of Ministers, European Parliament, Court of Auditors and The European Court of Justice.

Consultation process eg. ICTU, IBEC and IFA.

**7.3 International business**

Global marketing includes the building of a product brand and a company image worldwide.  
E.g. motor cars, soft drinks, PC and sports gear industries.

The globalisation of markets and information technology as the main sources of change in the current business environment.

The growth and importance of multinational companies.

**Some of the more important terms in Unit 7 include:**

Council of Ministers	global marketing
European Union	import
European Parliament	international marketing
European Commission	international trade
European Court of Justice	single market
EU directive	trade
EU policy	trading bloc
export	transnational company

### 3. Proposed assessment structure

#### Introduction

Assessment of student performance in the *Business* syllabus will reflect the new emphasis of the course. In order to address the aims and objectives of the new course a variety of questioning techniques will be used. The style and structure of questions and the examination has also been changed to incorporate the integrated nature of the course content and to reflect the links between the objectives of the syllabus, the course content and the specific learning outcomes. All of these considerations have been adopted on the basis of what is attainable by students who have completed a two year, school-based course of study.

- \* Leaving Certificate Business will be assessed in relation to syllabus objectives initially through a written terminal examination.
- \* The examination will be offered at two levels with two separate examination papers, for Ordinary and Higher levels.
- \* A variety of questioning techniques will be used and a flexible approach will be taken to the style of questioning in the written examination.
- \* The paper at Higher level will examine the areas common to both levels and also those parts of the outcomes designated higher level only (**HL**)
- \* Higher level candidates will be required to demonstrate a greater depth of knowledge and understanding of the content and issues as well as a proficiency in skills, applications and analysis.
- \* The Ordinary level paper will refer only to those outcomes of the syllabus common to both levels. Ordinary level candidates will be required to demonstrate proficiency in skills and applications.

#### Assessment objectives

The examination will assess the candidates' ability to:

- \* recall knowledge in relation to the syllabus content
- \* use this knowledge in numerical and diagrammatic form



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- \* demonstrate within the context of the business syllabus, appropriate terminology, concepts, procedures, principles and practical numerical calculations
- \* recognise, select, interpret and apply data
- \* demonstrate an understanding of the complex and changing situations within business organizations
- \* analyse business information and communicate this analysis in an accurate and logical manner.

### Examination structure and marking scheme

The examination will be a written terminal examination. The examination is to be marked out of 400 marks. There will be one paper at two levels, Ordinary and Higher. The Ordinary level examination comprises two sections and is of two hours thirty minutes duration. The Higher level paper examination comprises three sections and is of three hours duration.

### Overview of proposed assessment

#### 1. Assessment structure

Terminal written examination  
400 marks  
Two papers Higher and Ordinary

#### 2. Higher Level paper

Time	Three hours
Marks	400
Three Sections	1, 2 and 3
Note:	Candidates must attempt <u>all</u> three sections

#### 3. Ordinary Level paper

Time	Two and a half hours
Marks	400
Two Sections	1 and 2

### Assessment grid

<b>Higher level paper</b>		Recall of knowledge	Application of knowledge	Analysis
Section 1	20%	*	*	*
Section 2	20%	*	*	*
Section 3	60%	*	*	*

  

<b>Ordinary level paper</b>		Recall of knowledge	Application of Knowledge	Analysis
Section 1	25%	*	*	
Section 2	75%	*	*	

### Higher level examination structure

The Higher level paper examination comprises three sections and is of three hours duration.

#### Section 1

*	Total M a r k s	80 marks
*	Questions to be attempted	8
*	Total n u m b e r of Questions	10
*	M a r k s per Question	10 marks
*	F o r m a t	short answer questions covering the entire syllabus
*	Percentage of total examination	20%

#### Section 2

*	Total M a r k s	80 marks
*	Total n u m b e r o f Questions	1
*	F o r m a t	Applied business question based on certain units of the course which will alternate yearly.
*	Percentage of total examination	20%

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### Section 3

* Total Marks	240 marks
* Questions to be attempted	4 (restrictions on options)
* Total number of Questions	7
* Marks per Question	60 marks
* Format	Variety of questioning techniques
* Percentage of total examination	60%

### Notes on Higher Level Paper

#### Higher level Section 1

Section 1 of the examination may be drawn from any area of the syllabus.

#### Higher level Section 2

For examination purposes a rota system is recommended for the course content of the applied business question in Section 2.

