

Classroom-Based Assessment 2: Presentation

Takes place from the 5th to 23rd of November, 2018

Assessment take to be completed in class the week of the 3rd of December

This Classroom-Based Assessment 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.

The Presentation is an individual project.

It comprises of three areas of activity:

- Investigating
- Making informed judgements
- Communicating.

Over the course of three weeks the student will engage in three areas of activity which contribute to the generation of their evidence of learning and achievement in the Classroom-Based Assessment:

1. Investigating
2. Reflecting on learning
3. Communicating.

1. Investigating

The Presentation requires the student to investigate and present on a business-related topic. The chosen topic may be directly related to specific course content or the student may decide to study an issue of personal or local relevance, provided it is related to the business environment.

Some potential topics are:

Field visit to a local enterprise

Investigation of a business-related story in the media

Leaders in the Irish business field

Investigation of the impact of an organisation on a community

Consumerism

Investigation of a current economic issue

Careers in business

Once the student has decided on his/her topic of interest, he/she will undertake some original investigative work in order to find out more about the topic. The student will begin to gather

information from primary and/or secondary sources e.g., organising a meeting/interview or online research. As the topic options are very broad, given their age, ability, interests and the timeframe involved, **the student should focus on one aspect of the topic.**

Example:

Topic: Business Leadership

Aspect for the Presentation: Is Michael O'Leary a good Leader?

It is important for the student to record the source(s) of all the information gathered in order to be able to assess its reliability and quality. Many business-related topics can be looked at from different perspectives and students should be encouraged to consider differing viewpoints.

2. Reflecting on learning

Having undertaken some original investigative work on the business-related topic, the students should:

- Evaluate what they have learned about the business environment as a result of the investigation
- Reflect on whether/how they see the world differently and whether/how their behaviour has changed having engaged with this topic.

This will include, for example:

- Exploring the importance of the topic for personal, local, social or environmental relevance
- Applying their knowledge, understanding and ideas relevant to the chosen topic
- Explaining different opinions related to the chosen topic where appropriate
- Reflecting on what they thought about the topic before the investigation and what they think now
- Reflecting on whether/how their behaviour or attitudes have changed having found out more about the topic.

In other words, the student should aim to develop a personal opinion in relation to the business related topic. Justification for holding this opinion should be sourced in the original investigative work.

3. Communicating

Each student will present orally on what they have learned having examined a business-related topic. The information should be presented in their own words to demonstrate personal understanding of the knowledge and ideas relevant to the chosen topic. A priority for this assessment is to encourage confidence in a student's presentation and communication skills. Students should be encouraged to experiment with and practise their presentation. Although this phase of the task is monitored by the teacher, the preparation is the student's own work, carried out individually.

The presentation should be structured along the following lines:

- Identify and provide a brief overview of the business-related topic
- Explain their interest in the topic
- Evaluate what they have learned about the business environment as a result of their investigation of the topic
- Reflect on whether/how they see the world differently and how their behaviour has changed having engaged with the project
- Present an opinion on the business-related topic
- Demonstrate the development of their communication skills.

Evidence of learning

- The presentation should last up to three minutes per student including time set aside for engagement with the audience.
- Teacher support for the student's communication, in the form of questions or interventions, may be part of the presentation.
- A student may speak with or without notes, and a reading of a prepared script is allowable.

Students should use a range of different support materials and tools, such as

- stimulus material,
- digital technology,
- tabular or graphic representations,
- posters, or storyboard,

The use of different support materials to support the oral presentation is encouraged and rewarded when used to scaffold the presentation where appropriate.

Features of Quality

Presentation Exceptional	<ul style="list-style-type: none">• The student communicates eloquently and very confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well-structured.• The support material chosen displays creativity and is used very effectively to captivate the audience.• 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.
Above expectations	<ul style="list-style-type: none">• The student communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well-structured.• The support material is well-chosen to interest the audience, displaying some creativity.• The student's reflections on the topic are of very good quality.
In line with expectations	<ul style="list-style-type: none">• The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places.• The support material chosen is appropriate but not used to its full potential.• The student displays an ability to reflect on their own perspective of the topic.
Yet to meet expectations	<ul style="list-style-type: none">• The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure.

	<ul style="list-style-type: none"> • The support material chosen is used in a basic manner. • The student's reflections on the topic are narrow and of poor quality.
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Assessment Task

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 the second Classroom-Based Assessment, the Presentation, where the knowledge and skills developed by students emerge from their investigation, growing awareness of and presentation of a topic related to the business environment. The purpose of the Assessment Task is for students to undertake a focused reflection on their individual Presentation.

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 value system has been influenced through their 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 evaluating their individual presentations; and secondly, reflecting on and writing about their experiences as presenters.

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