There are seven units in the course and each year three of these units will be used as the Basis for formulating the applied business question. This will give candidates a specific focus in their approach to the examination.

With the syllabus being implemented in 1997, the first year of examination will be 1999.

In year 1 (1999) Units 1, 2 and 3 will be the areas on which the applied business questions will be based.

In the second year of the examination (2000) Units 2, 3 and 4 will be the areas on which the applied business questions will be based and so on.

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units					
1	2	3	4	5	1
2	3	4	5	6	2
3	4	5	6	7	3
Year of examination					
1999	2000	2001	2002	2003	2004

The applied business question design will be generally focused on the higher level learning Outcomes as listed in the syllabus document.

### Higher level Section 3

For examination purposes, the new syllabus is set into three broad categories with allocated weightings for each:

- People in Business                      10%
- Enterprise                                      60%
- Business Environment                      30%

For the purposes of the terminal written examination at both levels these three categories have been divided into two parts for the examination.

Part I                      People in Business and Business Environment                      40%

Part II                      Enterprise    60%

Part I                      Candidates must attempt at least one question from this part, and not more than two.

Syllabus Weighting    40%

Total Questions    3

Marks per Question    60 marks

Questions which must be attempted    1 (minimum)

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Part II Candidates must attempt at least two questions from this part, and not more than three.

Syllabus Weighting	60%
Total Questions	4
Marks per question	60 marks
Questions which must be attempted	2 (minimum)

Note: Candidates must attempt at least **one** question from Part I and at least **two** questions from Part II and **one** other question from either grouping.

### *Ordinary Level Paper*

The Ordinary level examination comprises two sections and is of two hours thirty minutes duration.

#### **Ordinary level**

<b>Time</b>	<b>Two and a half hours</b>
<b>Marks</b>	<b>400</b>
<b>Two Sections</b>	<b>1 &amp; 2</b>
<b>Note:</b>	<b>Candidates must attempt both sections</b>

#### **Ordinary level overview**

##### **Section 1**

Total Marks	100 marks
Questions which must be attempted	10
Total number of Questions	15
Marks per Question	10 marks
Format	short answer questions
Percentage of the examination	25%

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### Section 2

Total Marks	300 marks
Questions which must be attempted	4 (restriction on options)
Total number of Questions	8
Marks per Question	75 marks
Format	Variety of questioning techniques
Percentage of the examination	75%

### Ordinary Level Section 2

The proposed examination weightings of the syllabus are People in Business 10%.  
Enterprise 60% and Environment is 30%.

**Part I** Candidates must do at least **one** question from this part.(and not more than two)

Syllabus Weighting	40%
Questions which must be attempted	<b>1 (minimum)</b>
Total Questions	<b>3</b>
Question marks	<b>75 marks</b>

**Part II.** Candidates must do at least **two** questions from this. (and not more than three).

Syllabus Weighting	<b>60%</b>
Questions which must be attempted	<b>2 (minimum)</b>
Total Questions	<b>5</b>
Question marks	<b>75 marks</b>

**Note:** Candidate must attempt at least **one** question from Part I and at least **two** questions from Part II and **one** other question from either part.

Section 1 at both Ordinary and Higher levels should be presented in the form of an Answer Book - i.e. questions to be answered and returned with the candidate's answer book .

#### 4. Teaching methodologies

There is no 'best' method of teaching Leaving Certificate Business. Since students learn in different ways it is important to provide for a range of learning styles which illustrate the dynamic nature of the syllabus. Since the emphasis has changed to a more vocational and enterprise orientation, the teaching methodologies should reflect this emphasis and the syllabus should be taught in a more active way. The new Business syllabus is divided into seven units and it is recommended that the teachers adopt an integrated approach to the teaching of the syllabus. The course committee also feel that students should consider the overall patterns and the interrelationships between units of the new syllabus.

The Business teacher should employ a range of teaching strategies in response to the needs of individual students, and, the delivery of the subject, should where possible reflect the dynamic nature of business. It should be noted that the syllabus structure does not imply a definitive teaching order; teaching strategies should reflect the aims, objectives and learning outcomes of the syllabus. The emphasis should be on the active involvement of students in the learning process wherever possible. This approach was reflected in the consultation process and other characteristics of this approach could include:

- \* building on existing business information of the student
- \* emphasising an enterprising approach to the learning of Business
- \* providing confidence building in practical areas of the course
- \* providing opportunities for developing associated business skills including setting aims and objectives, investigation and research, discussing and asking questions collecting, selecting, organising, presenting, analysing and evaluating information.  
(writing reports)

The consultation process with business teachers and other interested parties has highlighted the importance of providing students with opportunities to develop their communication and enterprise skills and of studying the environment in which business operates today.

**This section will be developed during the programme of in-career training for teachers.**

### 5. Resources

#### Resources

This section looks at some of the resources available at present for the teaching of Business at Leaving Certificate. This list is by no means exhaustive or complete and is merely an attempt to provide some material suitable for use by teachers and by students. The word resources in this context refers to anything that supports the teaching of Business in schools. It could include slides, posters, wall charts, newspapers, books and videos. A teacher could collect resources suitable to his/her style of teaching.

Resource lists can be found through the journals of the Business Studies **Teachers** Association of Ireland which provide a comprehensive review of all developments taking place in the area of business subjects in second level schools.

#### Using resources

The syllabus lends itself to the use of information technology in all areas of business and the use of word processing, spreadsheets and business simulation software may be helpful in the teaching of business. Many new software products are coming on Stream which may be useful in the teaching of the subject.

There are many business magazines which contain information relevant to the course and these can be quite useful in building a library of materials for reference.

Newspapers can often illustrate business situations and business supplements are now a regular feature of many newspapers.

Information packs produced by Government departments, European Union Bodies, Semi state bodies, Business and Labour associations etc. are also available.

#### Resource List

**Young Enterprise** Ireland, Pat/Bernadette Ryan, Forge House, Carrigaline, Co. **Cork**  
Tel: 021 373163

**Shannon Mini-Company Programme**, Curriculum Development Centre, St. Patrick's Comprehensive School, Shannon, Co. Clare Tel: 061 361993, Fax: 061 361151

**Young Entrepreneurs Scheme**, Mr Monty Tinsley, Y.E.A. 29 Arnold Grove, Glengeary, Co Dublin. Tel 01 2852126



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**Irish Practice Enterprise Network**, City of Galway V.E.C., Island House, Cathedral Square, Galway. Tel: 091 62292/67194

**Starting a Business in Ireland**, Brian O'Dane, Oak Tree Press Enterprise Series, Merrion Building, Lower Merrion Street, Dublin 2.

The Enterprising School, A practical handbook/guide produced by Ulster Bank, Northern Ireland as support material for their Enterprising School Competition.

**Forbairt leaflets on starting your own business, enterprise and innovation.** Forbairt, Wilton Park House, Wilton Place, Dublin 2. Tel: 01 8370101, Fax: 01 8379620

County **Enterprise Boards**, Have been very helpful to schools by assisting in the *planning* and *operation* of mini enterprises.

FAS, Leaflets on starting your own business and on Community Employment and Training Programmes. 27-33 Upper Baggot Street, Dublin 4. Tel 01 6685777, Fax: 01 6682691

**Leader Publications**, eg. 'Innovative Projects' the 'Leader Magazine', published by the leader Network, I.R.D. Duhallow, Co Cork.

**Rural Development, I.C.M.S.A.** Irish Farmers Monthly, **31 Deansgrange Rd.**, Blackrock, Co Dublin

It's Your Own Business, Hazel Davies, a practical, photocopiable workbook from CRAC, CRAC materials are available from Biblios Publisher's Distribution Services Ltd. Star Road, Partridge Green, West Sussex RH13 8LD, England. Tel: 01403 710851, Fax: 711143.

**Pipe Material**, City of Galway VEC, Island House, Cathedral Square, Galway, eg. 'Enterprise Development', 'Working World', 'Beyond School', 'Exploring Tourism'. Labour of Love, A video pack on trade unionism. Irish Congress of Trade Unions, Education and Training Section, 31 Parnell Square, Dublin 1. Tel: 01 6680641, Fax: 8722765

**Energy and the Environment**, A video pack on environmental issues, Eolas.

Bank of Ireland, A resource pack available from Bank of Ireland on undertaking job interviews.

**APPENDIX**

**Important Legislation**

This is a business syllabus and not a law syllabus. Students will be expected to identify and explain the broad effects of the specified legislation on business practice.

1. Sale Of Goods And Supply Of Services Act 1980
2. Consumer Information Act 1978
3. Industrial Relations Act 1990
4. Employment Equality Act 1977
5. Unfair Dismissals Act 1977
6. Data Protection Act 1988
7. Companies Act 1990 (as it relates to Private Limited company formation only).

This appendix may be updated from time to time. Schools will be notified a full 2 years in advance of any changes to be made.